

**EDUCATION RELATED EXPERIENCES OF
ADULTS AGE 50 AND BEYOND
ENROLLED IN
GRADUATE DEGREE PROGRAMS
AT
VIRGINIA COMMONWEALTH UNIVERSITY**

By

Howard Eugene McCoy, Sr.

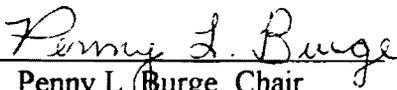
Dissertation Submitted to the Graduate Faculty
of the
Virginia Polytechnic Institute and State University
in partial fulfillment
of the requirements for the degree of

DOCTOR OF PHILOSOPHY

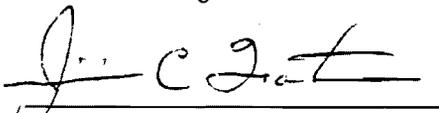
in

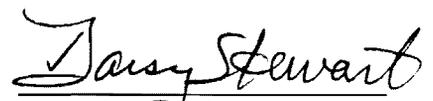
Vocational and Technical Education

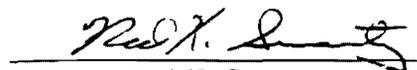
APPROVED:


Penny L. Burge, Chair


William H. Daughtrey, Jr.


Jimmie C. Fortune


Daisy L. Stewart


Ned K. Swartz

May 1999
Posthumously Awarded
Blacksburg, Virginia

Keywords: Graduate Programs, Higher Education, Adult Students 50 and Beyond

c.2

LD
5655
V856
1999
M336
c.2

EDUCATION-RELATED EXPERIENCES OF ADULTS AGE 50 AND BEYOND
ENROLLED IN GRADUATE PROGRAMS

by

Howard E. McCoy, Sr.

Committee Chair: Dr. Penny L. Burge

(ABSTRACT)

This study examined the demographic characteristics and education-related experiences of adults age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University. The major focus for this study was to identify and examine the experiences of adults age 50 and older enrolled in graduate degree programs.

The population for the study included 113 adults age 50 and older who were enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University between fall 1995 and fall 1996. Surveys were mailed to these potential participants with a total of 96 individuals responding. A focus group interview was also conducted in the fall semester of 1996 to gain further insight regarding their experiences; the respondents were eager to share their responses during this session.

The findings in this study revealed that older adults in graduate degree programs at Virginia Commonwealth University were between the ages of 50 to 62, were more often married than not, had no children under the age of eighteen in the household, and most completed their last degree in 1979. The results of the survey revealed that most of the

adults did not have negative feelings about their experiences. Overall, these students felt very positive about their educational-related experiences. There were, however, several administrative concerns associated with the selected demographics of gender, occupation, income, marital status, age and major field of study, and the education-related experiences of these adults. While most respondents agreed that it was very difficult to maintain their family, work and personal life while earning this degree, they were overall satisfied with their experiences and felt challenged even though their socializing time was significantly reduced. The respondents were not as satisfied with the administration and staff because they were not available for support after work hours when they had concerns that needed addressing. They also felt their classrooms were not adequately prepared to accommodate the older learners, especially in regard to having appropriate visual equipment and adequately designed desks for older students.

The data obtained will be useful to Virginia Commonwealth University in making decisions relative to improving existing services, developing innovative programs, designing policies and procedures that will improve recruitment, retention, and completion of adults age 50 and beyond in graduate programs. Further study is needed from this population of students to ascertain whether there are additional experiences that should be examined and explored. A replication of the study may reveal additional information not addressed in this study.

ACKNOWLEDGMENTS

The family of Dr. Howard E. McCoy, Sr. wishes to thank those members of the Dissertation Committee who worked very diligently with him over the past years in assisting him in accomplishing this educational goal, Dr. Penny L. Burge, Chair; Dr. William H. Daughtrey, Jr.; Jimmie C. Fortune; Dr. Daisy L. Stewart and Dr. Ned K. Swartz.

The family wishes to also thank his immediate family for the love and support that his family extended during his years of educational pursuits, especially his mother, Mrs. Missie McCoy, sisters, Maitland Cooper, Jeri Bryant, and Margaret Carey as well as his brother, Leon McCoy. To his friends, associates, colleagues and students thank you for the love and friendship that was shown him.

DEDICATION

This book is dedicated in memoriam to its author...

Dr. Howard E. McCoy

Howard E. McCoy spent countless hours in preparation of this document. For it was through his hard work and tenacity that he was able to fulfill this achievement and yet, through it all, he continued to give unselfish love, enduring devotion, abiding support and quality time galore to his family, whom he loved dearly and who love him unconditionally. He will greatly be missed by his family and all whose lives he touched.

Your Loving Family,

Valerie, Howard Jr., & Devin



“Deep in our hearts, a memory is kept
of one we loved and will never forget.
Not being able to say good-bye
Will always bring regret.”

“A golden heart stopped beating and
Hard-working hands were put to rest.
God broke our hearts but proved to us
that God only takes the Best.”



Dr. Howard E. McCoy, Sr.
November 1948 - March 1, 1999

TABLE OF CONTENTS

	Pages
Abstract	ii-iii
Acknowledgments	iv
Dedication	v
Table of Contents	vi
CHAPTER(S)	
1. INTRODUCTION.	1
Background of the Problem	1
Impact of Adults 50 and Older on Institutions of Higher Education.	2
Problem Statement.	4
Purpose of the Study	5
Significance of the Study	5
Conceptual Framework	6
Research Questions	8
Organization of the Study	8
Summary	9
2. REVIEW OF THE LITERATURE	11
Introduction	11
Educational Participation of the 50 and Older Age Group	12

TABLE OF CONTENTS (Continued)

Population Trends of the 50 and Older Age Group 16

Demographics, Lifestyles, and Workforce Participation
of Adults age 50 and Beyond 20

Service Quality 21

Biological, Psychological, and Sociological Theories on Aging . . . 22

Higher Education's Response to Meeting the 50 and Beyond
Graduate Student's Needs 26

Summary 28

3. METHODOLOGY 30

 Introduction 30

 Research Questions. 30

 Research Design 31

 Survey Site Selection Process 32

 Participant Selection Process 34

 Instrumentation -- Survey 34

 Survey Pilot Study 35

 Data Collection – Survey. 36

 Data Analysis - Survey Analysis 38

TABLE OF CONTENTS (Continued)

Focus Group - Introduction	39
Focus Group Pilot Study	39
Focus Group Participant Selection Process	40
Focus Group Questions	42
The Setting	43
Data Collection	43
Data Analysis - Focus Group Analysis	44
Summary	45
4. RESULTS OF THE STUDY.	46
Introduction	46
Population.	46
Procedures	47
Demographic Data	48
Gender	48
Employment	48
Family Income	51
Marital Status.	51
Ethnic Background	52

TABLE OF CONTENTS (Continued)

Number of Children Under the Age of Eighteen	52
Age.	52
Major Fields of Study.	52
Educational Related Experiences of Students Age 50 and Beyond.	54
Introduction	54
Respondents Description of their Overall Graduate Experience	54
Level of Challenge by Graduate Classes as Related to Participant's Demographics	57
The Effect that Graduate School has upon the Time for Socializing as Related to Participant's Demographics.	59
The Level of Difficulty of Graduate School in Balancing Family, Work, & Personal Life as Related to Participant's Demographics	62
Interaction with Faculty as Related to Participant's Demographics	64
Interaction with Administration as Related to Participant's Demographics	67
Interaction with Support Staff as Related to Participant's Demographics	69
Interaction with Classmates as Related to Participant's Demographics	71
Utilization of Campus Resources as Related to Participant's Demographics	73

TABLE OF CONTENTS (Continued)

Additional Findings 79

 Participant’s Reasons for Earning a Graduate Degree 80

 Effect Graduate Degree will have on Participant’s Lives 80

 Recommend Degree Field to Others 80

 The Likelihood that Graduate Degree will Contribute to
 Increased Job Security, Job Satisfaction, Employment
 Opportunities, Compensation, Work Duties, or will have
 No Contributing Effect 82

 Participant’s Perceptions as to the Quality of Services Received . . 84

 Participant’s Preferences for Class Times 86

Focus Group Responses 86

 Questions and Responses of Focus Group Members 87

Summary 94

5. CONCLUSIONS, IMPLICATIONS, AND
RECOMMENDATIONS FOR FURTHER STUDY 96

 Summary of the Study 96

 Discussion of the Findings 97

 Conclusions 114

 Implications for Practice 117

 Recommendations for Future Research. 119

TABLE OF CONTENTS (Continued)

LIST OF REFERENCES	121
APPENDICES	128
VITA	256

LIST OF TABLES

TABLES	PAGES
1 Demographic Profile of Adult Students 50 and Beyond Enrolled in Graduate Degree Programs on the Academic Campus of Virginia Commonwealth University, 1995-1996	49
2 Employment Categories of Adults age 50 and Beyond Enrolled in Graduate Degree Programs on the Academic campus of Virginia Commonwealth University, 1995-1996	53
3 Reasons for Earning a Graduate Degree by Adults Age 50 and Beyond Enrolled in Graduate Degree Programs on the Academic campus of Virginia Commonwealth University, 1995-1996.	81
4 What is the Likelihood/Non-Likelihood that your Graduate Degree will Contributing to Job Security, Job Satisfaction, Employment, Compensation or Duties?	83
5 Participant's Perceptions of the Quality of Services Received.	85

APPENDICES

	PAGE
Appendix I (A-F)	
Questionnaire/Follow-up.	128
Appendix II (A-G)	
Overall Graduate Experiences.	141
Appendix III (A-G)	
Level of Challenge of Graduate Classes	154
Appendix IV (A-H)	
Effect on Socializing of Graduate Students	166
Appendix V (A-H)	
The Level of Difficulty of Balancing Family, Work, and Personal Life	177
Appendix VI (A-FF)	
Level of Interaction with Faculty, Administration, Support Staff, and Classmates	190
Appendix VII (A-Q)	
Utilization of Campus Resources (Library, Student Commons and Computer Labs).	232

Chapter 1

INTRODUCTION

This study is an examination of experiences encountered by persons 50 years of age and beyond who enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University during the period of fall 1995 to fall 1996. Presented in Chapter 1 are the background of the problem, the impact statement, the problem statement, the purpose of the study, the significance of the study, the conceptual framework, and the research questions. It concludes with the organization of the study and a summary of the chapter contents.

Background of the Problem

The majority of published research suggests that the average age of the populous in the United States is increasing significantly. According to the World Book Encyclopedia (1998) sources indicate that the maximum life span of humans is over 100 years with the average life span to be about 70 years as compared to the 1700s, when the life span was 30 years of age. In addition, the Census Bureau's middle series reports projected the elderly population will more than double between 1995 and the year 2050, to 80 million (U.S. Bureau of the Census, 1993).

"Factors such as planned retirements, social security and Medicare benefits, improved sanitation, immunization, refrigeration, antibiotics, and advances in health care

have contributed to the increased life expectancy of the population" (Dychtwald, 1990, p.48). This average-age increase has caused a major shift in demographics within the United States, including the geographic area serviced by Virginia Commonwealth University. Because this significant increase is relatively recent to the United States, only during the twentieth century have some institutions and systems felt a need to shift from a basically youth-oriented culture to a society reorganizing to meet the special needs of persons age 50 and beyond.

Institutions cannot respond to any change intelligently and voluntarily unless they recognize that it is occurring. Many still do not realize the momentous changes incident to increasing life spans. Wolfe (1992), suggested that targeting older adults is difficult for most systems because older adults do not follow the crowd. Older adults, however, do tend to respond to five key personal values: (1) autonomy, (2) social connectedness, (3) altruism, (4) personal growth, and (5) revitalization. These key values can be quite important to adults age 50 and beyond who are seeking revitalization and personal growth through enrollment in higher education.

Impact of Adults 50 and Older on Institutions of Higher Education

With the increases in enrollment by older students, colleges and universities can offset the decrease in enrollments of traditional age students, assuming these institutions wish to grow numerically or at least remain the same size. Nationally, the oldest member of the baby boomers will reach age 65 in the year 2010. This generation of empty nesters

will be more educated and more financially secure than their predecessors (Edmonson, 1996). Annual expenditures for education by the senior market is over 100 billion U.S. dollars. This market consists of persons 50 to 85 years of age and older (U. S. Bureau of the Census, 1993). According to the U.S. Bureau of the Census (1996), advanced degree attainment by persons 50 to 54 is 8.5% of the overall population and is 8.4% by persons age 55 to 64.

By the year 2000, America's economy will be even more information-driven than now. The 50-and-older age group of tomorrow will be better informed than any previous generation of the senior markets. The highly-educated retirees welcome the opportunity to return to the classroom. They are concentrating on courses of personal interest that they had to forego during their work lives (Miller, 1997). There is a growing trend towards recreational education and educational vacations. The most famous of these recreational educational networks is the Elderhostel network, founded in 1975 by Marty Knowlton as a learning program for adults aged 55 and older. In 1997, there were programs on 2,300 campuses and institutions in the United States and abroad (Miller, 1997). Russell (1995) indicated that amongst the oldest baby boomers, over 80% are high school graduates and over 25% of these graduates have college degrees.

Education for older adults, just as for youth, is an investment in the best interest of society. It is consistent with higher education's goal of equality and access for all students who wish to enroll, regardless of their social or financial status or ethnicity--or age. Higher education has as its fundamental role and responsibility that of knowledge

dissemination this includes:

Colleges and universities have at least four major areas of responsibility regarding older learners: (1) colleges and universities have an equal role in assisting older learners to understand current values, culture, and technology; (2) higher education has a duty to act as a catalyst for mobilizing older adults for productive roles in society for their 20 plus years of life after retirement; (3) colleges and universities should work toward the elimination of negative stereotypes of old people; and (4) higher education should assume the task of providing mental stimulation as it has a positive correlation on physical health and mental well-being of older adults (Fischer, Blazey, & Lipman, 1992, p.17).

Problem Statement

New literature is consistently emerging to address the impact on society of adults age 50 and beyond. Although much of this literature addresses the economic effects, personal growth, increasing educational levels and physical and mental capabilities of this population, this study seeks to identify the experiences of adults age 50 and older enrolled in graduate degree programs. The sharing of these experiences could assist educational institutions in understanding and meeting the needs of individuals age 50 and beyond enrolled in graduate degree programs.

"Many institutions are attracting older persons in graduate programs by amending admission policies, establishing adult student service offices, and offering class schedules

that meet this population's particular needs for flexibility" (Cirasa-Parish, 1993, p.8).

Brazziel (1993) cited Peter Syverson, the director of research for the Council of Graduate Schools, as having stated that innovation will be the order of the day in graduate education in the 21st century, with master's education at the forefront of the new policies and procedures.

Purpose of the Study

The purpose of this study was to identify the demographic characteristics and education-related experiences of adult students age 50 and beyond who were enrolled in graduate degree programs at Virginia Commonwealth University in Richmond, Virginia. This study will also examine the types of services utilized by these graduate students. The findings of this study will be made available to the deans of the five colleges on the academic campus of Virginia Commonwealth University to provide information which would be useful in examining the education related experiences and the type of services most often used by these graduate students.

Significance of the Study

The literature reveals that adults age 50 and beyond are discovering meaningful use of their available time through the pursuit of structured learning experiences. Fischer, Blazey, and Lipman (1992) indicated that continuing education is one of several ways in which older adults are achieving self-growth. As of 1995, national statistics showed that

18,048 male and female adults between the ages of 50 and 74 were enrolled in full-time graduate degree programs and 70, 545 were enrolled in part-time programs (National Center for Educational Statistics, 1995).

Moody (1988) suggested that the process of aging makes individuals more diverse. Further, this is a condition that elevates the conflict between the older experienced adult learner and the curriculum of most colleges and universities. The demand for lifelong learning will continue to increase because people continue to learn at any age. Benshoff and Lewis (1992) indicated that adult learners value opportunities to incorporate lifelong experiences with academic learning. This study is important for its examination of the experiences of individuals age 50 and beyond enrolled in graduate degree programs. Through this study, it may be possible to identify and examine these experiences as well as to provide Virginia Commonwealth University with specific data that can be used to better serve this age cohort.

Conceptual Framework

This exploratory research is guided by several major sociological theories on aging. Theories of Aging are more than abstract ideas that are taught in schools and universities. The theories lead to different approaches that often impose definitions of appropriate behavior on people who do not wish to conform to those definitions. The first theory on Aging and Structural Lag focuses on the macro-structural condition of the elderly in varied sociocultural situations. Riley (1994) stated that there is a growing

mismatch between the strengths and capacities of older people and their roles in society. As people live longer, they often find themselves living alone with few constructive roles that require their attention and time.

The second theory guiding this study is the Age Stratification Model. First formulated in Riley, Johnson, & Foner (1972) as a method for assessing and coding the large amount of social science research on the middle and later years, the framework treats age as a component of both human lives and social structures. The central feature is the theory's focus on changing lives and changing structures as interdependent, but distinct processes. At any given time, these processes produce age strata of people who differ in age and who approach in a manner appropriate for their particular ages (Riley, 1994). This theory represented a major advance over previous theories in social gerontology.

The third theory, the life-course perspective represents a blending of thinking in both sociology and psychology and attempts to provide explanations on the processes of the nature of aging, age-related transitions and life trajectories, aging as related to social contexts, cultural definitions, and the effect that time, period, and cohort shape the aging process for people (Bengtson & Allen, 1993).

Incorporated in this study are selected aspects of a shifting population as identified in *Age Wave* by Ken Dychtwald, (1990), which describes a study about the growing trends and implications of the 50 and over age group upon society. Accordingly, the conceptual focus of this dissertation addresses the 50 and beyond graduate student's view of higher education via consumer service.

Research Questions

This exploratory research of education-related experiences encountered by adults age 50 and beyond enrolled in graduate degree programs at Virginia Commonwealth University's Academic Campus, seeks to answer the following questions:

1. What are the demographic characteristics of gender, employment, income, marital status, ethnic background, number of children under the age of eighteen in the household, age and major field of study of adults age 50 and beyond enrolled in graduate degree programs?
2. What are the education-related experiences of students age 50 and beyond who are enrolled in graduate degree programs?
3. How are the educational-related experiences related to the selected demographics of adults age 50 and beyond enrolled in graduate degree programs?

Organization of the Study

Chapter 1 includes the introduction to the study, background of the problem, impact statement, problem statement, purpose of the study, significance of the study, conceptual framework, research questions, organization of the study, and a chapter summary. Chapter 2 is a review of the literature. This review presents findings, trends, and conclusions regarding adults age 50 and beyond enrolled in graduate degree programs. More specifically, the chapter discusses the theoretical viewpoints that frame the graduate education and the impact of the adults age 50 and beyond enrolled in

graduate degree programs. Chapter 3 describes the method used to collect and analyze the data for this study of the issues encountered by adults age 50 and beyond enrolled in graduate degree programs at Virginia Commonwealth University's Academic campus. This chapter addresses the research design, research questions, site selection process, participant selection process, survey instrument, focus group interview, pilot study, data collection method, data analysis, and a chapter summary. Chapter 4 presents the findings that result from the study. Chapter 5 provides a summary and conclusions based on the research results and recommendations for future research.

Chapter Summary

Adults age 50 and beyond represent a valuable target market for educational institutions. In population alone, this group is projected to increase from 33 million in 1994 to 80 million people in the year 2050 (U.S. Bureau of the Census, 1995). Attracting members of this group is important in increasing the number of students enrolled in graduate degree programs for any college or university. The National Center for Educational Statistics (1995) indicated that there were over eighteen thousand adults between the ages of 50 and 74 enrolled in full-time graduate degree programs and over seventy thousand were enrolled on a part-time basis, with projections indicating continued growth in graduate enrollment by this age cohort. This population is expected to continue achieving personal growth and development through education as well as other means.

Dychtwald and Flower (1990) stated that the life expectancy in the next decades

could be in the nineties. With the increase in enrollment of older adult students, colleges and universities may be able to offset any declines in enrollments of the younger more traditional age students. According to Fisher, Blazey, and Lipman (1992), colleges and universities can better serve older adults by preparing them for their twenty or more years of life after retirement. Individuals age 50 and older who enroll in graduate degree programs may bring a variety of needs to be addressed and colleges and universities should be prepared to adequately serve the needs of this emerging growth market.

Cirasa-Parish (1993) suggest that many institutions of higher education are already meeting the needs and attracting older adults through methods such as offering class schedules that meet this age group's need for time flexibility and amending admission policies. Being innovative in reaching and serving this fast-growing and affluent population will be the charge for all institutions of higher education.

Fischer, Blazey, and Lipman (1992) indicated that more adults are utilizing their leisure time by pursuing formal learning experiences. This age group will continue to participate in educational endeavors throughout their lives, because they can achieve self-growth. Identifying and examining the needs and experiences of people age 50 and beyond enrolled in graduate degree programs could provide specific and first-hand information on how to best serve this age group in their quest for continual education.

Chapter 2

REVIEW OF THE LITERATURE

“Age is a thing of mind over matter; if you don’t mind, it don’t matter.”

Mark Twain

Introduction

The purpose of this study is to identify and examine the demographic characteristics and education related experiences of adults age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University. The review of the available literature for this study encompass educational participation, population trends, economic impact, demographics, lifestyles, workforce participation, biological, psychological, and sociological theories and studies about the 50 and beyond age group. This exploratory study is guided by major sociological theories on aging in our society. In addition, this dissertation includes research data from: (a) *Age Wave*, a book by Dychtwald (1990) described a study on the growth of the older adult market impacting many aspects of society, and (b) current higher education journal research addressing the education of the 50 and beyond age group.

The rapid increase in the aging of the population in the state of Virginia as well as in the nation will have a major impact in every facet of life for both the young and the old, particularly health care, education, transportation, long-term care, employment, and housing. The primary focus of this study will be the impact of the 50 and beyond age group upon today and tomorrow's institutions of higher education.

According to Moody (1992), people age as biological beings, psychological beings, social beings, and spiritual beings. In addition, he stated, "These processes occur differently over the individual's life and it cannot be assumed that people of identical age will progress through the same aging processes or even to share similar experiences. Therefore, conceptions of and explanations for aging and age-related behaviors in later adulthood are multidimensional in nature and have come from several disciplines" (Moody, 1992, p.20).

Educational Participation of the 50 and Older Age Group

Brazziel (1987) indicated that enrollment forecasting for older students is non-existent on college campuses. Data and techniques necessary for forecasting older student enrollment have only been recently available. Brazziel's study developed a cohort and participation-rate model for national and state forecasting of older student enrollment. The study further developed data that would be useful in estimating market share of older students to colleges and universities. Brazziel's model indicates that older students enrolled in degree credit courses reached 4.3 million in 1988 and will decline to slightly under 4.0 million students in 1998 (Brazziel, 1987). Although, Brazziel's model dealt specifically with undergraduates, the significance of the model to this study is that it provides further support that more older adults are seeking personal growth and development through education. In fact, perhaps many of these older undergraduates will become the older graduate student in the near future. According to Brazziel (1987),

adults age 30 and older are the fastest-growing college population. Manheimer and Snodgrass (1993) suggested that more older adults are developing new roles and identities and similar interest in lifelong learning and community service. Furthermore, they indicated that more than 100 colleges and universities have started Learning in Retirement Institutes over the previous 15 years.

Over the past twenty years the percentage of older students on college campuses has increased significantly. In fact, more than 50% of all bachelor and master degree holders are over the age of 30 (Benshoff & Lewis, 1992). The older adults returning to college have been labeled as nontraditional students. Benshoff and Lewis (1992) refer to Cross's (1980) definition of nontraditional students as "adults who return to school full-time or part-time while maintaining responsibilities such as employment, family, and other responsibilities of adult life" (Benshoff & Lewis, 1992).

Manheimer and Snodgrass (1993) suggested that a possible parallel exist between the women's movement, and the large numbers of women returning to college with the increasing self-awareness of the senior citizen movement towards returning to college. Although women were generally seeking to enter new careers via college educations, older adults may be seeking avenues to new identities and roles through returning to higher education. This special population of older adults is comparable to the study done on women by Belinky, Clinchy, Goldberger, and Tarule (1986) in that relatively little attention was given to both groups in regards to their modes of learning, knowing, and valuing.

Fischer, Blazey, and Lipman (1992) stated that there is an innovative approach at work in higher education, with a new focus on opportunities to serve a post-retirement student body aged 50 and beyond. These changes in demographics as well as other trends, have caused researchers and educators to rethink the post-retirement life phase.

"Three considerations have resulted; First: Rapid and pervasive social, technological, and economic changes have altered the relationships of all age groups to information, education, and lifestyle. Second: The nontraditional age college student is no longer an unusual case on today's college campuses. Third: More people are retiring from "bright collar" jobs wherein they have been accustomed to using their intellectual powers" (Fischer, Blazey, & Lipman, 1992, pp.15-16).

Dychtwald (1990), in his book *Age Wave*, described the coming of an "age wave" of older adults that will challenge every aspect of American society's dynamics, including that of education. Dychtwald (1990) identified this population as the "chronologically gifted" or "OPALS" (older people with active lifestyles). They will seek, if not demand, that higher education institutions respond to their learning, cultural, and social needs" (p.58). If colleges and universities are to continue their responsibilities to all members of society, they must include older adults as full members of their student body.

Queeney (1990) identified other changes in society that will directly affect higher education. The changes include the declining stability of the traditional family unit, increases in the divorce rate and single parent households, an increase in the number of

dual professional families, and mid-life career decisions. These changes will also shape attitudes and opinions toward the role of retirement and retirement age family members in today and tomorrow's society. Dychtwald (1990) suggested that older Americans will greatly impact all aspects of society, including higher education. Colleges and universities can prepare people age 50 and older to learn new careers and to begin a new phase of life.

The main problem with this type of mid-life career change is motivation.

People have to be motivated, either through divorce, reduction in force, or business closing to surrender the old lifestyles and patterns and begin new occupations at this stage of life. It was noted in the 1976 Vocational Education Act turned federal attention for the first time to the educational needs of middle-aged displaced homemakers. Since its beginning, this national effort at retraining has demonstrated the feasibility of national initiatives to add to the capacities of age and experience (Moody, 1992).

Nationally, the 1995 part-time fall enrollment of males age 50 to 64 in graduate programs was 20,983. The total number of females in this age group was 44,971. The 1995 full-time enrollment of males age 50 to 64 in graduate programs was 6,519, whereas the fall 1995 full-time enrollment of females was 10,631.

The percentage of those persons age 50 to 64 enrolled in graduate programs was 17.3 of the total full-time and part-time graduate student population. Those persons above age 65 enrolled in graduate programs accounted for 1.1% of the graduate population. The 1995 graduate enrollment figures show support the continual increase in

degree seeking enrollment among those persons age 50 and beyond (National Center for Educational Statistics, 1995).

Fischer, Blazey, and Lipman (1992) suggested that higher education for the young elderly as well as the older elderly persons can serve as a conduit to increase physical health and well-being through mental stimulation and can even assist older adults in creating and shaping change, and in garnering more control over their lives.

Population Trends of the 50 and Older Age Group

Between 1990 and 2000 the number of adults 50 years of age and beyond in the United States will increase to 76 million people (U.S. Bureau of the Census, 1995). In 1993, nine states had more than 1 million elderly. This population concentrates in certain geographic regions; one-half of adults age 65 and older reside in nine states: California, with 3.3 million elderly led the way, followed by Florida, New York, Pennsylvania, Texas, Ohio, Illinois, Michigan, and New Jersey (U.S. Bureau of the Census, 1993). In the Commonwealth of Virginia, the 65 and older population will increase from 289,000 to 3.1 million by the year 2020. In fact, the combined age ranges of 55 to 85 and 85 and above is projected to increase by 30% or more during this same time period (Virginia Department for the Aging, 1995).

The National Center for Health Statistics (1995) reported that there were 33.3 million elderly adults, an increase of 7.3% from the 1990 census. The Center

projected this population will increase by the year 2020 to 54 million people. The growth rate of the elderly will be more than double that of the total population. The final phase of the gerontological explosion is not expected to occur until the year 2050. It is projected that by the year 2050, one in five people of the nation's population will be elderly (U.S. Bureau of the Census, 1995).

Population statistics for the Commonwealth of Virginia for 1995 further illustrate the trend towards an aging population. The data showed that the 50 and beyond age segment had a total population of 24 % of the overall state population. The larger populated metro areas of Richmond City, Henrico County, and Chesterfield County reflected similar growth patterns in the 50 and older age group (U. S. Bureau of the Census, 1995). A closer analysis of this target population's statistics for these primary service areas showed: (a) the City of Richmond with 31.3 % of the population age 50 and above; (b) the County of Henrico with 27.6 % of the population age 50 and above; and (c) the County of Chesterfield with 17.3 % of the population age 50 and above.

The elderly are the fastest growing segment of the population. In 2020, the total population of the state is projected to be 8.4 million persons. This represents an increase of over 100%, from a 1960 population of 4.0 million persons. During this same period, population age 65 and older will increase from 7.3% to 15.7% of the total population. There will be five times as many Virginians age 75 and older and nine times as many Virginians age 85 and older as there were in 1960 (Virginia Department for the Aging, 1995).

The older population will experience its greatest increase after the year 2011, when the baby boom generation enters age 65. Additional national statistics show that in the year 2020, about one in five adults will be elderly. More children will know their great grandparents, as the four-generation family would become more common. Approximately 6.5 million persons will be 85 years old and over in the year 2020 and the number of adults 100 years old and over could increase eight times from the year 1990 (U.S. Bureau of the Census, Economics & Statistics Administration, 1993).

Economic Impact of the 50 and Older Age Group

In addressing the economic impact of older adults, the myth that older people are either totally poor or totally rich should be dismissed. The American Association of Retired Persons' brochure (1993), *A Profile of Older Americans: 1992*, the median income of non-institutionalized persons 65 and older in 1992 was \$14,548 for males and \$8,189 for females. Households containing families headed by individuals 65 years old and older reported median incomes in 1992 of slightly over \$24,000. Elderly persons living alone or with non-relatives at this time were also found to have low incomes, with 36% of them reported to have \$7,500 or less; thirteen percent had incomes under \$5,000, and 29% had \$15,000 income or more (U.S. Bureau of the Census, 1993).

A study by Longino and Crown (1991) found that a growing number of adults are retiring in more affluent circumstances than those of their predecessors. About 59% of retirees aged 55 to 65 years, and at least half aged 65 to 74, are comfortably retired with income of more than twice the poverty level.

“ The older population (over 50) accounted for 30% of the travel, 30% of the package-inclusive tours, 45% of the passports, 72% of recreational vehicle trips, and over two billion dollars on some form of education for themselves” (Dychtwald, 1990, p.79).

In addition, this age group has over three-fourths of all of the financial assets in the nation.

The significant increase in population and economic impact of the over 50 market represents a new growth market for higher education, when the pool of younger students is shrinking. In order to accommodate this increasingly significant age group, universities are designing whole divisions for adult learners. While more than 65,000 students (50 and older) are enrolled in graduate and professional programs, additional thousands are auditing classes, creating retiree study groups, attending university lectures, and joining study travel programs such as the Elderhostel program (Beck, 1992). In a study by Abraham (1998), elderhostels are defined as non-profit, residential educational programs for persons age 60 and older. This concept is an alternative that can help meet the growing demand for older adult education.

Demographics, Lifestyles, and Workforce Participation of Adults Age 50 and Beyond

From the personality and lifestyle perspective, most theorists appeared to agree that beginning at age 50 most adults are characterized as entering a stage of self limitation due to the realization of the physical finiteness of their lives. According to Moschis (1994), opinions and views on cognitive development have been based on the

processing-resource framework. This framework envisions age-related declines such as a decline in memory or intelligence as deficits in processing resources. These types of declines are generally attributed to biological aging, the result of which is the slowing down of the central nervous system. There have been numerous research streams questioning the assumption of innate ability changes developed during this time period. Most of the research suggested that the decline depends on the domain or type of ability. Numerous investigators discovered some forms of ability to decline less than others, and other considerations, such as experience and self-concept, appear to affect the relationship. However, the models tested attempted to generalize across all individuals within an age category (Lesser & Kunkel, 1991).

Cristofalo (1988) stated that biological aging is the process of human functional capacity as a result of changes in cells and tissues that causes deterioration of the system which makes the person vulnerable to disease and mortality. Cristafalo further posited that modern science is a long ways from discovering answers to the biological aging process. The relevance of understanding some of the biological aging process creates important implications for marketing planning and control. Research done by Schewe (1990) provided insights on how the aging of certain biological systems can affect consumer behavior. Moschis (1994) stated, " Biological aging is likely to change consumer needs and the ability to function in the marketplace, creating opportunities for developing or modifying products, messages, and retail environments to better suit these needs and abilities" (Moschis, 1994, p.195).

In regard to subtle demographic and lifestyle changes, May and Hartranft (1992) provided data to the various aging segments of the population. These data include:

“The 50 to 54 age cohort comprised almost eleven million people, encompassing approximately a 50/50 division of both genders.

Of these 11 million people, 79% were married, and 74 % were in the labor force and indicated their health as either excellent or very good.

During this time period, only seven percent were living below the poverty level, compared with fourteen percent for all Americans” (May and Hartranft, 1992, p.54).

According to May and Hartranft (1992), another eleven million people between the ages of 55 to 59 indicated very similar marital status, labor force participation, and health conditions. A steep decline in workforce participation began with the 60 to 64 age cohort and continued a steadily decline through age 85 and older. The 60 to 64 age cohort as well as the other age cohorts through age 85 indicated that they were in good health with few activity limitations.

Service Quality

In this section, the idea is addressed that the graduate student is a consumer of education. Specifically, the graduate student is a consumer of the higher education organization's services, goods, and ideas. In this exploratory study, selected services of the organization will be reported.

Berkowitz, Kerin, Hartley, and Rudelius (1994) addressed a service as any activity, benefit, or satisfaction offered for sale that is essentially intangible, such as health care,

marketing research, and education. Bates (1992) noted that to receive service, the service consumer enters into and becomes part of the appropriate service production system.

As a concept, service quality is an abstract phenomenon due to features unique to services: for example, intangibility, heterogeneity, and inseparability of production and consumption (Berry, Parasuraman, & Zeithaml, 1988). According to Gronroos (1990), quality is perceived subjectively; good perceived quality occurs when the experienced quality meets the consumer's expectations. Service quality is an attitude reflecting the consumer's assessment of a service experience; good quality over time is determined from a number, series or sequence of favorably evaluated experiences (Bateson, p.494).

Biological, Psychological, and Sociological Theories on Aging

The researcher, in seeking to better understand members of the age groups under study, has reviewed multiple theories addressing biological, psychological, and social behaviors of older adults. For instance:

It is widely accepted knowledge that people do age as not only biological beings, but also psychological beings, social beings, and spiritual beings.

These processes occur differently over the individual's life span and no assumptions can be made that people of the same age will progress through the same aging process or even have similar experiences. Therefore, conceptions of and explanations for aging and age-related behaviors in later adult life are multidimensional in nature and are derived from several

disciplines (Moody, 1988, p.19).

Moschis (1996) suggested that age-related behaviors of older Americans has more to do with their outlook on life than their individual age. As far as biological theories on aging are concerned, Cristafalo (1988) suggested that there are no good general definitions of biological aging. Cristafalo further explained that "biological aging is a result of changes in human functional capacity as a result of the deterioration of the biological system and the sub-systems naturally and through disease" (Cristafalo, 1988, p.118).

According to Perlmutter (1988), psychological aging refers to continuous growth or change in cognition and personality. The processing-resource framework that cognitive development traditionally has been based upon conceptualizes age-related declines in memory, intelligence problem-solving, and reasoning in terms of deficits in processing resources. These types of declines generally are attributed to biological aging, which causes the central nervous system to slow down (Moschis, 1994, p.196). Evidence from primarily longitudinal studies suggest the possibility of continued improvement of existing cognitive skills and acquisition of compensatory and new cognitive skills throughout life (Perlmutter, 1988). "Compelling evidence about this phenomena, often referred to as plasticity of the cognitive system, comes from demonstrations of cultural and historical effects on adult intelligence" (Perlmutter, 1988, p.247). Moschis and Sachdev (1991) stated that this improvement maybe reflected in higher education, increased levels of intellectual stimulation, or increased societal roles in a person's environment.

A major sociological framework for this study is structural functionalism.

Structural functionalism is the underlying theme of several social theories on aging, including age stratification, modernization, and disengagement. "Structural functionalism addresses social behavior in terms of its function within the structure of society. Key concepts include norms, roles, and socialization" (Moschis, 1994, p.195).

Moschis (1994) defined norms as " shared roles about appropriate behavior, whereas roles are the set of behavioral expectations that constitute a particular status, and that socialization is the process by which individuals learn and internalize the norms and values of society" (Moschis, 1994, p.205). He further suggests that people will become part of the social order, carrying out the needs of the system, in a society that functions efficiently.

The sociological theory of age-stratification acknowledges age as a hierarchy of age strata. These age strata place divisions of people into layers. Age strata or layers such as infants, elementary school children, teenagers, young adults, or older adults form a series of younger-to-older layers or strata in the population. In each of different layers, people will command variant amounts of resources such as wealth, power, or prestige (Riley, Foner, and Waring, 1988).

The age-stratification model stresses that there are significant differences in older adults and has its basis in their birth cohort characteristics (Schewe and Balazs, 1992). "Age norms are conveyed through socialization, although people often anticipate and learn age-related changes before they encounter them" (Atchley, 1987, p.197; Atchley, 1991). The age stratification framework model allows for studying the transition of adults in later

life into many other social roles (Schewe & Balazs, 1992).

The age stratification model (Riley, Foner, and Waring, 1988) examines the movement of successive birth cohorts across time, known as cohort flow. A birth cohort is a group of people born at the same time in history who age together. Each cohort is unique because it has its own characteristics (e.g., size, gender, and social class distribution) and each experiences particular historical events which affect its members attitudes and behaviors (Passuth & Bengston, 1988).

The age stratification model represented a major advance over previous theories in social gerontology. Foner (1986) suggested that this theory has multiple significance in that it (a) connects the study of aging with mainstream sociology, (b) it addresses the significant differences in age cohorts of older adults and emphasized the need for further analysis on key aging factors, and (c) provides a framework for differentiating between developmental age changes and differences in cohorts.

According to the U.S. Bureau of the Census's middle series projections (1995), the elderly population will more than double between 1995 and the year 2050, to 80 million. By that year, as many as 1 in 5 Americans could be elderly. Meredith and Schewe (1994) stated that this population will increase by 24 million in the 1990s.

In order to handle the impact of this age group, there have many state and federal agencies as well as special interest groups created. One of the most influential united groups in the country is the American Association of Retired Persons. This united special interest group has approximately thirty-five million members and continues to increase.

Legislation such as the Older Americans Act, the Age Discrimination Act, and the Administration on Aging has been specifically enacted for the elderly. In addition, the National Institute of Aging, the Federal Council on Aging, the National Council on Aging, the Older Women's League, the White House Conference on Aging, and many other agencies are established and operated on the premise that the elderly is and will be a major population group for many years to come. The continued significance of the middle-aging of the "baby boom" for annualized birthday data shows that the United States recorded approximately 4,000,000 of individuals who reached their 50th birthdays in 1996. Moreover, from the perspective of retirement planning, each year from 1996 to 2014 there will be an addition of 4,000,000 'new' 50 year olds, as the 1946 to 1964 Boom demographically moves fully into the traditional middle-age retirement planning years" (White House Conference on Aging, 1996, p.211).

The most rapid increase of the older population is expected between the years 2010 and 2030, when the baby boom generation reaches 65. By 2030, there will be about 70 million older persons, more than twice the number in 1990. People 65 and above are projected to represent 13% of the U.S. population by the year 2,000 but will be 20% by the year 2030 (White House Conference on Aging, 1996, p.214).

Higher Education's Response

To Meeting the 50 and Beyond Graduate Student's Needs

In response to demographic changes and their impact on graduate higher education

enrollment, colleges and universities are examining innovative methods to increase enrollment and retention, revise programs of study, and improve instructional delivery systems. Admissions officers and program directors have concentrated their efforts to attract the increasing number of older adult students. To encourage older students to enroll and complete graduate degree programs, universities have altered admissions policies, created adult student services offices, and offered course schedules that meet the adult students' need for flexibility (Cirasa-Parish, 1993).

One of the major barriers faced by adults in higher education participation is their lack of time required to complete courses or programs of study successfully. One successful method being used by universities and colleges to address this barrier is offering courses on weekends, at off-campus locations such as corporate offices, high schools, community colleges, via computer on-line services, or via telecommunications. Examples include Virginia Commonwealth University's Fast-Track MBA Program, an intensified weekend program. According to Cirasa-Parish (1993), the Harvard School of Business offers a Owner/President Management Program for busy executives. The program consists of three, three-week sessions over a period of three years to degree completion. Boston University provides another example of a university that is sensitive to the need for flexibility in scheduling for adult students interested in completing a doctoral degree. Boston University offers a doctorate in education with a concentration in Human Resource Education. Students attend classes in Tyngsboro, Massachusetts, on Fridays and Saturdays, every other week. Courses are offered in short intensive time periods

versus a traditional 15-week semester format. Residency requirements may be completed while maintaining full-time employment (Cirasa-Parish, 1993).

Chapter Summary

The majority of published research done by governmental and non-governmental businesses and agencies suggests that the average age span in the United States will continue to increase. The older population will have its most rapid increase between the years 2010 and 2030. By the year 2030, there will be about 70 million older adults in the United States (White House Conference on Aging, 1996).

The 50 and beyond population group will represent the most significant growth of any age group the history of the United States. According to Dychtwald and Flower (1990), the older adults will challenge every aspect of American society's dynamics. The impact of this older population will have a tremendous effect on education, economics, politics, merchandising, workforce participation, public services, medical services, governmental services, and the legal environment. Research by Wolfe (1994) indicated that the older consumer's thinking patterns become more objective than subjective. Therefore, it is the balanced exercise of feelings and rational thought, backed by experience that will dictate their purchase and user decisions.

The significant increase in population and economic impact of the 50 and beyond age group represents a major attractive market for profit and not-for profit entities. According to Longino and Crown (1991), this portion of the total population accounts

for 77% of the nation's assets, over 7 trillion dollars in household net worth, and spend over 2 billion dollars on some type of education for themselves.

In higher education alone, there are more than 65,000 age 50 and older persons enrolled in graduate and professional programs. Thousands of other older adults are attending elder hostels, auditing classes of colleges and universities, establishing study groups for retired persons, and participating in distance learning programs, in order to continue participation in education and in life-long learning. Innovative programs may not be suited for all adult learners, however, these programs offer options for adults to continue their education, whether in the pursuit of graduate degrees or just to keep up with a changing society. Universities that utilize innovative instructional methods and delivery systems in an effort to address demographic changes and the requirements of older adult learners can maintain an edge in this competitive educational market.

Chapter 3

METHODOLOGY

Introduction

Described in this chapter are the methods and procedures that were used in this study. The chapter is divided into eleven sections: (a) introduction, (b) research questions, © research design, (d) site selection process, (e) participant selection process, (f) instrumentation-survey, (g) survey pilot study, (h) instrumentation-focus group, (I) data collection, (j) data analysis, and (k) summary.

The purpose of this study was to identify and examine the demographic characteristics and education-related experiences of adults age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University. The results of this study can provide Virginia Commonwealth University and other institutions of higher education with data which can be useful in the recruitment and retention of adults age 50 and beyond for graduate degree programs.

Research Questions

Through this study, the researcher was able to obtain the answers to the following specific questions:

1. What are the demographic characteristics (gender, employment, income, marital status, ethnic background, children under the age of eighteen in the household, age, and major field of study) of these adults.

2. What are the education-related experiences of students age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University?
3. How are the education-related experiences related to the selected demographics of adults age 50 and beyond enrolled in graduate degree programs?

Research Design

This study will utilize both an exploratory design and a descriptive design. The exploratory design phase will attempt to identify the education related experiences of adults age 50 and beyond enrolled in graduate degree programs. According to Malhotra (1993), "the objective of exploratory research is to search through a problem or situation to discover insights and understanding. It should be followed by descriptive or causal research" (Malhotra, 1993, p. 93).

The descriptive design of the study will be used to identify the demographic characteristics of these graduate students. "The purpose of descriptive design is to describe systematically the facts and characteristics of a given population or area of interest, factually and accurately" (Isaac & Michaels, 1990, p. 46.) "Descriptive studies are designed to obtain a complete and accurate description of a situation without showing a direct cause and effect relationship" (Boyd, Westfall & Stasch, 1989, p. 286). The data for this study were collected by means of a mail survey and a focus group interview.

Survey - Site Selection Process

Campus Setting

Virginia Commonwealth University is a public, research university located in the capitol of the state, Richmond, Virginia. In 1968 MCV and RPI merged to become Virginia commonwealth University, the most comprehensive urban university in the state and one of the top research universities in the nation. It has two campuses: the Medical College of Virginia Campus located in the retail district in downtown Richmond and the Academic Campus located two miles west of downtown in the Fan District. VCU is one of only three research universities in the Commonwealth of Virginia. The total enrollment is approximately 22,700 with 62% enrolling full-time and 38% enrolling on a part-time basis. The enrollment on the Academic Campus is approximately 13,000 full-time and part-time students. Of the total university enrollment, approximately 60% are female. Approximately 4,000 are enrolled as graduate or professional degree seeking students. Approximately 4,000 students who attend Virginia Commonwealth University do so during the evenings (VCU Institutional Research Office, 1998).

The Richmond, Virginia metropolitan area has various institutions of higher education offering graduate degrees. Many other colleges and universities located in the area either permanent locations or operating as satellite campuses. The decision to select Virginia Commonwealth University as the location for the study was based upon: (a) the convenience of access to the researcher; (b) the researcher's familiarity with the institution; and (c) Virginia Commonwealth University's variety of graduate programs and

the number of students enrolled is greater than any of the other colleges and universities offering graduate programs in the metropolitan area. In the five schools that comprise the academic campus of Virginia Commonwealth University, there are 42 graduate programs. These programs include: (a) the School of the Arts which offers graduate degrees in Art Education, Art History, Crafts, Interior Environments, Music, Painting and Printmaking, Photography and Film, Sculpture, Theater, and Visual Communication, (b) the School of Business which offers graduate degrees in Accounting, Business Administration, Economics, and Taxation, (c) the School of Education which offers graduate degrees in Adult Education, Administration and Supervision, Counselor Education, Physical Education, Curriculum and Instruction, Mathematics, Reading, Special Education, Teaching-Master's, and Teaching, (d) the College of Humanities and Sciences which offers graduate degrees in Biology, Chemistry, Computer Science, Creative Writing, English, History, Mass Communications, Mathematical Sciences, Physics, Psychology, Public Administration, and Sociology; and (e) the School of Social Work which offers graduate degrees in Social Work and a two-year full-time or four-year structured part-time, professional program in Social Work leading to a Master of Social Work degree (VCU Institutional Research Office, 1995). The extent and diversity of graduate degrees previously identified will provide responses from students of multiple educational disciplines on the experiences encountered by adults age 50 and beyond enrolled in graduate degree programs on this campus.

Participant Selection Process

The population included everyone age 50 and beyond enrolled in graduate degree programs at Virginia Commonwealth University at any point from fall 1995 through fall 1996. This population included all full-time students (9 credit hours or more) and all part-time students (less than 9 credit hours) enrolled on the academic campus. The total population consisted of 113 students age 50 and beyond.

Survey Instrument

A mail survey was selected as the initial means of reaching the graduate students under study (Appendix I-A). Persons age 50 and beyond enrolled in graduate programs on the academic campus from fall 1995 to fall 1996 were sent a questionnaire.

The survey instrument focused on both the demographic characteristics of the age 50 and beyond population as well as the education related experiences of this population. The survey draft was reviewed by two professors from Virginia Commonwealth University: (1) Dr. Frank Franzak, a tenured faculty member in the School of Business with expertise in marketing research, instrument development and implementation. Dr. Franzak is also advisor to the Fast-Track MBA program in the School of Business, and (2) Dr. William H. Daughtrey, Jr., is a tenured faculty member in the School of Business, with expertise in the legal environment and adult education.

The mail survey developed for this study was divided into three sections: Section one, items 1 through 18, addressed the educational background, the education related

experiences of the participants, and the perceptions of services received by the participants. This section provided information to answer the second research question on identifying the education-related experiences and the third research question on how the education-related experiences are related to the selected demographics of students age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University.

Section number two of the mail survey, items nineteen through twenty-nine, addressed the respondents' demographic characteristics. This section provided data to describe the population for the first research question on identifying the demographic characteristics of gender, employment, income, marital status, ethnic background, number of children under the age of 18 in the household, age, and major field of study as well as to answer research question number two on how these demographics are related to the education-related experiences of adults age 50 and beyond enrolled in graduate degree programs.

Survey Pilot Study

The survey instrument was pilot tested utilizing ten graduate students age 50 and beyond from the academic campus of Virginia Commonwealth University. At the request of the researcher, a list of graduate students enrolled as of fall 1995 was prepared by date of birth and address by the university research and evaluation department. The researcher prepared and mailed a cover letter describing the purpose of the pilot study and

procedures for self-administering the instrument to those participants (see Appendix I-B). Ten participants were not used in the final study, two from each academic school, were selected for the pilot test. These participants were selected from the list of 96 participants who had replied. The pilot testing took place in the fall semester of 1995. The pilot study was used to eliminate any ambiguities in the overall instrument, as well as to determine whether the variables identified in the instrument would provide sufficient relevant information from the respondents. The 10 students in the pilot study were also involved in the actual study.

Based on the feedback received from the pilot study participants, several revisions were indicated. Specifically, (1) it was suggested that the term, adults age 50 and beyond, be referred to as older adults; (2) the question regarding income was revised from an open-ended question to a series of closed-ended income ranges. Additions were also made to include the following in the university service items: (a) the use of the computer labs, (b) quality of library holdings, and © the relevance of academic education to today's market demand.

Data Collection

Survey Data Collection

The researcher mailed pre-contact postcards to participants alerting them of the survey that would follow (See Appendix I-D). The card explained the study and asked for their assistance in completing the survey. Borg and Gall (1989) suggested that precontact

letters were effective in reducing the chance that the survey will be treated as junk mail.

In the fall of 1995, immediately after conducting the pilot test study for possible revisions, the survey instrument was mailed to 113 students (including participants of the pilot study) age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University (See Appendix I-A). Each survey mailing included a cover letter describing the purpose of the study and instructions for completing the survey, a statement of appreciation and an assurance of anonymity and confidentiality (see Appendix I-E). The instrument was sent together with a stamped self-addressed return envelope.

The return of the original survey was set for two weeks after the mailing date. As a reminder to those who did return surveys in this period, a follow-up post card was sent one week after the original surveys were due back (See Appendix I-F). A follow-up mailing which consisted of a replacement questionnaire and stamped self-addressed envelope was sent during week four to further remind participants who had failed to return the original questionnaire. A follow-up was made to contact the non-respondents via telephone, word of-mouth, postcards, and professional contacts during the sixth week.

Babbie (1978) described the basic method for data collection, via mail as the transmission of a questionnaire, accompanied by a letter of explanation and a return envelope. Babbie (1992) suggested a possible guide for assessing the response rate: a response rate of at least 50% is adequate for analysis and reporting; a return rate of at least 60% is good; and a return rate of 70% is considered very good.

Data Analysis

Survey Analysis

The first research question focused on describing the demographics of the population utilizing frequencies, percentages, and means. The demographic data to which the respondents of the survey replied included the variables of gender, employment, income, marital status, ethnic background, number of children under the age of eighteen in the household, age and major field of study was measured on a nominal scale and conformed to nonparametric statistical procedures. Cross tabulations was used to further describe the demographics characteristics of the population.

The responses from the participants on the second research question regarding their education-related experiences were examined utilizing the descriptive statistics of frequencies and percentages to analyze responses. In testing the responses from research question two a cluster analysis of the data was utilized along with cross-tabulation. "Cross tabulation is a method which can help explain why there are differences or variations in a dependent variable" (Boyd, Westfall, & Stasch, 1989, p.456). Malhotra (1993) suggested the primary objective of cluster analysis is to classify objects into relatively homogeneous groups based on the set of variables and different from objects in other groups.

To facilitate analysis of the data, the Statistical Package for the Social Sciences computer program (Norusis, 1993) was used. The SPSS program is a comprehensive and flexible statistical analysis and data management system that where utilized to summarize

data and to develop a table of frequency counts, and percentages of the variables of gender, employment, income, marital status, ethnic background, number of children under the age of eighteen in the household, age, and major field of study.

Focus Group

Introduction

The second method selected to complete the data collection of the study was a focus group interview. “The main purpose of the focus group interview is to gain insights by listening to a group of people from the appropriate target market talk about issues of interest to the researcher” (Malhotra, 1993, p.160). The focus group method was selected to provide further understanding of the education related experiences of adults age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University. Alreck and Settle (1995) suggested that compared to a one-on-one interview, focus groups allow the participants to be spontaneous, engage in conversation about the issues in focus at the time, and interact with the large group of participants.

Focus Group Pilot Study

The pre-testing of an interview questionnaire was conducted to ensure that the questions to be used in the focus group sessions were properly worded to elicit discussion from all participants. Two experts, Dr. Pam Kiecker and Dr. Deborah Cowles from the VCU School of Business reviewed the focus group questions prior to implementing the

focus group interview. In addition, six graduate students were selected to pre-test the focus group interview questions. These participants were selected from the list of 96 participants who responded to the survey. The interview questions were designed to ask the participants open-ended questions related to their experiences as graduate students at Virginia Commonwealth University.

Each of the members in the focus group interview pilot-test felt that the questions were appropriate and would generate a lot of discussion among the participants. Several of the focus group pilot-test members expressed a desire to be a part of any further studies that may take place in the future regarding this topic.

Focus Group Participant Selection Process

The researcher selected 15 of the 96 participants who responded to the survey to participate in the focus group interview. The 15 participants were not among those selected for the survey pilot test conducted in phase I. Of the 15 selected, only 8 were able to participate. These eight graduate students represented a cross-section of the graduate students age 50 and beyond. According to Malhotra (1993), a focus group is an interview performed to gain insights by listening to a group of 8 to 12 people from the appropriate target audience discuss experiences of interest to the investigator. Dillon, Madden, and Firtle (1993) suggested that focus groups be limited to participants who have similar backgrounds and experiences. This allows the participants to provide in-depth and significant information about the subject. When a group includes participants of quite diverse backgrounds, respondents have a tendency not to fully express themselves

fully or may not participate.

Three of the survey respondents were selected from each of the five schools on the academic campus as viable candidates for the focus group. The members selected were representative of the population surveyed with all members being at least 50 years of age, both males and females, Caucasian and African-Americans, with and without children under the age of eighteen in the household, and at least one from each of the five schools on the academic campus. In addition, the selection criteria for participants consisted of (a) responded to the survey, (b) currently enrolled in one of the five academic schools of Virginia Commonwealth University, and (c) willing to discuss their experiences as a graduate degree student. A letter was sent to the selected participants informing them of the purpose of this focus group interview and to solicit their participation (see Appendix I-C). A follow-up telephone call was made to each of the selected participants to further explain the purpose of the focus group and to screen them for their interest in participating. When contacted, only one of the selected graduate students from the School of the Arts could attend on the designated date, two of the three graduate students from the School of Business agreed to attend, two of the three graduate students from the School of Education agreed to attend, one of the three graduate students from the College of Humanities and Social Sciences agreed to attend, and two of the three graduate students from the School of Social Work agreed to attend. In addition, each agreeing participant was sent a letter with details regarding date, time, place, parking, and format for the focus group interview.

Focus Group Questions

Malhotra (1993) suggested that a focus group moderator should develop an outline of questions to be asked. In addition, the moderator should conduct the focus group with kindness, yet firmness, be empathetic, flexible, and sensitive to the participants. Following the interview, the moderator should review all tapes and/or notes, analyze the data collected, and summarize the findings.

For this focus group interview, the investigator developed a list questions that were intended to generate dialogue among the participants. The questions for the interview were: (a) What is the one most important reason for your earning a graduate degree? (b) Why did you select Virginia Commonwealth University for your graduate studies? (c) To this point in your graduate studies, how would you describe your experiences? (d) What affect, if any, will earning this graduate degree have on your personal and professional life? (e) Have are you experiencing any difficulties in maintaining the same family, personal, employment, and social obligations while earning your graduate degree? (f) Would you say that your graduate courses have been challenging, if so to what to degree? (g) How would you rate the quality of university services in which you utilize? (h) How would you rate the quality of instruction that you have received? (i) What additional comments would you care to make concerning your graduate experiences at VCU? In this research the proceedings were audio taped and all components were transcribed by the researcher. Participants were advised that their comments would be used for group reporting only.

The Setting

The researcher chose a familiar environment to the participants to host the session. The focus group interview took place at VCU's School of Business in room 5150. This room is specifically designed for activities such as focus group interviews. The School of Business is located at the intersection of Harrison Street, Main Street, and Floyd Avenue in the historic Fan district in Richmond, Virginia. The co-moderators were the researcher and Dr. Pamela Keicker, Chair of the Marketing and Business Law Department and a noted field expert on developing and implementing focus groups. The co-moderators met thirty minutes prior to the session to set up the facility and review the procedures. The individuals who volunteered for the interview were provided with box lunches, parking, and remuneration of \$10.00 each for participating in the 90-minute session.

Focus Group Data Collection

The researcher enlisted the assistance of a co-moderator who was an expert in conducting focus group sessions. Both of the co-moderators explained the purpose of the focus group session, the procedures that would be followed and further assured them of the measures of confidentiality that would be taken in reporting their comments. Each respondent was given an opportunity to briefly introduce themselves. The respondents were informed about the method of recording their comments and asked whether they felt comfortable with these techniques (i.e. audio tapes, note-taking). Malhotra (1993) suggested that the value of the focus group technique was in the unexpected findings often

acquired from a free-flowing group discussion. The focus group session for this study took place over a period of two hours. According to Malhotra (1993) a focus group should consist of 6 to 10 participants in a 90 minute time frame. The co-moderators had agreed to permit the respondents in the study to continue past the scheduled time, if this was their wish. The data collected was secured and transcribed by both co-moderators.

Data Analysis

Focus Group Analysis

Both of the co-moderators utilized the inter-rater agreement approach to analyze the responses of the members. The researcher took handwritten notes of the responses given by the participants and compared these notes to the transcribed audio tape responses for the purpose of eliminating possible omissions or discrepancies in statements. The co-moderators had copies of the handwritten notes which were taken during the focus group session, as they listened to the audio tape. A comparison between the audio tape and the handwritten notes showed no omissions or additions to the responses of the group members. At this point, the co-moderators reviewed the responses to the questions by reading the transcripts line by line and making notations in the margins of the transcribed notes. The purpose of this procedure was to name and categorize any discoveries, patterns, or relationships in the data.

A search for patterns between and within the focus group participants and the survey participant responses was made for the purpose of making meaningful conclusions.

Once the similar responses were grouped by themes, they were collapsed for the purpose of broadening and inclusiveness (Lincoln & Guba, 1985).

Chapter Summary

This chapter provided a detailed discussion of the specific areas under study as well as the research methodology used to analyze the data. This was a descriptive study in which the survey method and a focus group interview were used for collection of data. Incorporated in this chapter are: (a) introduction, (b) research questions, (c) research design, (d) site selection process, (e) participant selection process, (f) instrumentation-survey, (g) survey pilot study, (h) instrumentation-focus group, (I) data collection, (j) data analysis, and (k) chapter summary. Graduate programs of the five schools on the academic campus of Virginia Commonwealth University in Richmond, Virginia were identified for the study. Data collection began by sending questionnaires to a total of 96 students age 50 and beyond enrolled in graduate degree programs from fall 1995 to fall 1996. Descriptive statistics and cross-tabulations were used to analyze the data.

The second data collection method used was a focus group interview. The purpose of selecting the focus group method was to gain further insight on the education-related experiences of adults age 50 and beyond enrolled in graduate degree programs. The focus group interview consisted of 8 graduate students who were representative of those surveyed, having at least one participant from each of the five academic schools. The focus group interview was conducted in the school of business at Virginia Commonwealth University in Richmond, Virginia, during the spring semester of 1996.

Chapter 4

RESULTS OF THE STUDY

Introduction

The purpose of this study was to identify and examine selected demographics and education-related experiences of adult students age 50 and beyond who were enrolled in graduate programs at Virginia Commonwealth University in Richmond, Virginia. Student perceptions of the services offered by the university were also examined. The responses and the analysis to the research questions below are presented in this chapter:

1. What are the selected demographic characteristics of gender, employment, income, marital status, ethnic background, number of children under the age of eighteen in the household, age, and major field of study of adults age 50 and beyond enrolled in graduate degree programs?
2. What are the education-related experiences of students age 50 and beyond enrolled in graduate degree programs?
3. How are the education-related experiences related to the selected demographics of adults age 50 and beyond enrolled in graduate degree programs?

Population

Usable responses were received from 96 of the 113 respondents age 50 and beyond who were enrolled in graduate degree programs at Virginia Commonwealth University between fall 1995 and fall 1996. Their graduate degree programs were located in the five schools on the academic campus.

Procedures

The instrument was sent to all participants accompanied by a cover letter containing a brief introduction of the study, instructions for completing the questionnaire, and a statement of appreciation for the respondents' participation. A total of 113 stamped, self-addressed return envelopes were mailed, of which after two weeks, 60 were returned. A post-card was then sent to thank the participants who had responded to the survey and to remind the 73 individuals who had not yet responded of the importance of their responses to this study. During the week that followed (third week) 23 questionnaires were received. Four weeks after the initial mailing, a total of 30 questionnaires remained unaccounted for, at which time another questionnaire and a stamped, self-addressed envelope was sent. During the fifth week, a total of 4 questionnaires were returned. During week six, the researcher contacted (via telephone) the 25 individuals who had not responded. A total of 8 non-respondents were successfully located and each agreed to complete the survey as soon as possible. Three of the non-respondents admitted to losing or misplacing the survey. Five of the non-respondents contacted were very apologetic and promised to personally bring their surveys to the Communications Center of the School of Business on the academic campus of Virginia Commonwealth University. The remaining 17 questionnaires were returned as undeliverable. Out of 113 surveys, a total of 96 were collected and usable. The total response rate for this survey was 85% which, according to Babbie (1992) is considered more than acceptable as a rate of return.

Demographic Data

The first question addressed the demographics of the target population and sought to develop a description of the characteristics of the students who were surveyed. The demographics of gender, employment, income, marital status, ethnic background, children under the age of eighteen in the household, age and major fields of study were examined. The results are presented in Table 1.

Gender

The percentage breakdown by gender of those responding to the survey included 63.5% females and 36.5% males. The percentage of female respondents enrolled full-time was 41.5% and those enrolled part-time was 58.5%. The percentage of male respondents enrolled full-time was 25.8% and 74.2% enrolled part-time.

Employment

The responses of the participants in this study showed that 72.9% were employed and 27.1% were unemployed. More respondents indicated being employed on a part-time basis than on a full-time basis. The researcher listed eleven areas of employment on the questionnaire from which the respondents indicated their specific field of employment. Twenty-five percent of the participants were employed in the field of education as teachers and 12.5% were employed in a technical field.

Table 1

Demographic Profile of Adult Students 50 and Beyond Enrolled in Graduate Programs on the Academic Campus of Virginia Commonwealth University

Variable	Number	%
Gender		
Female	61	63.5
Male	35	36.5
Total	96	100.0
Enrollment Status		
Female (f/t)	25	41.5
Female (p/t)	36	58.5
Male (f/t)	9	25.8
Male (p/t)	26	74.2
Total	96	100.0
Family Income		
10,000-19,999	20	20.8
20,000-29,999	09	9.4
30,000-39,999	13	13.5
40,000-49,999	20	20.8
50,000-59,999	10	10.4
60,000-69,999	05	5.3
70,000-79,999	02	2.1
80+	17	17.7
Total	96	100.0
Marital Status		
Married	64	66.7
Separated/Divorced	17	17.7
Single	14	14.6
Widowed	1	1.0
Total	96	100.0
Ethnic Background		
Caucasian American	84	87.5
African American	8	8.3
Asian American	2	2.0
Native American	1	1.1
Spanish American	1	1.1
Total	96	100.0

Table 1 (Continued)

Demographic Profile of Adults 50 and Beyond Enrolled in Graduate Programs on the Academic Campus of Virginia Commonwealth University

Variable	Number	%
Number of Children		
none	66	68.8
one	17	17.7
two	11	11.4
three	2	2.1
Total	96	100.0
Age		
50	30	31.3
51	13	13.5
52	9	9.4
53	12	12.5
54	7	7.3
55	6	6.3
56	9	9.4
57	3	3.1
58	4	4.2
59	1	1.0
60	1	1.0
62	1	1.0
Total	96	100.0
Major Field of Study		
Social Work	27	28.2
Psychology	4	4.2
Public Administration	13	13.5
Education	16	16.7
Business	18	18.7
Humanities	16	16.7
Science	2	2.1
Total	96	100.0

N = 96

The four leading employment categories were identified as, (a) education-teaching, (b) technical, (c) education-administration, and (d) managerial. More respondents were employed in the field of education and teaching than any other category, followed by 12.5% technical, 10.4% managerial, and 10.5% in managerial positions. The three other fields in which 2.1% was indicated for each include Retail Sales, Agriculture, and the Military. Those who were self-employed also indicated as 2.1%. The results are presented in Table 2.

Family Income

Respondents were asked to indicate their income range. A total of 20.8% of the respondents indicated their income to be between \$10,000 and \$19,999. Those identifying their income in the \$20,000 to \$29,999 range were 9.4% of the participants. Those indicating their income to be in the range of \$30,000 to \$39,999 were 13.5% of the study group. Another 38.6% of the respondents incomes were between the ranges of \$40,000 to \$79,999. A total of 17.7% of the respondents indicated that they were in the highest income range of \$80,000 and above.

Marital Status

For this analysis, the marital status categories of married, single, separated, divorced, or widowed were used. Of the 96 responding, 66.6% of the participants were married and 14.6% were single. The category of separated or divorced was indicated by 17.7% of the respondents and the widowed category represented only 1.1% of the group.

Ethnic Background

More of the respondents (87.5%) participating in the study were Caucasian Americans. Fewer percentages of respondents were African American (8.3%), Asian Americans (2.0%), Native Americans (1.1%), and Spanish Americans (1.1%). These sample sizes were too small to allow for a valid test for significance or valid differences.

Number of Children Under Age Eighteen

More than two thirds of the participants (68.8%) indicated that they had no children living in the household who were under age eighteen. Seventeen of the participants indicated that they had one child under the age of eighteen in the household. Another 11.4% of the participants indicated that they had two children under the age of eighteen and 2.1% indicated that they had three children under the age of eighteen in the household.

Age

Participants of age 50 represented the highest percentage (31.2%) of the study group. The second highest percentage (13.5%) was among those participants age 51. The third highest percentage was among those participants age 53 (12.5%).

Major Field of Study

Of the 96 individuals responding, most of the subjects (28.2%) reported social work as their major. The second major reported by the respondents was business (18.7%), and the third was education (16.7%).

Table 2

Employment Categories of Adults age 50 and Beyond enrolled in Graduate Degree Programs on the Academic campus of Virginia Commonwealth University 1995-1996.

Employment	Number	%
Unemployed	26	27.1
Education - Teaching	24	25.0
Technical	12	12.5
Managerial	10	10.4
Education - Admin.	10	10.4
Clerical	06	3.1
Retail Sales	02	2.1
Agriculture	02	2.1
Military	02	2.1
Self-Employed	02	2.1
Industrial Sales	00	0.0
Total	96	100.0

N = 96

Educational Related Experiences of Students Age 50 and Beyond

Introduction

The relationships of the selected demographics of gender, employment, income, marital status, ethnic background, number of children under the age of eighteen, age, and major field of study to the educational related experiences of students age 50 and beyond were examined to answer the second research question. Participants provided their responses regarding their overall experiences based on whether they felt it was very positive, somewhat positive, somewhat negative, or very negative. The education related experiences related to the selected demographics were utilized to answer the third research question. These experiences were cross-tabulated with the selected demographics and the results reported in Appendices II-VII.

Respondents' Description of their Overall Graduate Experience

The survey respondents were asked to describe their overall education-related experiences. The majority of participants (55.2%) in the study responded that their graduate experience had been very positive. A total of 37.5% indicated that their experiences were somewhat positive; more males than females in this study indicated this to be true. Male participants (1%) in this study felt that their experiences were less positive (see Appendix II-A).

A total of 27.1% of the respondents were unemployed and 72.9% were employed. Those who were unemployed (65.4%) indicated that they were more positive about their

graduate experience. Another 30.8% felt somewhat positive about their experiences. Of those who were employed, 51.4% responded that they too had very positive experiences and 40.0 % indicated somewhat positive experiences (see Appendix II-B-1).

Ninety-percent of the respondents in the managerial category indicated that their graduate experiences had been very positive. Another 10% of this group indicated that their experiences were somewhat positive. One-third of the respondents (33.3%) in the technical employment category indicated that their graduate experiences were very positive. Most of individuals (58.3%) in this category reported that their graduate experiences were somewhat positive. Those responding to the education and administration employment category indicated that 60% felt very positive, another 30% felt somewhat positive, and the remaining 10% felt somewhat negative about their graduate experiences. More respondents who were employed in education and teaching (50.0%) indicated this to be a very positive experience than any other employment category (see Appendix II-B-2).

The relationship of income to experience shows that 60% of the respondents in the study who earned between \$10-\$19,999 were very positive about their overall graduate experiences. Those respondents (76.5%) earning \$80,000 or more indicated their overall graduate experiences were very positive. Individuals earning \$40,000 to \$49,999 had more negative experiences; only 35.0% of the respondents in this category indicated that their overall graduate experiences were very positive (see Appendix II-C).

The marital status categories of married, single, divorced, and widowed were used

to show a relationship with overall graduate experiences. The category of widowed was too small to be used in comparison. Of the 96 individuals who did respond, 55.2% indicated that they had a very positive experience. In comparing the categories, more single respondents (76.4%) indicated their graduate experiences to be very positive than any other marital status category. Fewer divorced respondents (52.9%) indicated that they had very positive experiences (see Appendix II-D).

African-Americans (87.5%) indicated having more positive experiences. Caucasian Americans (51.2%) also felt positive about their graduate experiences. The ethnic category for Native Americans, Spanish Americans and Asian Americans were too small for comparison (see Appendix II-E).

The ages reported by respondents ranged from 50 to 62. Of the 96 subjects responding, the category which had more of participants (31.3%) was that of individuals aged 50 and beyond. These individuals (73.3%) reported that they had somewhat positive experiences. The age 51 category of respondents also reported that they had somewhat positive experiences (69.2%) since enrolling in graduate school, however, the age categories had too narrow a range for comparison (see Appendix II-F).

Major field of study in graduate school was also related to overall graduate experiences. Those in the field of business (66.7%) and Humanities (66.7%) were reported as the major most often identified by the percentage of participants in the study. Those individuals in these fields felt very positive about their graduate experiences. The field of education was identified by the respondents as one in which students also felt very

positive (62.5%) about their graduate experiences. The individuals in the field of social work (33.3%) were reported as having less positive experiences (see Appendix II-G).

Level of Challenge by Graduate Classes as Related to Participant's Demographics.

The survey respondents were asked to identify the level of challenge of their graduate classes. Most of participants in the study (50%) responded that their graduate classes very often challenged them. A total of 38.5% indicated that their graduate classes often challenged them. A larger percentage of females (62.3%) indicated that their graduate classes very often challenged them, while 28.6% of the males in the study indicated being very often challenged by their graduate classes. Only one respondent (1.0%) indicated never being challenged. The males indicated that they were less challenged than females (see Appendix III-A).

A total of 72.9% of the respondents were employed and 27.1% were unemployed. Of those who were unemployed, 23.2% indicated that they were very often challenged by their graduate classes, while 61.5% of this category indicated that they were often challenged. More respondents in the employment category of education-teaching (25.0%) indicated that they were very often challenged (58.4%) by their graduate classes and another 33.3% of the respondents in the same category indicated that they were often challenged (see Appendix III-B).

Of the incomes cited, those earning \$40,000 to \$49,999 (20.8%) indicated that they were very often challenged (55.0%) by their graduate classes. Those employed respondents earning \$80,000 and above (17.7%) indicated that they were very often

challenged (52.9%) by their graduate classes. Individuals earning less than 20,000 (20%) indicated that graduate school was less challenging for them (see Appendix III-C).

Of all the married individuals (66.6%), there were 57.8% indicating that they were very often challenged by their graduate classes. The divorced category of respondents (17.7%) indicated that they were also very often challenged (52.9%) by their graduate classes. The categories of single and widowed were too small for comparisons (see Appendix III-D).

The majority of respondents (87.5%) were Caucasian Americans. This group indicated that they were very often challenged (48.8%) by their graduate classes. However, the African-Americans indicated that they were very often more challenged (75.0%) by their graduate classes. The number of respondents for the Native American, Spanish American, and Asian American participants were too small for comparisons (see Appendix III-E).

The range of participant ages were from 50 to 62. More people indicated being age 50 (31.3%) than any other age. Of those indicating 50 as their age, only 16.7% indicated that they were very often challenged by their graduate classes. Other 50 year Olds (63.3%) indicated that they were often challenged by their graduate classes. Those individuals age 51 (13.5%) were the second largest group of respondents. They indicated that they were often challenged (61.5%) by their graduate classes. Individuals between 57 and 62 were too small for comparison. Those who were 50 were challenged the least by their graduate experiences (see Appendix III-F).

Most (28.1%) identified Social Work. Of those identifying Social Work as their major (37.1%) indicated that they were very often challenged by their graduate classes. Respondents identifying Business (18.8%) was the second most identified major. Of those indicating Business as their major, (55.6%) indicated that they were very often challenged by their graduate classes (see Appendix III-G).

The Effect that Graduate School has upon the Time for Socializing as Related to Participant's Demographics.

The participants were asked to identify any significant reduction, if any, in socializing time due to their enrollment in graduate school. The scale of terms consisted of: (a) no significance, (b) significantly reduced, (c) somewhat reduced, (d) somewhat increased, and (e) significantly increased. The responses to this experience question are cross tabulated with the participant's demographics as identified in question one of the study.

As far as gender is concerned, the females responding to the study indicated that their socializing time had been significantly reduced (54.1%) while in graduate school. Other female respondents indicated that their socializing time had been somewhat reduced (34.4%) while enrolled in graduate school. Most of males responding to the study indicated that have experienced significant reduction (42.9%) in socializing time. Other males (28.6%) indicated that their socializing time had been somewhat reduced while enrolled in graduate school (see Appendix IV-A).

The respondents identifying their employment as managerial indicated that their

socializing time had been significantly reduced (70.0%) while enrolled in graduate school. Another (20.0%) identifying the managerial category indicated that their socializing time had been somewhat reduced. Those individuals in the education-teaching category indicated that their socializing time had been significantly reduced (79.1%) while enrolled in graduate school. Others in this category indicated that their socializing time had been somewhat reduced (16.7%) while enrolled in graduate school (see Appendix IV-B).

More of respondents identifying the less than \$20,000 income range indicated a significant reduction (40.0%) in their socializing time while enrolled in graduate school. Others in this income range (35.0%) indicated that their socializing time had been somewhat reduced. Those respondents identifying their income range as \$40,000 to \$49,999 indicated that their socializing time had been somewhat reduced (60.0%) while enrolled in graduate school. Another 35.0% of those in this income range indicated that their socializing time had been significantly reduced while enrolled in graduate school (see Appendix IV-C).

The married respondents to the study indicated that their socializing time had been significantly reduced (53.1%) while enrolled in graduate school. Another 31.3% of the married respondents indicated that their socializing time had been somewhat reduced while enrolled in graduate school. Those respondents identifying divorced as their marital status indicated that their socializing time had been significantly reduced (17.6%) while enrolled in graduate school. Others in this category indicated that their socializing time had been somewhat reduced (70.6%) while enrolled in graduate school (see Appendix IV-D).

The Caucasian Americans responding to the study indicated that they have experienced significant reduction (46.4%) in their socializing time while enrolled in graduate school. Other members of this group felt that their socializing time had been somewhat reduced (35.7%) while enrolled in graduate school. The next largest group in this category, African-Americans indicated that their socializing time had been significantly reduced (75.0%) while enrolled in graduate school and another 12.5% indicated that their socializing time had been somewhat reduced (see Appendix IV-E).

Respondents with no children in the household under the age of eighteen were the largest group of participants. This group indicated that their socializing time had been significantly reduced (43.9%) while enrolled in graduate school. Another 31.8% of this group indicated that their socializing time had been somewhat reduced while enrolled in graduate school. The respondents with one child indicated that their socializing time (41.2%) had been significantly reduced, while other respondents in this category indicated (58.8%) that their socializing time had been somewhat reduced while enrolled in graduate school (see Appendix IV-F).

More of respondents age 50 indicated that their socializing time had been somewhat reduced (56.7%) while enrolled in graduate school. Another 23.3% of this age group indicated that there has been no significant reduction in socializing time while enrolled in graduate school. Those age 51 responding to the study indicated that their socializing time was somewhat reduced (69.2%) while enrolled in graduate school. Others responding in this age group indicated that they have experienced no significant reduction

(15.4%) in socializing time while enrolled in graduate school (see Appendix IV-G).

Of those responding to the study that identified Social Work as their major, 22.2% indicated that there was no significant reduction in socializing time while enrolled in graduate school. Others in this major indicated that their socializing time was significantly reduced (48.1%) while enrolled in graduate school. Those respondents majoring in Business indicated that their socializing time was significantly reduced (66.7%) while enrolled in graduate school. Others in this field (5.5%) indicated that their socializing time had not been significantly reduced while enrolled in school (see Appendix IV-H).

The Level of Difficulty of Graduate School in Balancing Family, Work, and Personal Life as Related to Participant's Demographics.

The respondents to this study were asked to identify the level of difficulty of graduate school in balancing family, work, and personal life on a 4-item scale ranging from very difficult to difficult to slightly difficult to not difficult. More of participants in the study (37.5%) responded that attending graduate school and balancing family, work, and personal life was difficult. Of the females, (47.5%) indicated that it was difficult to attend graduate school and balance family, work, and personal life. Whereas, (20.0%) of the males indicated that it was difficult to attend graduate school and balance family, work, and personal life. More males in the study (45.7%) indicated that it was slightly difficult to attend graduate school and balance family, work, and personal life than females (19.7%) in the study (see Appendix V-A).

Of those respondents identifying unemployed (27.1%), no one indicated that

attending graduate school and balancing family, work, and personal life was very difficult. In fact, Most of this group (34.6%) indicated that this was slightly difficult. Managerial employment represented 10.4% of the total employment categories. Of those respondents (50.0%) indicated that attending graduate school and balancing family, work, and personal life was very difficult. Another 20% of this category indicated that this was slightly difficult (see Appendix V-B).

Of those respondents, (20.8%) identifying earnings of \$20,000 or less indicated that balancing family, work, and personal life was very difficult (20.0%) while earning a graduate degree. Of those respondents, (20.8%) identifying earnings of \$40,000 to \$49,999 also indicated that balancing family, work, and personal life was very difficult (25.0%) while earning a graduate degree (see Appendix V-C).

Most of respondents (66.7%) were married. Of those married respondents, 25% indicated that balancing family, work, and personal life was very difficult while earning a graduate degree. Those identifying divorced (17.7%) as their marital status, (11.8%) indicated that balancing family, work, and personal life was very difficult while earning a graduate degree (see Appendix V-D).

The majority of respondents (87.5%) were Caucasian. Of those individuals responding, (35.7%) indicated that balancing family, work, and personal life was difficult. African-Americans represented the second largest group (8.3%) responding to the study. Of those individuals, (62.5%) indicated that balancing family, work, and personal life was difficult (see Appendix V-E).

Most (68.7%) of the respondents did not have any children under the age of eighteen in the household. Most of the individuals in this group (40.9%) indicated that earning a graduate degree and balancing family, work, and personal life was difficult. The largest number of respondents with children under the age of eighteen in the household (17.7%) were those persons with only one child. Of this group 47.1% indicated that earning a graduate degree and balancing family, work, and personal life was also difficult (see Appendix V-F).

More respondents (31.3%) were age fifty than any other age identified. Sixty percent of the respondents age 50 indicated that earning a graduate degree and balancing family, work, and personal life was difficult. The respondents age 51 were the second largest (13.5%) age group in the study. Of this group 61.5% indicated that earning a graduate degree while balancing family, work, and personal life was also difficult (see Appendix V-G).

Many respondents (28.1%) selected social work as their major field of study. Those respondents indicating social work (40.7%) stated that earning a graduate degree while balancing family, work, and personal life was difficult. Those respondents identifying business (18.7%) as their major field of study ranked as the second most selected major. These respondents (44.4%) also indicated that earning a graduate degree while balancing family, work, and personal life was difficult (see Appendix V-H).

Interaction with Faculty as Related to Participant's Demographics.

The participants to the study were asked as to how often, if at all did they interact

with faculty. The adjectives used in the scale were never, sometimes, and often. The largest percentage of males responding to the study (37.1%) indicated that they sometimes interact with faculty. The largest percentage of females responding to the study (55.8%) indicated that they sometimes interact with faculty (see Appendix VI-A).

Of those individuals in the unemployed category that responded to the study 69.2% indicated that they sometimes interact with faculty. The respondents in the education-teaching category (45.8%) indicated that they sometimes interact with faculty. Those respondents in the third largest employment category of managerial (30.0%) indicated that they sometimes interact with faculty (see Appendix VI-B).

The Participants (61,5%) whose incomes were between \$30,000 and \$39,999 indicated that sometimes they interacted with faculty. Those indicating incomes of less than \$20,000 (55.0%) also selected sometimes as to their interaction with faculty, whereas those with incomes of \$80,000 and above (17.7%) indicated sometimes as to their interaction with faculty. There were fewer individuals in the income range of 20,000 to 39,999 indicated that they never interacted with faculty (see Appendix VI-C).

Married respondents indicated sometimes (43.8%) to interacting with faculty. Divorced respondents indicated sometimes (64.8%) and single respondents indicated sometimes (50.0%) when identifying with faculty. The category of widowed was considered too small for measurement (see Appendix VI-D).

The majority of respondents to the study (87.5%) were Caucasian Americans. Of these respondents, 48.8% indicated that they sometimes interacted with faculty and

another 27.4% indicated that they often interacted with faculty. The next largest ethnic group (8.2%) were African-Americans. This group selected sometimes (37.5%) that they interact with faculty and another 12.5% of this group indicated that they often interacted with faculty. More Asian and African-American indicated that they never interacted with faculty than in other ethnic group (see Appendix VI-E).

More of respondents (68.8%) to the study indicated that they had no children under the age of eighteen in the household. Of those responding with no children, (10.6%) indicated that they had never interacted with faculty. Those responding to the study indicating one child (17.7%) were the second largest group of respondents. Of those responding with one child, (35.3%) indicated that they had never interacted with faculty (see Appendix VI-F).

The respondents to the study in the age 50 category indicated that they sometimes (66.7%) interacted with faculty. The remaining respondents (33.3%) age 50 indicated never interacting with faculty. Whereas, those respondents in the age 51 category indicated that they sometimes (61.5%) interacted with faculty, (23.1%) of the remaining participants indicated that they had never interacted with faculty (see Appendix VI-G).

Of those participants selecting social work (28.1%) as their major field of study, 59.3% indicated never to interacting with faculty. The second largest group of respondents identified business (18.8%) as their major field of study. Of those responding to the study, 11.1% from this group indicated that they had never interacted with faculty. Whereas, 6.3% of those selecting education as their major field of study (16.6%) indicated

that they had never interacted with faculty (see Appendix VI-H).

Interaction with Administration as Related to Participant's Demographics

As far as interaction with administration, 60.0% of the males indicated never and 60.7% of the females responding to the study indicated never. Approximately one-third of both males and females indicated that they sometimes interact with administration (see Appendix VI-I).

Those persons responding to this study identifying their employment status as unemployed indicated that they never (80.8%) interacted with administration. Although, 11.5% of this group did indicate that they sometimes interacted with administration. The second largest employment category of education-teaching respondents indicated that they never (62.5%) interacted with administration. While the remaining members (37.5%) indicated that they had sometimes interacted with administration (see Appendix VI-J).

The majority of respondents (85.0%) in the \$20,000 and less income category indicated that they had never interacted with administration. A total of 77.8% of the respondents in the \$20,000 to \$29,999 income range indicated that they never interacted with administration. Respondents (76.9%) earning \$30,000 to \$39,000 were those who had indicated that they had never interacted with administration (see Appendix VI-K).

Most of married participants (76.6%) responding to the study indicated that they had never interacted with administration. Most of single participants (64.3%) responding indicated that they had sometimes interacted with administration, while Most of divorced participants (58.8%) responding also indicated sometimes as to interacting with

administration (see Appendix VI-L).

More of Caucasian Americans (59.5%) responding to the study indicated that they never interacted with administration. Other respondents in this group (34.5%) also indicated that they sometimes interacted with administration. Whereas, the majority of African-Americans (75.0%) responding to the study indicated that they had never interacted with administration. Other respondents in this group (25.0%) indicated that they sometimes interact with administration (see Appendix VI-M).

Those individuals responding (56.1%) to the study who had no children under the age of eighteen in the household indicated never interacting with administration, while 39.4% indicated that they sometimes interact with administration. Individuals (70.6%) responding who had one child under the age of eighteen in the household indicated never interacting with administration. Another 23.5% of the respondents group indicated that they sometimes interact with administration (see Appendix VI-N).

Most of the respondents (60.0%) who were age 50 indicated that they never interacted with administration, while one-third of this group indicated that they had sometimes interacted with administration. The next largest group of respondents in the age category were those individuals age 51 who indicated never (69.2%) having interacted with administration. The remaining members of this age category indicated that they sometimes (30.8%) interacted with administration (see Appendix VI-O).

Of those responding as social work as their major field of study, 66.7% indicated that they had never interacted with administration and 29.6% indicated that they

sometimes interacted with administration. Those responding identified business as their major indicated that they had never (72.2%) interacted with administration and another 16.7% of this group indicated that they sometimes interacted with administration (see Appendix VI-P).

Interaction with Support Staff as Related to Participant's Demographics.

The male respondents indicated that they never (54.3%) interacted with support staff. Another 31.4% of the male respondents indicated that they sometimes interacted with support staff. Female respondents in this study indicated that they never (47.5%) interacted with support staff. For this study, the females responded sometimes (45.9%) to interacting with support staff (see Appendix VI-Q).

Those respondents identifying their employment category as unemployed indicated that they never (61.5%) interacted with support staff. Others in this group (30.8%) responding to the study indicated that they sometimes interacted with support staff. Those respondents identifying their employment category as education-teaching indicated that they never (41.7%) interacted with support staff. Others in this group (50.0%) indicated that they sometimes interacted with support staff (see Appendix VI-R).

The respondents in the income range of less than \$20,000 (20.8%) indicated that they never (70.0%) interacted with support staff. Another 25.0% of this income range indicated that they sometimes interacted with support staff. The second largest income range group (20.8%), the \$40,000 to \$49,000 category indicated that they never (60.0%) interacted with support staff. Another 35.0% of this income range indicated that they

sometimes interacted with support staff (see Appendix VI-S).

Most of respondents selecting married as their marital status indicated never (35.9%) interacting with support staff. Almost a third (31.3%) of this marital status indicated that they sometimes interacted with support staff. The category of divorced was identified as the second largest group of participants. Of these respondents, 11.8% indicated never interacting with support staff and 88.2% of this group indicated sometimes interacting with support staff (see Appendix VI-T).

Of Most of respondents identifying their ethnic background as Caucasian American, 52.4% indicated that they had never interacted with support staff. Another 38.1% of those responding in this group indicated that they sometimes interacted with support staff. The African-Americans, the second largest ethnic group (50.0%) indicated that they never interacted with support staff, while 37.5% indicated that they sometimes interacted with support staff (see Appendix VI-U).

The largest group of participants in the study stated that they had no children under the age of eighteen in the household. More of respondents in this group indicated never (57.6%) interacting with support staff. Respondents with one child (17.6%) indicated never interacting with support staff. Most of the respondents (47.1%) in this category also indicated that they sometimes interacted with support staff (see Appendix VI-V).

Respondents (63.3%) age 50 indicated that they never interacted with support staff, although 30.0% did indicate that they sometimes interacted with support staff. The

second largest age group to respond, the age 51 individuals indicated that they never (61.5%) interacted with support staff. Another 30.8% responding did indicate that they sometimes interacted with support staff (see Appendix VI-W).

Those respondents identifying social work as their major field of study indicated never (63.0%) interacting with support staff. Another 25.9% of respondents indicated that they sometimes interacted with support staff. Respondents (38.9%) identified business as their major and indicated from having never and sometimes (44.4%) interacting with support staff (see Appendix VI-X).

Interaction with Classmates as Related to Participant's Demographics.

As far as interaction with classmates, the respondents to the study selected never (5.2%), sometimes (61.5%), and often (33.3%). Of the 35 male respondents (8.6%) indicated never interacting with classmates and another 82.8% indicated sometimes interacting with classmates. Of the female respondents, 3.3% indicated never interacting with classmates, 49.2% indicated sometimes interacting with classmates, and the remaining 47.5% indicated often interacting with classmates (see Appendix VI-Y).

Of those participants identifying their employment status as unemployed, 7.7% indicated that they never interacted with classmates. Respondents (73.1%) indicated that they sometimes interacted with classmates. In the education-teaching employment category, 4.2% of those responding indicated that they never interacted with classmates, while 58.3% of the respondents indicated that they often interacted with classmates (see Appendix VI-Z).

Respondents (10.4%) who identified their income range as \$50,000 to \$59,000 indicated that they sometimes (30.0%) interacted with classmates. Another (70.0%) indicated that they often interacted with classmates. The respondents (60.0%) earning \$40,000 to \$49,999 indicated that they sometimes interacted with classmates, while another 30.0% indicated that they often interacted with classmates (see Appendix VI-AA).

Respondents (67.2%) in the married category indicated that they sometimes interacted with classmates. Another group of married respondents (31.2%) indicated that they often interacted with classmates. The divorced category was the second largest responding category. The respondents (70.6%) indicated that they sometimes interacted with classmates, while another group of respondents (17.6%) indicated that they often interacted with classmates. The respondents who indicated that they never interacted with classmates were in the married category (see Appendix VI-BB).

The Caucasian Americans responding to this study indicated that they sometimes (65.5%) interacted with classmates. Another 32.1% of the respondents indicated that they often interacted with classmates. African-Americans made up the second largest ethnic group. This group indicated that they sometimes (37.5%) interacted with classmates, while another (50.0%) African-Americans indicated that they often interacted with classmates. Caucasians indicated less interaction with classmates (see Appendix VI-CC).

Of those responding to the study indicating that they did not have any children under the age of eighteen in the household, 59.1% stated sometimes interacting with classmates. Another 36.4% of this group indicated that they often interacted with

classmates. The respondents with one child indicated that they sometimes (64.7%) interacted with classmates, while another (35.3%) of this responding group indicated that they often interacted with classmates (see Appendix VI-DD).

Of the respondents identifying their age as 50, (63.3%) indicated that they sometimes interacted with classmates. The remaining respondents (26.7%) indicated that they often interacted with classmates. More of participants who indicated having no children under the age of eighteen in the household were individuals age 53 yet, this group (58.3%) indicated that they sometimes interacted with classmates. Another 41.7% indicated that they often interacted with classmates (see Appendix VI-EE).

Of the respondents identifying social work as their major field of study, 70.4% indicated that they sometimes interacted with classmates. Another 22.2% responding from this major field of study indicated that they often interacted with classmates. Those respondents identifying business as their major (44.4%) indicated that they sometimes interacted with classmates. Others in this field (55.6%) indicated that they often interacted with classmates. Those respondents identifying education as their major (75.0%) indicated that they sometimes interacted with classmates, while another (25.0%) indicated that they often interacted with classmates. The respondents in social work had fewer interactions with classmates (see Appendix VI-FF).

Utilization of Campus Resources as Related to Participant's Demographics.

The participants to the study were provided a scale to identify the frequency by which they utilized the most popular campus resources of the student commons, the

library, and the computer labs. The scale items consisted of weekly, monthly, semester, and/or never. Most of respondents to the study indicated weekly usage (56.3%) of the library. Others responding in this category indicated that they used the library 27.1% on a monthly basis, 10.4% on a semester basis, and 6.2% stated that they never used the library. The respondents identifying computer lab usage on a weekly basis was 20.8%, on a monthly basis was 20.8%, on a semester basis was 15.6%, and those indicating that they had never used the computer labs was 42.8% of the responding participants. The respondents identifying student commons usage on a weekly basis was 37.5%, on a monthly basis was 11.5%, on a semester basis was 8.3%, and those indicating that they had never used the student commons was 42.7% of the responding participants.

Most of male respondents to the study indicated that they utilized the student commons more frequently on a weekly basis (42.9%) than on a monthly or semester basis. Of the males, 28.6% indicated that they had never utilized the student commons. Most of female respondents to the study (50.8%) indicated that they had never utilized the student commons, while 34.4% of the females indicated weekly usage (see Appendix VII-A).

Respondents who were unemployed (53.8%) indicated that they utilized the student commons on a weekly basis. The remaining respondents (46.2%) indicated that they never utilized this facility. Respondents (66.7%) employed in the technical area utilized the student commons facility more. The respondents (30.0%) who identified their employment as managerial indicated that they utilized the student commons more frequently on a weekly basis. However, the remaining participants (70.0%) in this

employment category indicated that they had never utilized the facility. The remaining categories of sales, education and administration, education and teaching, agricultural, military, and self-employed utilized the facility the least (see Appendix VII-B).

Most of the respondents age 50 indicated that they never utilized the student commons. Respondents (30.0%) indicating that they utilized the student commons on a weekly basis ranked second to the none users. The respondents (46.2%) age 51, the second largest age group, indicated that they utilized the student commons more frequently on a weekly basis. Those responding in this age group (23.0%) indicated that they never used the student commons resources (see Appendix VII-C).

Social work was the most frequently identified major by those responding to the study. Of those in this major, 44.4% utilized the student commons weekly; students in this utilized the commons more frequently than those in other majors. An equal number of respondents (44.4%) indicated having never used the student commons. Those responding (27.8%) that they majored in business indicated usage on a weekly. Business majors (44.4%) also indicated never using the commons (see Appendix VII-D)

Respondents (60.0%) who identified their income as \$50,000 to \$59,999 indicated that they utilized the student commons more frequently on a weekly basis than other majors. Twenty percent of the respondents in this income category also indicated that they never utilized the student commons. The respondents (55.0%) who earned \$40,000 to \$49,999 indicated utilizing the student commons more on a weekly basis, while participants (35.0%) in other income categories indicated they had never used the student

commons (see Appendix VII-E).

The males who responded ((51.4%) indicated that they used the library on a weekly basis more often than any other time. The second time that the library was most used by males (22.9%) was on a semester basis. The females (59.0%) responded that they used the library on a weekly basis more often than any other time. Other female respondents (31.1%) indicated that they utilized the library on a monthly basis. Fewer males used the library than females (see Appendix VII-F).

Those respondents identifying their employment category as education-teaching indicated that they used the library (75.0%) on a weekly basis. Others in this employment category indicated that they used the library (20.8%) on a monthly basis. The respondents in the technical employment category indicated that they used the library (50.0%) on a weekly basis. Others in this employment category indicated that they used the library (25.0%) on a monthly basis (see Appendix VII-G).

Those respondents identifying their income range as less than \$20,000 indicated that they used the library (55.0%) on a weekly basis. Others in this income range indicated that they used the library (30.0%) on a monthly basis. The respondents earning between \$40,000 and \$49,000 indicated that they used the library (55.0%) on a weekly basis. Of those responding in this income range, 35.0% indicated that they use the library on a monthly basis (see Appendix VII-H).

Under the category of marital status, more single respondents indicated weekly usage (71.4%) of the library than monthly usage (7.14%). Of those married respondents

to the study, 53.1% indicated weekly usage and another 34.4% indicated monthly usage of the library (see Appendix VII-I).

Those respondents age 50 represented the largest share of the study group. Library usage by most respondents (66.6%) of this group was on a weekly basis. The second highest frequency of usage of the library (16.7%) by this group was monthly. Those respondents age 51 indicated that they used the library (61.5%) on a weekly basis. Another 23.1% of these respondents indicated monthly usage of the library (see Appendix VII-J).

In the major field of study area, More of the respondents in the field of social work indicated that they used the library (40.7%) on a weekly basis. The next largest portion of this group reported using the library (22.2%) on a semester basis. Those respondents majoring in business indicated that they used the library (44.4%) on a weekly basis and (55.6%) on a monthly basis (see Appendix VII-K).

As far as the use of computer labs on campus, most of the male respondents (40.0%) indicated that they used the computer labs more on a monthly basis. Some males respondents (34.3%) indicated that they never used the computer labs on campus. The females respondents (9.8%) used the computer labs less frequently on a monthly basis than males. A total of 47.5% of the females responding indicated that they never used the computer labs on campus. Male respondents (8.6%) used the computer labs less frequently than females, but on a semester basis (see Appendix VII-L).

Respondents (25.0%) employed in the technical employment category indicated

that they used the computer labs on a monthly basis, while others in this group (58.3%) indicated that they never used the computer labs on campus. Of those responding in the education and teaching employment category, 20.8% indicated monthly usage of the computer labs. Another 33.3% of this group indicated that they never used the computer labs on campus (see Appendix VII-M).

Those individuals responding to the study earning in the \$50,000 to \$59,999 income range indicated that they used the computer labs (20.0%) on a weekly basis. Another 70.0% of this income group indicated that they never used the computer labs. Those respondents (15.0%) identifying their income range as \$40,000 to \$49,999 indicated using the computer labs on a weekly basis. Others in this income range (55.0%) indicated that they never used the computer labs on campus (see Appendix VII-N).

Of the married respondents, 23.4% indicated monthly usage of the computer labs and another 51.6% of this group indicated that they never used the computer labs. Those divorced respondents indicated that they used the computer labs (58.8%) on a weekly basis. Another 29.4% of the divorced respondents indicated that they never used the computer labs (see Appendix VII-O).

The respondents (16.7%) who were age 50 indicated that they used the computer labs on a semester basis, while 63.3% of respondents in this age group indicated that they never used the computer labs. Respondents (30.8%), who were age 51, indicated that they used the computer labs on a semester basis. Another 61.5% of this group indicated that they never used the computer labs on campus. Those who were age 51 used the

computer lab less frequently during the month (see Appendix VII-P).

Respondents (25.9%) identifying their major field of study as social work indicated that they used the computer labs on a weekly basis. Another 63.0% of this responding group indicated that they never used the computer labs. Those majoring in business (66.7%), the second most identified major, indicated that they used the computer labs more on a weekly basis. No respondents in the field of business indicated that they never used the computer labs on campus (see Appendix VII-Q).

Additional Findings

From the data collected on the population studied, additional findings emerged. Those additional findings include: (a) participant's reasons for earning a graduate degree, (b) the effect earning a graduate degree would have on the participant's lives, (c) recommending their graduate field to others, (d) the likelihood that participants' graduate degree will contribute to either increase job security, job satisfaction, employment opportunities, increase compensation, increase work duties, or will have no contributing effect at all, (e) participant's reactions as to the quality of service received as a graduate student at Virginia Commonwealth University, and (f) participants' preferences for class times. Each of these additional findings provided a more detailed reporting into the participant's overall graduate experience, as well as perceptions regarding the earning of a graduate degree and the various ways in which individual needs were being addressed.

Participants Reasons for Earning a Graduate Degree

As far as the reasons for earning a graduate degree, the many of respondents (41.7%) indicated change of career as their primary reason. Personal satisfaction (20.8%) ranked number two as their primary reason for earning a graduate degree. A complete listing of the reasons identified by the participants for earning a graduate degree is shown in Table 3.

Effect Graduate Degree will have on Participant's Lives

The participants were asked what effect, if any, earning a graduate degree would have on their lives. Most of the respondents (65.6%) stated that the graduate degree would have a very positive effect on their lives. The second most selected response by the participants (27.1%) was somewhat positive. Only a small number of the participants (7.3%) responded that they were unsure that the graduate degree would have an effect on their lives. In addition, no one indicated that the graduate degree would either have a somewhat negative effect or a very negative effect on their lives.

Recommend Degree Field to Others

The survey participants were asked if they would recommend their field of study to other people considering enrolling in graduate school at Virginia Commonwealth University. Most of the respondents (46.9%) indicated that they would recommend their graduate field to others without reservation. However, there were some respondents (42.7%) who indicated that they would recommend their graduate field to others, but would do so only with reservation. The remaining 10.4% of the respondents

Table 3

Reasons for Earning a Graduate Degree.

Reasons	Number	%
Change of Career	40	41.7
Personal Satisfaction	20	20.8
Required by Employer	6	6.3
Career Advancement	14	14.6
Contact with Other Adults	8	8.3
Other	8	8.3
Total	96	100.0

N = 96

were evenly divided among. While some of these respondents (5.2%) were unsure of whether they could make this recommendation, there were others (5.2%) who indicated that they would not recommend their graduate field to others who may be interested in graduate work at Virginia Commonwealth University.

The Likelihood that Graduate Degree will Contribute to Employment Characteristics

The participants responses to whether or not their graduate degrees will contribute to either increase job security, job satisfaction, employment, compensation, job duties, or have no contributing effect for them. The rating scale for the previously identified employment characteristics consisted of very likely, fairly likely, or not likely. More of the respondents (35.4%) indicated that it would be fairly likely that the degree would increase job security and 32.3% indicated that it was not likely that their graduate degree would increase job security in their present employment. More of the respondents (60.4%) indicated degree would very likely increase job satisfaction and 30.2% indicated fairly likely that their graduate degree would increase job satisfaction in their present employment. A greater percentage of respondents indicated an increase in job satisfaction to be the main result of a graduate degree contributing to their current and future employment condition. The responses of the participants on other employment characteristics are shown in Table 4.

Table 4

What is the Likelihood or Non-Likelihood of Your Graduate Degree Contributing to Job Security, Job Satisfaction, Employment, Compensation, Duties?

Contributing Effect	Very Likely	Fairly Likely	Not Likely	Unsure	Total # / %
Increase Job Security	29 / 30.2%	34 / 35.4%	31 / 32.3%	2 / 2.1%	96 / 100%
Increase Satisfaction	58 / 60.4%	29 / 30.2%	6 / 6.3%	3 / 3.1%	96 / 100%
Increase Employment	32 / 33.3%	36 / 37.5%	25 / 26.1%	3 / 3.1%	96 / 100%
Increase Compensation	27 / 28.1%	35 / 36.5%	31 / 32.3%	3 / 3.1%	96 / 100%
Increase Work Duties	27 / 28.1%	29 / 30.2%	38 / 39.6%	2 / 2.1%	96 / 100%
No Contributing Effect	8 / 8.3%	12 / 12.5%	68 / 70.9%	8 / 8.3%	96 / 100%

N = 96

Participant's Perceptions as to the Quality of Services Received

The survey participants were asked to respond to a series of questions relative to their perceptions of the quality of services offered and how these services were meeting their needs as graduate students. The majority of respondents (62.5%) indicated that they agree their graduate degree is relevant to job market demands. As far as professors' being available for office hours, more of the respondents (54.1) indicated agreed that this was being done. With regards to the quality of instruction, most of the respondents (53.2%) also indicated agreed this was being met. Most respondents (58.3%) indicated agree that the professors had acquired work experience in their disciplines and that most (44.8%) indicated agree that professors provided them with prompt and immediate feedback on assignments and tests. Most of the respondents (51.1%) indicated they agreed with the giving of both group and individual assignments. With regards to the professor's presentation skills, most (55.2%) indicated they somewhat agreed that the skills were adequate. As far as the quality of the overall courses, 58.3% of the respondents were in agreement that they were receiving quality instruction. Most respondents (52.1%) indicated agreement that the required courses were offered often enough. The majority (62.5%) also agreed that the graduate degree requirements were reviewed and made available to them. The library holdings were also viewed by the respondents (34.8%) as adequate as well as respondents (40.6%) who agreed with the quality and availability of computer labs on campus. Respondents (39.6%) indicated agree that the campus support services were adequate or above (See Table 5).

Table 5

Participant's Perceptions of the Quality of Services Received

Perceptions	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Total # / %
Degree Relevant	60/62.5%	29/30.2%	4/4.2%	3/3.1%	96/100.0
Prof.Ofc.Hours	52/54.1%	35/36.5%	6/6.3%	3/3.1%	96/100.0
Quality Instruction	51/53.1%	38/39.6%	5/5.2%	4/4.1%	96/100.0
Experience of Prof.	56/58.3%	27/28.1%	8/8.3%	5/5.3%	96/100.0
Prompt Feedback	43/44.8%	45/46.8%	6/6.2%	2/2.1%	96/100.0
Library Holdings	33/34.8%	28/29.2%	6/6.7%	19/19.8%	96/100.0
Group/Indiv. Proj.	49/51.1%	27/28.1%	10/10.4%	10/10.4%	96/100.0
Campus Services	38/39.6%	34/35.4%	20/21.0%	4/4.0%	96/100.0
Courses Offered	50/52.1%	34/35.4%	14/14.6%	6/6.2%	96/100.0
Quality/Availability Computer Services	39/40.6%	33/34.4%	20/21.0%	4/4.0%	96/100.0
Presentation Skills	33/34.4%	53/55.2%	8/8.3%	2/2.1%	96/100.0
Degree Requirements	60/62.5%	29/30.2%	5/5.2%	2/2.1%	96/100.0
Quality of Courses	56/58.3%	30/31.3%	8/8.3%	2/2.1%	96/100.0

N = 96

Participant's Preferences for Class Times

The participants were provided a series of scheduled class times normally used by the university and were asked to rank them from the most preferred to the least preferred. The most preferred class time (41.6%) which was identified by the participants was the early evening time slot of 4-6:40pm, Monday -Thursday. The second most preferred time slot (31.2%) was the evening hours of 6-8:40pm. Other preferred time slots by the participants were 7-9:40, Monday-Thursday (23%) and 5:30-6:45 twice weekly, Monday-Thursday (21.9%). Most of the respondents indicated that the least preferred class time periods (44.8%) were the weekends, especially Friday and Saturday.

Focus Group Responses

The first data collection method used was conducted through the use of a questionnaire to gain insight into the educational related experiences of adults. Participants were asked to respond to a series of questions. The second data collection method used to gain further insight was that of conducting a focus group.

The focus group interview was conducted in the fall semester of 1996 in room 5150 in the School of Business at Virginia Commonwealth University. The focus group consisted of 8 graduate students who were representative of those surveyed and at least one participant was selected from each of the five academic schools. As the participants arrived, both the moderator and the researcher introduced themselves and thanked each person for attending. Since the time frame for the interview was during the lunch hour,

the researcher provided box lunches and soft drinks. The researcher also provided each participant with parking reimbursement and ten dollars for their participation.

As the participants ate and had side conversations, the moderator re-introduced herself and the researcher and explained the purpose of the focus group session. Next, the moderator asked each participant to introduce themselves to the group by name, major, current degree pursuing and their age. The first three members to introduce themselves were females and all three omitted their age. After the third female completed her introduction, one of the male participants spoke up and said “they already know that we are over 50--remember the survey we did!” That remark generated loud laughter amongst all participants and also served as an excellent ice breaker.

Questions and Responses

The first question asked of the focus group members was “What is the most important reason to you for wanting to earn a graduate degree? Two male participants and one female participant stated that they were seeking a career change. Three female participants and one male participant stated that they wanted to gain the necessary credentials in order to be more competitive in their present place of employment. One male participant stated that he was retiring in a year and looked forward to the that time to focus more on his graduate studies.

The participants were asked to provide some insights as to “Why they selected Virginia Commonwealth University for their graduate studies?” Two of the male participants stated that their primary reason for selecting Virginia Commonwealth

University was their previous experience with the university. Both had received undergraduate degrees in the early 1970s and attributed much of their career success to having earned those degrees from VCU. Two of the female participants and one male participant indicated that the convenience in relationship to their places of employment and their residences was their primary reason. Each of those participants further stated that “having completed their Master’s at VCU, they were very familiar with the campus and its surroundings.” The remaining male and two female participants said it was the quality of the degree in their chosen field that was the primary reason for attending graduate school there. The male participant responding stated that he earned his undergraduate degree in psychology there and later decided to enroll in the MBA program. The two female participants responding stated that the availability and the quality of their graduate fields was their primary reason for attending graduate school at VCU.

The moderator continued with the third question of, “How would you describe your graduate experience to this point in your program?” Three female participants and one male participant stated that their overall experiences have been very positive. The male responding was in his last semester of his Master’s requirement; two of the female participants were beginning their second year of their Masters’ degree and the third female participant responding stated that this was her last semester of course work for her doctorate degree and she had started working on her dissertation topic. Two of the male members, both doctoral students stated, for the most part their course work was very

positive, but once they began to work on their dissertations, they felt alone--alienated. There was very limited contact with their professors. Both ranked this phase of their studies as somewhat negative. One of the female participants and one male participant responding began to have a side bar discussion on how intimidated they were upon returning to college. I noticed that other members were either leaning forward in their seats or even waving their hands in the air, in order to share their first experiences when returning to college. As each person began to share their initial experiences of their return to college, I noticed that their comments were influencing the group dynamics. Much dialogue took place during the discussion of limited parking spaces, especially that which addressed handicapped or physically challenged individuals. One member noted that they had incurred an injury that necessitated her having crutches and no handicapped spaces were available adjacent to her classroom building; others shared similar experiences. She also noted that while there were other schools with ample parking, she chose to continue at V.C.U. Most of the members discussed in a free flowing manner how important that first or second professor was in putting them at ease and providing encouragements. Five of the participants stated that the shared learning that took place in those early classes really impacted their graduate experiences at Virginia Commonwealth University.

The moderator asked the participants what effect, if any, would their graduate degrees have on their lives. The first participant to speak, a male African American stated, "I believe that the effect is going to be a very positive one. I understand the value of having a graduate degree in this highly competitive society. I see younger people with less

experience than I have, but who have a doctoral degree, get promoted and get the better positions.” His comments encouraged others to comment. All of the other participants stated that they felt the graduate degree would have a very positive effect on their lives for much the same reason. Several members stated that their graduate studies have and will keep them current in their career fields. Two of the female participants further stated that their employers encouraged them to return to school so they could be considered for higher level positions. As this discussion continued, the moderator decided to ease into the next question by saying, “I take it you would encourage and even recommend others to your graduate program.” There was overwhelming reply of, “yes! yes! yes!” from the participants. The moderator said, “With no reservations?” The participants one-by-one agreed.

The moderator next asked the participants “How difficult is earning a graduate degree and balancing family, work, personal activities and social life?” This question generated personal stories from each of the participants and all agreed that it was difficult to do. Two of the male participants stated that there is very limited time to participate in family activities or spend much quality time with the children. In fact, one male participant said, “Since entering this doctoral program, I have seen the family, personal, and social time dwindle to almost nothing.” One male participant with no children at home, stated “The further I get in this Masters’ program, the more time I spend in the library and the computer lab. I work 50+ hours a week and I am on the road a great deal, so I had to exchange time with my wife and personal time for studying. My social life has been

significantly reduced since entering graduate school.” One of the female participants and the other two male participants echoed the similar sentiments. Several participants stated that summer vacation and semester break were the only two large blocks of time they had for their spouses, families, and social life. They too agreed that their social life has been significantly reduced since starting graduate school. One divorced female participant emphasized having to take classes only during the 4-6:40 time frame, because she did not feel comfortable leaving her teenage daughter at home alone at night. Further, she stated that “My attending classes actually helped my relationship with my daughter.” When asked to elaborate further, she said that her daughter was more computer literate than she and taught her how to operate their computer. The further she progressed into her graduate studies, the closer and more understanding her daughter became.

The three married male participants said that graduate school became so demanding of their time that they could not perform normal household duties, such as mowing the lawn, raking the leaves and making repairs. As far as balancing work with their graduate studies, most of the participants agreed that “you can’t sacrifice the paycheck, that is what pays the tuition.” One married female participant summarized the group’s responses by stating “ We all probably could not balance these responsibilities when we were younger but with age and maturity, we learned how to manage our time.” In unison, the reply from the other participants was, “Amen to that.”

At this point the moderator informed the participants that we had several more questions to cover and would like for them to be as precise as possible in their responses.

The participants all agreed and the moderator asked the next question of: "What are and how often do you utilize the following campus resources: the library, computer labs, university career center, student commons, counseling center, university health center, student professional organizations, writing labs, statistics labs, or any other service or resource?" According to all participants, they utilized the library and its facilities more often than any other resource on campus. Most of the participants said that the government documents section and the computer lab were the best resources within the library. Several participants mentioned the School of Business computer labs and Break-out Room as being very good campus resources for doing assignments and doing team projects. As far as the other campus resources identified by the moderator, none of the participants had ever visited or utilized any of them.

To save time, the moderator combined the next two questions on the quality of instruction received and the level of challenge of the course work. In regards to the quality of instruction, seven of the eight participants agreed that the instruction they had was excellent. One female participant stated that the professors she had needed to learn how to present the material. She stated that "they had weak presentation skills and were very textbook oriented."

As far as the level of difficulty of graduate school, all of the participants had multiple comments. One male participant stated, "I really was not aware how challenging it would be. Not just the course work, but also my ability to keep up with the readings as well as the notes. "My 20 year absence from the classroom really showed in my first

course.”

A female participant stated that she had been out of school over 20 years as well and could empathize with this gentleman. She would try to follow the lectures, take notes, and look at the visuals but found herself constantly taking off and putting on her eyeglasses. “It was as if the mind was willing but the eyes and the hands were not in sync.” The other members addressed the same difficulty of trying to keep up in class and with their outside assignments. Another female participant stated that after working all day and then sitting in class for two a half hours two days a week, that she was just physically and mentally exhausted by the end of the week. All of the participants mentioned that they could not rely on memory or note taking ability alone, they had to tape the lectures and then transcribe the tapes at home. One male participant said that “Although I am not the person that I was as an undergraduate 18 years ago, I have learned to better utilize my faculties and skills in order to better retain material and do assignments.” Other participants echoed his sentiments, that they had continued to improve their abilities, through technology with the computer and voice-activated tape recorders. One male participant said, “My first computer class used key-punch machines and that was in my senior year of undergraduate school. Today, I can utilize the computer to do research, type assignments, communicate with classmates and professors. What I’m lacking in physical faculties, I learn to make it up with technology.”

One of the female participants suggested that she has survived in her doctoral program because of her age. The moderator asked her to elaborate further. She said “The

people I tend to associate with are about the same age, have similar lifestyles and views on education.” All of the other participants were in agreement with her. At this point, the researcher informed the moderator and the participants that the session had gone fifteen minutes past the allotted time and asked the participants did they have any additional comments they would like to make. One female participant said that she is handicapped and handicapped parking is very limited on this campus. Others joined in and said, “it’s not just handicapped parking but all parking spaces are at a premium on this campus.” Several other participants asked when were we going to have another focus group session, because there are other issues and concerns they would like to discuss. The final comments made by all participants were thanks for the great session and that they appreciated the opportunity to be included in the group. Several of the participants stayed after the session had ended to continue to discuss their personal individual experiences. The focus group actually reinforced the survey.

Summary

A summary of the data gathered in the this chapter provided the responses of the respondent in regard to the three research questions: (1)What are the demographic characteristics of gender, occupation, income, marital status, ethnic background, number of children under the age of eighteen in the household, age and major field of study of adults age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University? (2) What are the education related experiences of

students Age 50 and Beyond Enrolled in Graduate Degree Programs? and (3) How are the education related experiences related to the selected demographics of adults age 50 and beyond enrolled in graduate degree programs? Most of the students in graduate class responded that they were challenged by their classes. While the respondents did find it somewhat difficult to balance family, work, and personal life, overall they were satisfied with the experiences that they had thus far. Most of them indicated that there was no interaction with administration and staff, however they did find some time to interact with faculty and classmates. The results of their responses also provided discussion regarding their reasons for earning a degree and the effect it would have upon their lives.

Individuals who participated in the focus group provided additional insight into their experiences and openly discussed specific experiences which they had. Overall, the participants in the focus group were eager to share these experiences and expressed their views as positive ones. The respondents enjoyed the session and requested to be included in any subsequent sessions that may be needed.

Chapter 5

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER STUDY

This chapter presents a summary of the study, discussion of the findings, and the conclusions that were drawn. Recommendations for future practices, policies, and research are also provided.

Summary of the Study

The purpose of this study was to identify and examine the education-related experiences of adult students age 50 and beyond who were enrolled in graduate programs on the academic campus of Virginia Commonwealth University from fall 1995 to fall 1996. The demographic characteristics of this cohort were also examined, as well as their perceptions of the services provided by the university to these graduate students. A search of the literature related to the topic of aging proved significant to this study; however, research specifically related to adults age 50 and beyond and their graduate experiences was somewhat limited. This special population of adults 50 and beyond is comparable to the study of Belinky, Clinchy, Goldberger, and Tarule (1986) in that relatively little attention was given to both women and older adults, in regards to their modes of learning, knowing, and valuing.

The research questions this study sought to answer were: (a) What are the demographic characteristics (gender, employment, income, marital status, ethnic background, number of children under the age of eighteen in the household, age, and

major field of study) of adults 50 and beyond enrolled in graduate programs on the academic campus of Virginia Commonwealth University? (b) What are the education-related experiences of students age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University? (c) How are the education-related experiences related to the selected demographics of adults age 50 and beyond enrolled in graduate degree programs?

Data were obtained from responses to a mailed questionnaire from 96 adults age 50 and beyond enrolled in graduate degree programs in the five schools on the academic campus of Virginia Commonwealth University between fall 1995 and fall 1996. A focus group interview held in the fall of 1996 used eight selected survey respondents in order to gain greater insight on the experiences of the population under study.

Discussion of the Findings

Several discoveries were made during the data analysis phase of the study concerning selected demographics and education-related experiences of the respondents. These results are discussed as related to the three research questions.

The first research question sought to examine the demographics of this age group of graduate students enrolled in degree programs in the five schools on the academic campus of Virginia Commonwealth University. The population of adults age 50 and beyond enrolled in graduate degree programs from fall 1995 to fall 1996 were surveyed and a profile was compiled of the typical responding graduate student. The typical

graduate student in this population was married and had a spouse holding a bachelor's, master's, or doctoral degree. The participants in the study had a mean age of 52.7 years. The typical student was Caucasian, enrolled on a part-time basis, had no children under the age of eighteen in the household, was female, employed on a part-time basis, had an average family income above \$40,000, and paid for their education from personal earnings.

The second research question was framed to identify and examine the education-related experiences of adults age 50 and beyond enrolled in graduate degree programs on the academic campus of Virginia Commonwealth University. These experiences included: (a) respondent's description of their overall graduate experiences, (b) frequency of challenge by graduate classes, (c) the effect that graduate school had upon the participant's time for socializing, (d) participant's level of difficulty in balancing school, family, work, and personal life, (e) participant's utilization of campus resources, (f) participant's interaction with faculty, (g) participant's interaction with administration, (h) participant's interaction with support staff, and (i) participant's interaction with classmates.

The third research question was framed to examine the relationship between the participant's demographics identified in the first research question and their education-related experiences identified in the second research question. The study also included additional findings acquired through participant responses on the survey and in the focus group interview. These additional findings were clustered into the following groups:

(a) participant's reasons for earning a graduate degree, (b) the effect earning a graduate degree will have on the participant's life, (c) recommending their graduate degree field to others, (d) the likelihood that the graduate degree will contribute to certain employment characteristics, (e) participant's reactions as to the university services received as a graduate student, and (f) participant's preference for scheduled class times.

The majority of respondents in this study were female students who outnumbered the male students enrolled in graduate programs almost two to one. More females than males were enrolled in graduate study on a full-time basis, however males were more likely to be part time. The findings in this study on gender differences in graduate program enrollment were very similar to those reported in the U.S. Bureau of the Census (1995) which indicated the same ratio of female enrollment in graduate degree programs nationwide. The National Center for Educational Statistics (1990) indicated that the part-time enrollment of males ages 50 to 64 in graduate programs was slightly more than one-third (32%) the total part-time enrollment, while the part-time female enrollment in graduate programs was 68%. The full-time enrollment of males in this age group was 38%, while the full-time enrollment of females in this age group was 62%; the full time percentages are only slightly different than that of the part-time enrollment.

Females in this study tended to report a more positive experience than the males. Fewer males felt their experience was either positive or somewhat positive, there was only 1% who had a very negative experience. These findings led the researcher to believe that both females and males in this study had positive experiences; however, males had fewer

positive experiences.

Even though the majority of respondents were very often challenged by their graduate classes, many more females were very often challenged by their graduate classes than males. There are several findings that could shed light on why females were more often challenged than male students. First, many of the female respondents indicated that they were pursuing a graduate degree in order to change careers. Second, some females were encouraged by their supervisors to attain more education to be competitive at work. Third, females indicated that they were not getting any younger and wanted to achieve this degree as soon as possible. Males who indicated that graduate school challenged them, viewed it as a chore or that which was expected of them.

Both genders agreed that socializing time had been reduced since enrolling in graduate school. Proportionately, both males and females in the study indicated that the time set aside for socializing had been significantly reduced by nearly one-half. Married respondents appeared to have greater reduction in socializing time than the single or divorced respondents to the study. Both married respondents who had no children and the most of the respondents had at least one child noted a significant reduction in socializing time. Respondents from all major fields of study had significant reductions in socializing time with family and friends. Business majors constituted the highest percentage of individuals who indicated reduction in socializing time; perhaps intensive graduate studies or the fact that the majority of those individuals in were enrolled full-time and employed full-time.

Although traditional socializing time had been reduced, many respondents to the study indicate that while enrolled in graduate school, they began to connect more with classmates who were their own age and less with other age groups. The findings on age and socialization among the participants was too small showed a significant age difference. Respondents from all other ages indicated that their socializing time had been significantly reduced. Many stated that they met, studied, and even socialized with people their own age and with common interests. Similar to the findings in this study are the findings in Wolfe (1992) that suggested older adults do not follow the crowd, but do respond to social connectedness and are more likely seeking revitalization and personal growth through higher education.

Slightly over one-fourth (27.1%) of the individuals indicated that they were unemployed. The results were very similar to those of May and Hartranft (1992) who reported the unemployment rate as 26.0% among the adult age group. Respondents who are unemployed usually have more time to spend with their studies, which can be attributed to continued participation by the respondents.

Overall, 72.9% of the respondents in this study indicated that they were employed. May and Hartranft (1992) indicated very similar employment statistics related to this age group. It was shown that approximately three-fourths of individuals age 50 to 59 were in the workforce. Perhaps, the continued participation in the workforce by this age group is also attributed to the good to excellent health ratings as reported by the participants in this study and the May and Hartranft (1992) study. Accordingly, a steep decline in workforce

participation started with the 60 to 64 age cohort and continued on a steady decline through age 85 and beyond.

Respondents who were employed in the category of education-teaching felt very positive about their overall graduate experiences. Respondents who were employed in this category perhaps found their graduate experiences more positive because they understood the importance of continuing their education. By being employed in education, these respondents could more closely relate to the goals, objectives, and assignments of their course work. Ninety-percent of those responding in the managerial employment category also felt that they had very positive experiences while enrolled in graduate school. Several of the participants in this category commented that they enrolled in graduate school because they were seeking a promotion at work and their employers had tuition payment plans. Similar to these findings, a study by Benshoff and Lewis (1992) indicated that more older adults were returning to school full-time or part-time basis while maintaining responsibilities such as work, family, and other responsibilities of adult life. Perhaps those respondents who indicated they were unemployed and had very positive overall graduate experiences did so because of fewer responsibilities associated with employment and having to balance school, family, work, and personal life. In addition, many of the unemployed respondents indicated that they had recently left their jobs in order to enroll in graduate school on a full-time or a part-time basis. These respondents appeared to have financial support as well as have support from their spouses and other family members. Several other participants indicated that they had recently retired from career positions,

had no children at home, and had wanted to earn a graduate degree purely for personal satisfaction.

More respondents (56.3%) had earned family incomes in this age group between \$40,000 to \$49,999 which is similar to the findings of the Bureau of Labor Statistics, Consumer Expenditure Survey (1995). The Bureau's survey indicated that the average household income of adults age 50 to 54 was \$46,186 and the average household income of adults age 55 to 64 was \$37,610. Moreover, the Bureau of Labor Statistics, Consumer Expenditure Survey (1995) indicated that the before tax income of persons ages 50 to 54 and 55 to 64 had increased by over two thousand dollars from 1992. These findings were higher than the American Association of Retired Persons (1990) study which suggested that the median household income of older adults was approximately \$20,700. Perhaps the differences between the studies are due to the AARP including household incomes of adults in other cohorts from age 65 to 85 and older as compared with those persons under age 65. This is also supported by a study from Fischer, Blazey, and Lipman (1992) which suggested that from age 65 on begins the steep decline in income for older adults.

The income range for the most of the respondents in this study were similar to the findings by Dychtwald (1990) in which he indicated that the highest income levels in America are attained by the 55 to 64 age cohort, followed by the 45 to 54 age cohort and lastly by individuals age 65-plus. His findings indicated that these age groups were more financially able to pay their own tuition with the majority of respondents indicating that

they financed their graduate education through personal and family income and/or other financial assets.

The respondents' incomes, as related to all experiences examined did not show any significant relationships between the identified income ranges. The participants earning as much as \$29,999 indicated that they never interacted with faculty. Although the majority of these respondents indicating that they never interacted with faculty, they did however identify their overall graduate experience as being very positive. The respondents in all income ranges indicated that their maturity and desire for personal growth and development were primary reasons for having positive experiences in graduate school. Similarly, a study done by Fischer, Blazey, and Lipman (1992) indicated that adults age 50 and beyond saw continuing education as one of several ways in which older adults are achieving self-growth.

Many of the respondents who indicated business as their graduate major were in the \$40,000 to 49,999 range and the \$80,000 and beyond range and over half of these respondents indicated that were very often challenged by their graduate classes. It appeared that respondents had to devote more time than anticipated to course work, which consequently lead to significantly reduced socializing time. Not unexpectedly, many of the respondents in this study expressed difficulty in balancing their personal, family, employment, and graduate school responsibilities. The only exception was that of the respondents who identified their employment status as unemployed. Most of the respondents in the unemployed category indicated that balancing family, work, and

personal life was not difficult. The findings show that this group of respondents did not have the employment responsibilities nor children under the age of eighteen in their households and could devote more time to their graduate work. At least one-fourth of those responding indicated that their income range was from \$20,000 to \$39,999 reported that balancing family, work, and personal life was not difficult. These respondents were employed on a part-time basis and also were enrolled in graduate school on a part-time basis.

More adults 50 and beyond were found to be married than single. The findings of Dychtwald (1990) indicated also indicated more adults in this age range tended to be single than married. A later study conducted by May and Hartranft (1992) supported the findings of this study of adults in which it indicated the majority of its respondents were also married.

Of those responding to this study who were married, 66.7% indicated having very positive graduate experiences. It appeared that more individuals in the single category viewed their graduate experiences as more positive than did those who were married. Participants in this category also indicated that they were very often challenged by the graduate classes. Many of the single, divorced, and widowed participants also indicated that they were very often challenged by the graduate classes. Perhaps these feelings of being challenged resulted in these individuals feeling that their task was worth the sacrifice. For many of the married and single respondents the socializing time had been significantly reduced while enrolled in graduate school. Many of the married respondents

felt that the tasks of balancing family, work, and personal lives, while in graduate school had reduced their socializing time. The time previously available for socializing had now become time set aside for serious studying. Some participants reported that time spent with the family had been reduced because of their new educational responsibilities.

Married respondents with children at home emphasized that in order to successfully balance all their responsibilities and duties, they had to change their family lifestyle which included having less time for socializing.

Over fifty-percent of the respondents in this study did not have any children under the age of 18 in the household. These findings are very similar to Dychtwald (1990) study in which his age wave study that also found slightly over 66.0 % of the participants in this study did not have children under the age of eighteen. Individuals in both studies are possibly empty nesters or no- children households.

The age range of those responding to the study was from 50 to 62 years. Most of the individuals responding were 50-54 years of age. Overall, the majority of participants reporting these ages viewed their experiences as "somewhat positive." In contrast, those respondents age 55 to 62 indicated that their graduate experiences were all "very positive." The high rating given by the participants responding to the study is indicative of the older adult population's quest for continual knowledge. In the Perlmutter (1988) study evidence from primarily longitudinal studies suggested continued improvement of cognitive and compensatory skills throughout a person's life. Moreover, the majority of respondents aged 55 to 62 indicated that it was not difficult to balance

family, work, and personal life while attending graduate school. Many of these respondents suggested that they had learned how to effectively maintain a suitable balance between family life, work responsibilities, and personal life. Some of these respondents were retired and did not have children at home, while others in the 55 to 62 age range indicated that they were employed and had no children at home. These were major contributing factors to why participants age 55 to 62 indicated that they did not have difficulty in balancing these major aspects of life while earning a graduate degree. Many of the respondents from 50 to 62 indicated that they had sacrificed for many years in order to get back to school and were very eager to do so. As people go through their life cycles, some of them maintain or even increase their desire to learn. Moschis and Sachdev (1991) concurred that improvement in cognitive and compensatory skills may be reflected in higher education, increased levels of intellectual stimulation, or increased societal roles in a person's environment.

Of the major fields of study identified by the respondents, only a few participants responding from the field of social work and the field of humanities indicated somewhat negative to very negative graduate experiences. Of these two majors, the majority of respondents enrolled indicated that their graduate experiences were either very positive or somewhat positive. More respondents indicated social work as their major than any other field of study; perhaps at this age in life, these respondents may feel as though they can continue to contribute to society in a meaningful way. Moschis (1994) suggested that adults will become part of the social order, carrying out the needs of the system, in a

society that functions efficiently. Moschis seemed to expect, as perhaps as these respondents, that older adults may believe their role in the scheme of things is to carry out certain functions of society.

Many of the female respondents indicated that their graduate classes very often challenged them, while males responded that they were not very often challenged. Many of the male and female participants employed on a full-time basis as well as on a part-time basis agreed that their long period of absence from the rigors of college and the changes that had taken place in their lives, were contributing reasons as to why they were very often challenged by their classes. This is understandable, when you take into account that the median years of completion between earlier college degrees was 16 years. Benshoff and Lewis (1992) suggested similar findings in his study that the number of older students on college has increased significantly. A study by Dychtwald (1990) identified the population of older adults as one with active lifestyles who had returned to college after their children grew up and left the nest. In addition, this study indicated that this age group returned to college after becoming secure in their careers and finances.

Many of the respondents, both male and female in all employment categories indicated that the challenge of graduate school significantly reduced their traditional socializing time but also indicated that the graduate degree was relevant to today's market demands in their fields. Many felt that this made the challenge and the change in their lifestyles worthwhile. The largest percentage of participants indicating this was in the education-teaching category. The majority of respondents in this category indicated that

their principle reason for earning a graduate degree was personal satisfaction and to keep up with the most current changes in their fields. Other categories suggest that the leading reason for earning a graduate degree was for career change or career advancement.

The majority of participants in the study indicated that they were married without children under the age of eighteen in the household and of those participants, many had employed spouses with a bachelor's degree or higher. Many of these respondents also indicated that their socializing time was limited prior to enrolling in graduate school. Family income did not appear to be a factor related to the reduction on the socializing time of these graduate students. The responses from the study group are similar to that by Queeney (1990) which suggested that changes in our society such as the increase in the number of dual professional families and greater affluence will directly affect higher education.

Manheimer and Snodgrass (1993) indicated that more older adults are developing new roles and identities and similar interest in lifelong learning and community service. This appears to be a result of the adult students' increased interaction with each other and their common beliefs about learning. As far as interacting with classmates, the more of the female participants responses were equally divided among the choices of often interacting and sometimes interacting with classmates, while more males in this study indicated that they sometimes interacted with classmates. Comments from both genders in the focus group interview suggested that as they progressed through their graduate classes, they built closer relations with many of their classmates.

Of the employment categories, the majority of those identifying education-teaching interacted the most often with classmates. Many of the respondents in this field often shared their work-related problems and successes with each other before, during, and after classes. While there were noticeable differences in the family income and major field of study of respondents as related to interacting with classmates, the vast majority of the participants age 55 to 62 indicated that they often interacted with their classmates. As far as respondents interacting with faculty, administration, and support staff, the majority of those age 50 to 54 indicated that they sometimes interacted with faculty, whereas the majority of those respondents age 55 to 62 indicated that they often interacted with faculty. More respondents age 50 to 54 and those age 55 to 62 indicated that they never interacted with administration while in graduate school and the majority of all respondents indicated that they never interacted with support staff. In addition, participants in the focus group session agreed that they sometimes interacted with faculty, never interacted with administration, sometimes interacted with support staff, and very often interacted with classmates in their own age range. Perhaps this lack of interaction with these two groups could be traced to comments made during the focus group interview that the first-time contact and the limited contact with most administrators and some of the support staff was less than pleasant. Early in their degree programs the respondents indicated that their interaction consisted mainly of after class discussions and team assignments. As these adult students progress through their programs, their interactions appeared centered around discussing their commonality of interests and problems with returning to college

after such a long absence.

The overwhelming majority of respondents identified the student commons, the library, and the computer labs as the most often used campus resources. When it came to utilizing the university student commons, more males in this study indicated that they used this facility more on a weekly basis than on a monthly or semester basis. Although over one-third of the females indicated that they used the facility more on a weekly basis than monthly or semester basis, the majority of female participants indicated that they never utilized the student commons. In addition, the majority of those responding to employment, age, and income categories also indicated that they never used the facility. Although there were many respondents from each of the previous demographics that did utilize the student commons, the majority of respondents indicating never using the student commons; this fact probably ties in with the scheduled class times as well as the respondents work schedule in that there was not much time to do so. The results from the additional findings indicated that the majority of respondents felt that the class time schedules from 4:00-6:40 p.m. and the 7-9:40 p.m. were the most appropriate times for them to take classes. Many of these same respondents from the survey and the focus group stated that they left work and arrived on campus with little free time before going to class. Some of these respondents indicated that they were taking back-to-back classes from 4:00 p.m. to 9:40 p.m. and they did not have time to eat or use any of the other services in the student commons. All of the focus group participants and many of the survey respondents suggested that many of the student common's facilities are not geared

towards the evening students at all. Examples that they gave included the fact that the food services closed by 7:00 p.m., the computer store closed at 7:00 p.m., the career center closed at 6:00 p.m., and there were no rooms in the commons conducive to studying or having team meetings. The reasons given by the respondents cut across all the demographic characteristics identified for never utilizing the student commons facility.

As far as the utilization of the library as a campus resource, many of the males and females indicated that they utilized the library on a weekly basis more than on a monthly or a semester basis. The majority of respondents indicated that they used this facility more on a weekly basis than on a monthly or semester basis. Although the majority of the survey respondents agreed that the quality of library holdings and available services met their graduate study needs, many of the focus group members stated that they somewhat agreed or somewhat disagreed with the quality of library holdings and services as being adequate for their graduate needs. They did state that the computer system and the government documents services were very superior to most other aspects of this library as well as other area libraries utilized. They didn't appear quite knowledgeable about the total holding of the library, but seemed to suggest that the particular items in which they were interested were generally in place.

As far as utilization of the computer labs on campus, the business and the library computer labs were used more on a monthly basis by males and used more on a weekly basis by females. More of the respondents identifying the business employment categories of managerial, technical, clerical, retail sales, self-employed, and agriculture did

not appear to be interested or able to use the computer labs on campus; they indicated that they never utilized this facility. However, the majority of those responding in the education administration, education-teaching, military, and unemployed categories indicated that they used the computer labs on a monthly basis. This type of usage of the computer labs by the different employment categories suggested that more participants employed in the business fields have access to and utilize their computers more at home and at work than those responding in the other categories. This may be a habit that is acquired by business majors because they utilized computers more in the work place.

The additional findings showed that most respondents felt that access to the computer labs after 5:00 p.m. was very limited. In addition, the overwhelming majority of respondents earning \$40,000 to \$80,000 and above indicated that they never utilized the computer labs on campus. Many within these income ranges indicated that they had personal computers at home and did not have the time to wait to use one on campus. In fact, many of the participants in this study stated that upon initial enrollment in graduate school, they were rather apprehensive about having to learn, master, and utilize the computer. After they discovered how time saving and functional the personal computer was, participants stated that they were hooked by the new technology. Similarly, in a study by the U.S. Bureau of the Census (1995) adults age 50 and older (22.0%) used personal computers and found them user friendly; they did not seem to resist technology. Differences in computer lab usage was indicated by differences in marital status and by differences in age of the respondents. The majority of those married respondents indicated

that they never used the computer labs on campus and the majority of those respondents who were not married indicated that they utilized the computer on a weekly or monthly basis. More respondents age 50 to 53 indicated that they never utilized the computer labs on campus, whereas the majority of those respondents age 54 to 62 indicated that they often used the computer labs on a weekly basis.

Conclusions

This particular study of the experiences of adults age 50 and beyond who were enrolled in graduate degree programs led the researcher to believe that their experiences could be very important to their continued success. It is also quite important that these educational-related experiences should be explored further in order to better understand adults age 50 and beyond and their experiences while in graduate programs. While it was found that many adult students had difficulties during their enrollment, it was also found that through it all they were satisfied with their studies.

As indicated by Brazziel (1987) adults age 50 and beyond are part of the fastest-growing population in higher education. The researcher agreed that the population under study was one that was more than anxious to share and discuss their experiences. A study, as basic as this one, can represent a start toward identifying and understanding some of their educational-related experiences. While this study only touched the surface of adults age 50 and beyond who were enrolled in graduate degree programs, there is considerably more information about this age group and their graduate experiences that is

yet to be discovered. Based on the responses of the participants, that related to non-interactions with the faculty, administrators, and staff, there appears to be a need for meaningful dialogue which would create a more conducive lifelong learning environment for addressing the concerns of adults in this age group. Similarly as Fisher, Blazey, and Lipman (1992) suggested this could serve as a conduit to create and shape change and assist in garnering more control over their lives.

Research shows that higher education of today and tomorrow is no longer totally youth-oriented. The enrollment patterns have already shown the declining numbers among the age groups traditionally served by universities as having enrollment patterns that show adults age 50 and beyond are a special fast-growing population for higher education.

Based on the review of the literature, this special population of adult students are represented on college campuses throughout the United States. More than half of the individuals receiving bachelor's and master's degrees are over 30 years of age (Brazziel, 1987; Benschhoff & Lewis, 1992). Based on the findings from this current research, several plausible explanations may be attribute to such a trend may include: (a) earlier retirement from first or even second career jobs, (b) desire to achieve personal growth and development through continuing education, (c) older adults are going through a period of revitalization and are seeking to continue their educational goals, (d) the traditional responsibilities of child rearing, mortgages, and other responsibilities are behind them, and (e) older adults are retiring more affluent than their predecessors. This age cohort

controls 70% of the net worth of all U.S. households. While these factors explain part of the reason why more adults age 50 and beyond are choosing to enter college and graduate school it, does little to identify and understand the education-related experiences, of which institutions of higher education should be more aware.

The education-related experiences examined in this study have led the researcher to the following conclusions for this age group of graduate students:

1. Respondents in all demographics indicated that they were very satisfied with their overall graduate experience. Many felt that the long absence from college gave them a greater appreciation for learning.
2. The respondents were very often challenged by their graduate classes and felt that their experiences were very rewarding.
3. The socializing time for all demographic groups was significantly reduced. Many adults indicated that the amount of time needed for class preparation and assignments nearly eliminated socializing time during the semesters.
4. Respondents in all demographic groups felt that earning a graduate degree while maintaining family, work, and personal life, was difficult to do.
5. The majority of older adults interacted with faculty and classmates, rather than with administrators or support staff.
6. As far as utilization of campus resources, the respondents utilized the student commons, the library, and the computer labs more than any other campus resource available to them.

7. Respondents were overall very satisfied with the professors and the quality of instruction provided. In addition, these respondents felt that their education was very relevant to today's market demands for their chosen professions.
8. Adult learners in this study felt that the university, while offering late afternoon and evening classes at suitable times, was not focusing on the specific needs of the older adult learner. Several examples cited by participants include, included: (a) few to no support staff or administrators were available after 5:00 p.m. to handle any concerns or problems that they may have, (b) classrooms and buildings were not adequately prepared to accommodate older learners, for example not having visual equipment, seating unsuitable for older students, very few activity classrooms—most were geared for lecturing only, and (c) few to no student meeting rooms in the buildings.

Implications for Practice

Given the number of adults age 50 and beyond enrolled in graduate programs and the possible impact upon higher education at Virginia Commonwealth University and other colleges and universities across the country, it is vital that the factors regarding their graduate experiences be further examined in order that institutions develop specific strategies to accommodate this special population. Based on the limited amount of specific literature found on graduate school experiences and perceptions the type of services that is received by this age group, there appears to be work that is yet to be

addressed. While this population is rapidly increasing in numbers, their major impact appears to be somewhat limited. The findings of this study are relevant to institutions of higher education who seek to increase future enrollment in an effort to adequately accommodate the needs of this special population of students.

The following implications are relevant to faculty, administrators, and support staff of institutions interested in better understanding and serving this continually fast-growing age group. The majority of respondents indicated that they were very satisfied with their enrollment in graduate school at Virginia Commonwealth University. From all indications, it appears that based on the trend toward increased enrollment of adults age 50 and older in graduate programs, colleges, and universities that are interested in recruiting and retaining members of this age group should not just re-package services offered traditional age graduate students for this age group, but must offer services based on the indicated needs of the 50 and older graduate student.

1. Institutions of higher education should strive to make faculty, administration, and support staff aware of the needs of this population of students. Such awareness will ensure sensitivity and understanding of their educational goals.
2. Strategies should be developed and implemented at colleges and universities on a statewide basis in order to improve recruitment and retention of this group. The success of such strategies will better prepare colleges and universities to serve these students.
3. Formalized system should be developed to adequately forecast future

enrollment trends for older students. Such forecasting would allow decision makers to be better informed as decisions are formulated regarding facilities, faculty, space and human resources.

4. Up-to-date data bases should be developed and maintained to record the number of students in the age group who attend and who graduate annually. Analysis will show the trends from year to year.

Recommendations for Future Research

Although data were generated and analyzed in this study of adults age 50 and beyond enrolled in graduate programs, many more questions remain to be answered in regard to the experiences and the type of services needed to provide a more conducive learning environments for this age group. Based on the findings of this study and other research studies the following recommendations are offered:

1. That a study should be conducted of the experiences of adults age 50 and older who have acquired graduate degrees over the last five years in the state of Virginia. This study should be done in order to identify and examine the type of services needed and the utilization of existing services by this age group.
2. That a study should be conducted of the success rates of other universities that have implemented innovative strategies and programs for older adult learners.
3. That a study may be conducted to identify the time between the bachelor's degree completion and the time to beginning their current degree. This will

serve to identify possible enrollment patterns in this age group.

4. That the possibility of a life-long learning center for older adults on both the academic campus and the medical campus at Virginia Commonwealth be explored and established.
5. That older adults who may be able to identify or relate to the needs of their peers be hired as counselors, information clerks, or in other positions in universities to improve interactions with faculty, administrators and staff.

References

- Abraham, S. (1998). Satisfaction of participants in university-administered elder hostel programs. *Educational Gerontology*, *24* (5), 29.
- Alreck, P. L., & Settle, R. B. (1995). *The Survey Research Handbook* (2nd ed.). Homewood, IL: Irwin.
- American Association of Retired Persons & the U.S. Administration on Aging. (1993). *Report: A profile of older Americans*. Equal Employment Opportunity Commission. Washington, DC: U.S. Government Printing
- Atchley, R. C. (1987). *Aging: Continuity and change* (2nd ed.). Belmont, CA: Wadsworth.
- Atchley, R. C. (1991). *Social forces and aging: An introduction to social gerontology*. Belmont, CA: Wadsworth.
- Babbie, E. R. (1978). *Survey research methods* (4th ed.). Belmont, CA: Wadsworth.
- Babbie, E. R. (1992). *The practice of social research* (6th ed.). Belmont, CA: Wadsworth.
- Bateson, J. G. (1992). *Managing services marketing* (2nd ed.). Fort Worth, TX: Dryden.
- Beck, M. (1992, May 4). More and more people are living to see 100. *Newsweek* 75, 12-13.
- Belinky, M. F., Clinchy, B. M., Goldberger, N. R., & Tarule, J. M. (1986). (The development of self, voice, and mind.) *Women's Ways of Knowing*. New York: Harper Collins.
- Benshoff, J. M., & Lewis H. A. (1992). Non-traditional college students. *Eric Digest*. Ann Arbor, MI: University of Michigan.
- Bengston, V. L. & Allen, K. (1993). The life course perspective applied to families over time. P. G. Boss, W. J. Doherty, R. LaRossa, W. R. Schumm, & S. K. Steinmetz (Eds.), *Sourcebook of family theories and methods: A contextual approach*. New York: Plenum.
- Berkowitz, E.N., Kerin, R. A., Hartley, S. W., & Rudelius, W. (1994). *Marketing* (4th ed.) Chicago, IL: Irwin.

- Berry, L. L., Parasuraman, A., & Zeithaml, V. A. (1988). The service quality puzzle. *Business Horizons*, 31 (5), 35-43.
- Berry, L. L., & Parasuraman, A. (1991). *Marketing services: Competing through quality*. New York: Free Press.
- Borg, W. R., & Gall, M. D. (1989). *Educational Research: An introduction (5th ed.)*. New York: Longman.
- Boyd, H. W., Jr., Westfall, R., Jr., & Stasch, S. F. (1989). *Marketing research: Text and cases*, (7th ed.). Homewood, IL: Irwin.
- Brazziel, W. F. (1987). Planning for demographic shifts in colleges and universities. *Research in Higher Education*, 9 (13), 8.
- Brazziel, W. F. (1987). Forecasting older student enrollment: A cohort and participation rate model. *Journal of Higher Education*, 58 (2), 223.
- Brazziel, W. F. (1993). Shaping graduate education's future: Implications of demographic shifts for the twenty-first century. *Annual Conference of the Canadian Society for the Study of Higher Education*. 150, 2-3.
- Cirasa-Parish, A. M. (1993). Shaping graduate education's future: Implications of demographic shifts for the twenty-first century. *Annual Conference of the Canadian Society for the Study of Higher Education*. 150, 3-5.
- Churchill, G. (1988). *Basic marketing research* (2nd ed.). Chicago, IL: The Dryden Press.
- Coffman, L. L. (1986). *Public sector marketing: A guide for practitioners*. New York: John Wiley & Sons.
- Cristafalo, V. J. (1988). An Overview of the theories of biological aging. In J. E. Birren & V. L. Bengston. (Eds.), *Emergent theories of aging* (pp.148-149) New York: Springer.
- Dillman, D. A. (1978). Mail and telephone surveys: *The total design method*. Pullman, Wash: Wiley.
- Dillon, W. R., Madden, T. J., & Firtle, N. H. (1993). *Essentials of Marketing Research*. (6th ed.) Homewood, IL: Irwin.

- Dychtwald, K. (1990). *Marketplace 2000: Portrait of tomorrow's consumer*. Emeryville, CA: Dupont Press.
- Dychtwald, K., & Flower, J. (1990). *Age Wave: The challenges and opportunities of an aging America*. New York: Bantam Books.
- Edmonson, B. (1996). When boomers retire. *American Demographics*, 5 (12), 1-2.
- Fischer, R. B., Blazey, M. L., & Lipman, H. T. (1992). Post-retirement learning: The new age wave and higher education's response. *Students of the third age*, 16 (4), 17-18.
- Foner, A. (1986). *Aging and old age: New perspectives*. Englewood Cliffs, NJ: Prentice-Hall.
- Gronroos, C. (1990). *Service management and marketing: Managing the moments of truth in service competition*. Lexington, KY: Lexington.
- Gruca, T. S., & Schewe, C. D. (1992). Researching older consumers. *Journal of Marketing Research*, 4 (11), 18-20.
- Hawkins, D., Best, R., & Coney, K. (1989). *Consumer Behavior: Implications for Marketing Strategy* (6th ed.) Homewood, IL: BPI Press.
- Hawkins, D.I., & Tull, D. S. (1994). *Essentials of marketing research* (6th ed.). New York: Macmillan.
- Hayes, B. E. (1992). *Measuring customer satisfaction: Development and use of questionnaires*. Milwaukee, WI: ASQC.
- Isaac, S., & Michaels, W. B. (1990). *Handbook in research and evaluation* (2nd ed.). San Diego, CA: Edits.
- Kotler, P. (1988). *Marketing Management* (6th ed.). Englewood Cliffs, New Jersey: Prentice-Hall.
- Lazer, W. (1985). Inside the mature market. *American Demographics*, 7 (3), 22-25.
- Lesser, J. A., & Kunkel, S. R. (1991). Exploratory and problem-solving consumer behavior across the life span. *Psychological Sciences*, 7 (5), 259, 268-269.

- Levanthal, R.C. (1991). The aging consumer: What's the fuss about anyway? *American Demographics*, 8 (1), 29-33.
- Levy, M., & Weitz, B. (1992). *Retailing management* (4th ed.). Homewood, IL: Irwin.
- "Life expectancy." (1998). In *The world book encyclopedia* (Vol. 12, p.279-280). Chicago, IL: Scott Fetzer.
- Light, L. L. (1988). Language and aging: Competence versus performance. In J. E. Birren & V. L. Bengston (Eds.), *Emergent theories on aging* (p.211). New York: Springer.
- Lincoln, Y.S., & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills, CA: Sage.
- Longino, C.F., Jr., & Crown, W.H. (1991). Older American rich or poor? *American Demographics*, 13 (1), 48-52
- MacNeil, R. D., & Teague, M. L. (1987). *Aging and leisure: vitality in later life*. Englewood Cliffs, NJ: Prentice Hall.
- Malhotra, N. K. (1993). *Marketing research: An applied orientation*. Englewood Cliffs, NJ: Prentice Hall.
- Manheimer, R. J., & Snodgrass, D. (1993). New roles and norms for older adults through higher education. *Educational Gerontology*, 19 (5), 585-595.
- May, M. G., Pol, L., & Hartranft, F. R. (1992). Eight stages of aging. *American Demographics*, 14 (1), 56-57. 54-55.
- Migliaccio, J. (1996). The next generation of elders: Baby boomers in the context of the 1995 white house conference on aging. *White House Conference on Aging - 1996*. Washington, DC: U.S. Government Printing Office.
- Miller, B. (1997). The quest for lifelong learning. *American Demographics*, 10 (1), 44.
- Moody, H. R. (1986). Education in an aging society. *Conference on Aging Society Project of the Carneige Corporation*. NY: Carneige Corporation.
- Moody, H. R. (1988). Toward a critical gerontology: The contribution of the humanities to theories of aging. In J. E. Birren & V. L. Bengston (Eds.), *Emergent theories of aging* (pp.19-40). New York: Springer.

- Moody, H. R. (1992). *Ethics in an aging society*. Baltimore: Johns Hopkins University Press.
- Moschis, G. P. (1994). Consumer behavior in later life: Multidisciplinary contributions and implications for research. *Journal of the Academy of Marketing Science*, 22 (3), 195-204, Summer 1994.
- Moschis, G. P., & Sachdev, H. (1991). "Age-related differences in acceptance of technological innovations." Working paper. Atlanta: Georgia State University, Center for Mature Consumer Studies.
- National Center for Education Statistics, (1995). Integrated post-secondary education data system. Fall enrollment, 1995 survey. Washington, DC: United States Government Printing Office.
- National Center for Health Statistics (1993). *Advance Report of Final Mortality Statistics, Monthly Vital Statistics Report*, 41 (7), Supplement. Hyattsville, MD: Public Health Service, 1993, Table 4.
- Norusis, M. J. (1993) SPSS for Windows: Base System User's Guide. Chicago, IL: SPSS.
- Parasuraman, A., Zeithaml, V., & Berry, L. L. (1986). SERVQUAL: A multiple-item scale for measuring customer perceptions of service quality. *Journal of Retailing*, 64 (5), 12-40. Spring.
- Parasuraman, A., Berry, L. L., & Zeithaml, V. (1990). Guidelines for conducting service quality research. *Marketing Research*, December, 34-44.
- Passuth, P. M. & Bengston, V. L. (1988). Sociological Theories of Aging: Current perspectives and future directions. In *Emergent theories of aging*. J. E. Birren and V. L. Bengston.(Eds.), New York: Springer, 333-334.
- Perlmutter, Marion (1988). Cognitive Potential throughout Life. In *Emergent theories of aging*. J. E. Birren and V. L. Bengston (Eds.), New York: Springer, 247, 268.
- Queeney, D. S. (1990). Mandatory continuing professional education: old issues / new questions *Journal of the National University Continuing Education Assoc.* 54 (1), 11-12. Ohio State University: Columbus.

- Riley, M. W., Johnson, M., & Foner, A. (1972). *A sociology of age stratification*. In *Aging and society*. New York: Russell Sage Foundation. 336-338.
- Riley, M. W., Foner, A., & Waring, J. (1988). Sociology of age. In *Handbook of sociology*. N. J. Smelser (Ed.), Newbury Park, CA: Sage, 244.
- Riley, M. W. & Riley, J. W. (1994). Age integration and the lives of older people. *The Gerontologist*, 34 (1), 112.
- Riley, M.W. (1994) Aging and the society: Past, present, and future. *The Gerontologist*, 34 (1), 436.
- Russell, C. (1995). The baby boom turns 50. *American Demographics*, 7 (12), 1.
- Schewe, C. (1990). Get in position for the older market. *American Demographics*, 12 (2), 19-20.
- Schewe, C. D., & Balazs, A. L. (1992). Role transitions in older adults. *Psychology and Marketing*, 9 March-April. 85-99.
- Sullivan, M. P. (1992). The maturing market's changing impact on the banking industry. *The Bankers Magazine*, July-August. 36-40.
- U.S. Bureau of Census. Update (1998). *Current population reports*, series P 70-32. Table 16 Educational Attainment by Race and Ethnicity: 1960-1992. Washington, DC: U.S. Government Printing Office.
- U.S. Bureau of Census. (1993). *State & County Statistics*. Summary Population Report, Table 1, 1-24. Washington, DC: U.S. Government Printing Office.
- U.S. Bureau of Census. (1995). *Statistical abstract of the United States 1998*. Table 12. Higher Education Enrollment. Washington, DC: U.S. Government Printing Office.
- U.S. Bureau of Census. (1998). *Statistical abstract of the United States 1995*. Table 181. Higher Education Enrollment. Washington, DC: U.S. Government Printing Office.
- U.S. Bureau of Labor Statistics. (1995). *Consumer Expenditure Survey*. Washington, DC. U.S. Government Printing Office.
- U.S. Department of Education. (1995). *Fall enrollment projections of education Statistics - 1970. Fall 1994*. Washington, DC: U.S. Government Printing Office.

- Virginia Department for the Aging. (1995). *Aging in the 21st Century - 1995*. Senate Document 45. Richmond, VA:
- VCU Institutional Research Office. (1998). Brief history of VCU. Richmond, VA: Virginia Commonwealth University Press.
- Virginia Department of Education. (1995). *Fall 1994 headcount data set*. Richmond, VA: State Council of Higher Education.
- Virginia Employment Commission, State Data Center. (1994) *Virginia Population Projections 2010*. Richmond, VA.
- White House Conference on Aging. (1996). *The road to an aging policy for the 21st century*. Final Report 211-214. Washington, DC: U.S. Government Printing Office.
- Wolfe, D. B. (1992). Business's mid-life crisis. *American Demographics*, 14 (9), 40-44.
- Wolfe, D. B. (1994). Targeting the mature mind. *American Demographics*, 16 (3), 2-4.
- Yin, R. K. (1989). *Case study research: design and methods*, (revised ed.) Newbury Park: Sage.
- Zeithaml, V. A., Parasuraman, A., & Berry L. L. (1990). *Delivering quality Service: Building customer perceptions and expectations*. New York: Free Press.

APPENDICES I

(A-F)

Appendix I-A

**SURVEY OF ADULTS ENROLLED IN GRADUATE PROGRAMS
AT
VIRGINIA COMMONWEALTH UNIVERSITY**

Please follow the instructions provided with each individual question.

1. What is your present enrollment status in graduate school? Please circle one.

- A. full-time basis (nine credits or more)?
- B. part-time basis (less than nine credits)?

2. Which of the two following degree types are you pursuing? Please circle one.

- A. master's degree?
- B. doctoral degree?

3. How long have you been enrolled in this graduate program? Please circle one.

- A. One -to-two semesters?
- B. Three -to-four semesters?
- C. Five -to-six semesters?
- D. Seven-to-eight semesters?
- E. More than eight semesters?

4. In what year did you complete your last degree?

_____ . Please provide your response in this space.

5. What are your major and minor fields of study? Please respond to both.

Major = _____
Minor = _____

6. Select the one most important reason to you for earning a graduate degree. Please select one.

- A. Change of Career
- B. Personal Satisfaction
- C. Required by employer
- D. Career Advancement
- E. Contact with older adults
- F. Other: _____

Please continue with the next page

Appendix I-A (Continued)

7. Up to this point in your program of study, how would you describe your graduate experience?
(Select only one)

- A. Very Positive
- B. Somewhat Positive
- C. Somewhat Negative
- D. Very Negative
- E. Unsure (at this point in time)

8. In examining the overall program of study from entry to present, how often have your graduate classes challenged you? (Select only one)

- A. Very Often
- B. Often
- C. Occasionally
- D. Never

9. What effect, if any, has earning a graduate degree had on your socializing time? (Select only one)

- A. No Significance
- B. Significantly Reduced
- C. Somewhat Reduced
- D. Somewhat Increased
- E. Significantly Increased

10. What is the level of difficulty of graduate school and balancing family, work, and personal life?
(Select only one)

- A. Very Difficult
- B. Difficult
- C. Slightly Difficult
- D. Not Difficult at all

11. Please indicate the number of times that you utilized the following campus resources.

	Per/ Week	Per/ Month	Per/ Semester	Never
A. Library	_____	_____	_____	_____
B. Computer Labs	_____	_____	_____	_____
C. Univ. Career Center	_____	_____	_____	_____
D. Student Commons	_____	_____	_____	_____
E. Counseling Center	_____	_____	_____	_____
F. Univ. Health Center	_____	_____	_____	_____
G. Student Professional Chapters	_____	_____	_____	_____

Please continue with the next page

Appendix I-A (Continued)

12. Please indicate how often you interact with the following groups of people outside the classroom.

	Never	Sometimes	Often
A. VCU Faculty	_____	_____	_____
B. VCU Support Staff	_____	_____	_____
C. VCU Administration	_____	_____	_____
D. Classmates	_____	_____	_____

13. What is the likelihood that your graduate degree will contribute to the following employment characteristics?

	VERY LIKELY	FAIRLY LIKELY	NOT LIKELY
A. Increase job security	_____	_____	_____
B. Increase job satisfaction	_____	_____	_____
C. Increase employment opportunities	_____	_____	_____
D. Increase compensation	_____	_____	_____
E. Increase work duties	_____	_____	_____
F. No contributing effect	_____	_____	_____

14. What effect, if any, will earning a graduate degree have on your life? (Select only one)

- A. Very Positive
- B. Somewhat Positive
- C. Somewhat Negative
- D. Very Negative
- E. Unsure (at this point in time).

15. Would you recommend your graduate program to anyone else? (Select only one)

- A. Yes, without reservations.
- B. Yes, with reservations.
- C. Unsure
- D. No. (Please explain) _____

Please continue with the next page

Appendix I-A (Continued)

16. Please indicate your perceptions of the quality of the services that you received as a student.
(Please respond to each item by placing the appropriate number in the blanks beside the items)
1= AGREE 2= SOMEWHAT AGREE 3=SOMEWHAT DISAGREE 4= DISAGREE

- ___ A. Quality of Instruction
- ___ B. Professors had work experience in their fields of expertise.
- ___ C. Professors had good presentation skills.
- ___ D. Professors provided prompt and immediate feedback on assignments.
- ___ E. Quality of library holdings.
- ___ F. Quality of overall course content.
- ___ G. Quality and accessibility of computer labs.
- ___ H. Availability of professors for office visits.
- ___ I. Availability of campus support services.
- ___ J. Consistency in offering required courses.
- ___ K. Courses included group as well as individual assignments and projects.
- ___ L. Clarity of graduate degree requirements.
- ___ M. Relevance of graduate degree to today's market demands.

17. Please indicate your preference for class time at Virginia Commonwealth University.
(1=Most Preferred Time, 3=Moderately Preferred Time, 6=Least Preferred Time)

- ___ A. Early Afternoon (1-3:40).
- ___ B. Early Evening (4-6:40).
- ___ C. Early Evening (5:30-6:45, Twice weekly).
- ___ D. Evening Classes (6-8:40).
- ___ E. Evening Classes (7-9:40).
- ___ F. Weekend Classes

18. Approximately how many hours per week do you spend studying and preparing for each class?
Please respond here: _____

Please continue with the next page

Appendix I-A (Continued)

19. Which of the following is your major source of revenue for your education?

(Please check as many as applicable)

- A. Personal salary, wages, or earnings.
- B. Spouse or other family member's income.
- C. Bank loans (to include deferred loans).
- D. Scholarships and/or assistantships
- E. Veteran benefits.
- F. Social security benefits.
- G. Employer tuition program.
- H. Other: (Please specify) _____

20. Please select the highest level of education of your spouse/mate. (Please select only one).

- A. Less than high school.
- B. High school graduate or equivalent.
- C. Some college or formal training.
- D. Associate degree.
- E. Bachelor's degree.
- F. Some college beyond the bachelors' degree.
- G. Master's degree.
- H. Doctoral degree.
- I. Unsure

21. What is your Gender (Sex)?

Please respond here: _____

22. Which one of the following best describes the type of employment you presently have?

(Select only one)

- A. Managerial
- B. Technical
- C. Clerical
- D. Retail Sales
- E. Industrial Sales
- F. Education-Administration
- G. Education-Teaching
- H. Agriculture
- I. Military Services
- J. Other Employment (not listed above)
- K. Currently not employed

Please continue with the next page

Appendix I-A (Continued)

23. Are you employed on a: (Select only one)

- A. Full-time basis (____) hours per week.
- B. Part-time basis (____) hours per week.
- C. No, I am not currently employed at this time.

24. Please identify your current income level from the ranges provided below. (Select only one).

- A. Less than \$20,000 per year.
- B. \$20,000 to \$29,999 per year.
- C. \$30,000 to \$39,999 per year.
- D. \$40,000 to \$49,999 per year.
- E. \$50,000 to \$59,999 per year.
- F. \$60,000 to \$69,999 per year.
- G. \$70,000 to \$79,999 per year.
- H. \$80,000+

25. What is your marital status? (Select only one).

- A. Not married (Single)
- B. Married
- C. Divorced
- D. Widowed

26. What is your ethnic background? (Select only one).

- A. Caucasian American
- B. Native American
- C. African-American
- D. Spanish American
- E. Asian American
- F. Arab/Middle Eastern American
- G. Pacific Islander American
- H. Another country of citizenship (please specify). _____

27. How many children under the age of eighteen are in your household? (Select only one)

- A. No children under the age of eighteen.
- B. One child under the age of eighteen.
- C. Two children under the age of eighteen.
- D. Three or more children under the age of eighteen.

Please continue with the next page

Appendix I-A (Continued)

28. What is your age? Please respond here: _____.

29. Please feel free to make any additional comments.

“Thank you for taking the time and effort in completing and returning this survey.”

Appendix I-B
Letter to Pilot Study Participants

3840 Pheasant Chase Drive
Richmond, Virginia 23231
August 6, 1995

Dear Graduate Student:

I am a doctoral candidate at Virginia Polytechnic Institute and state University completing the requirements for the Doctor of Philosophy degree. As a result, I am conducting a study of the educational-related experiences of older adults who are enrolled in graduate programs on the academic campus of Virginia Commonwealth University.

Your name was recommended to assist in the screening of the questionnaire which will be used in this study. Your assistance is needed to complete the questionnaire and to indicate any ambiguities in the format or language. Please feel free to include any recommendations that you believe would improve the effectiveness of this questionnaire. I would appreciate receiving your comments by August 15, 1995. A stamped self-addressed return envelope is included for your reply.

I can be contacted by phone at (804) 795-5780. Thank you for your assistance.

Sincerely,

Howard E. McCoy, A.B.D.
Visiting Professor
Virginia Commonwealth University
Marketing & Real Estate Department

Enclosure:

Appendix I-C
Letter to Focus Group Participants

September 10, 1996

Dear Graduate Student:

Thank you for agreeing to serve as a participant in the second phase of my study of adults enrolled in graduate programs. As you already know, you were chosen to participate phase I of the study because you are part of a select group of graduate students at Virginia Commonwealth University who were chosen for the initial survey. In phase II several participants have also been asked to join an even more unique and select group of individuals by serving on a Focus Group.

Per my conversation with you earlier this week, I explained that this session would take place on October 3, 1996 at 12 Noon. The session will be held in the School of Business, room 5150. The session will be conducted over lunch and is not expected to last over 90 minutes.

The session will provide students with the opportunity to share their education-related experiences with other adult graduate students. Therefore, your participation is very important to the study.

Your responses in the focus group session will be kept confidential. The information will be used for the completion of my dissertation and the results will be compiled and made available to you in a combined report in your graduate school dean's office. If you have any questions about the focus group study, please contact me at the VCU Marketing & Real Estate Department, (804) 828-7159 or at my home, (804) 795-5780. I shall look forward to seeing you at the session. Thank you very much for your participation in this very important study.

Sincerely,

Howard E. McCoy, A.B.D.
Visiting Professor, V.C.U.
Marketing & Real Estate Department

Appendix I-D
Pre-Contact Card

September 16, 1995

Dear Graduate Student:

Shortly, you will receive a questionnaire seeking information relative to your education-related experiences while in graduate school. The questionnaire is being mailed to you because you are a part of a unique group of individuals who have accepted the challenge to enroll in graduate programs.

Your participation is very important. Your response will be helpful in understanding the education-related experiences of older adults enrolled in graduate programs at Virginia Commonwealth University.

Upon receiving the questionnaire, I would appreciate your completing and returning it as soon as possible. Thank you for your assistance.

Sincerely,

Howard E. McCoy, Sr.
Visiting Professor, V.C.U.
Marketing & Real Estate Department

Appendix I-E
Letter to Survey Group Participants

August 20, 1995

Dear Graduate Student:

I am a doctoral candidate at Virginia Polytechnic Institute & State University in Blacksburg, Virginia. I am seeking your assistance in a study of adults enrolled in graduate programs on the academic campus of Virginia Commonwealth University. I hope that you can assist me by providing your candid opinion in your graduate Program.

You were selected to be a part of this study because you are a graduate student at Virginia Commonwealth University. Because only a small portion of the graduate students on the academic campus were chosen for the survey, it is very important for the success of my study if you can take a few minutes to complete and return your survey in the enclosed reply envelope.

The purpose of this research is two-fold: (1) to identify the demographic characteristics of older adults who are enrolled in graduate degree programs at Virginia Commonwealth University; and (2) to identify and examine the education-related experiences and types of services utilized by graduate students. your participation, therefore is very important to the study.

Your responses to this survey will be kept confidential. The information will be used for the completion of my dissertation and the results will be compiled and made available to you in a combined report in your graduate school dean's office. If you have any questions about the survey or the nature of the study, please contact me at The VCU Marketing & Real Estate Department, (804) 828-7159 or at my home (804)-795-5780. I shall look forward to receiving your comments by September 5, 1995. Thank you very much for your participation in this very important study.

Sincerely,

Howard E. McCoy, A.B.D.
Visiting Professor, V.C.U.
Marketing & Real Estate Department

Enclosure

Appendix I-F
Follow-Up Post Card

October 15, 1995

Dear Graduate Student:

Recently, I mailed you a questionnaire seeking your participation in a study that I am conducting to identify and examine the education-related experiences and types of services utilized by you in your degree program. Your response is extremely important to this study and I greatly appreciate everyone who have already returned their survey. I am looking forward to the day when all surveys are returned. If you have misplaced your survey or have any questions, please call (804) 795-5780. Thank you for your assistance.

Cordially,

Howard E. McCoy, A.B.D.
Visiting Professor, V.C.U.
Marketing & Real Estate Department

APPENDIX II

(A-G)

Overall Graduate Experience

N = 96

Appendix II-A

Gender as Related to the Overall Graduate Experience.

Gender	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Female						
Frequency	35	20	6	0	0	61
Row %	57.4	32.8	9.8	0.0	0.0	100.0
Column %	36.4	20.8	6.3	0.0	0.0	63.5
Male						
Frequency	18	16	0	1	0	35
Row %	51.4	45.7	0.0	2.9	0.0	100.0
Column %	18.8	16.7	0.0	1.0	0.0	36.5
Total						
Frequency	53	36	6	1	0	96
Row %	55.2%	37.5%	6.3	1.0	0.0	100.0

N = 96

Appendix II-B (1)

Employed versus Unemployed Respondents as related to the overall Graduate Experience

Employment	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Unemployed						
Frequency	17	8	1	0	0	26
Row %	65.4	30.8	3.8	0.0	0.0	100.0
Column %	17.7	8.3	1.0	0.0	0.0	27.1
Employed						
Frequency	36	28	5	1	0	70
Row %	51.4	40.0	7.1	1.4	0.0	100.0
Column %	37.5	29.2	5.2	1.0	0.0	72.9
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

Appendix II-B (2)

Type of Employment as Related to the Overall Graduate Experience

Employment	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Managerial						
Frequency	9	1	0	0	0	10
Row %	90.0	10.0	0.0	0.0	0.0	100.0
Column %	9.4	1.0	0.0	0.0	0.0	10.4
Technical						
Frequency	4	7	1	0	0	12
Row %	33.3	58.3	8.3	0.0	0.0	100.0
Column %	4.2	7.3	1.0	0.0	0.0	12.5
Retail Sales						
Frequency	1	1	0	0	0.0	2
Row %	50.0	50.0	0.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	0.0	2.1
Ed. Adm.						
Frequency	6	3	1	0	0	10
Row %	60.0	30.0	10.0	0.0	0.0	100.0
Column %	6.3	3.1	1.0	0.0	0.0	10.4
Ed. Teach						
Frequency	12	10	2	0	0	24
Row %	50.0	41.7	8.3	0.0	0.0	100.0
Column %	12.5	10.4	2.1	0.0	0.0	25.0
Agriculture						
Frequency	2	0	0	0	0	2
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	0.0	0.0	2.1
Military						
Frequency	1	1	0	0	0	2
Row %	50.0	50.0	0.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	0.0	2.1

Appendix II-B (2) (Continued)

Employment as Related to the Overall Graduate Experience

Employment	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Clerical						
Frequency	1	4	1	0	0	6
Row %	16.7	66.7	16.7	0.0	0.0	100.0
Column %	1.0	4.2	1.0	0.0	0.0	6.2
Other						
Self-Employed						
Frequency	0	1	0	1	0	2
Row %	0.0	50.0	0.0	50.0	0.0	100.0
Column %	0.0	1.04	0.0	1.04	0.0	2.1
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

Appendix II- C

Family Income as Related to the Overall Graduate Experience

Income	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
\$0-\$20,000						
Frequency	12	6	2	0	0	20
Row %	60.0	30.0	10.0	0.0	0.0	100.0
Column %	12.5	6.3	2.1	0.0	0.0	20.9
\$20-29,999						
Frequency	5	4	0	0	0	9
Row %	55.6	11.0	0.0	0.0	0.0	100.0
Column %	5.2	4.2	0.0	0.0	0.0	9.4
\$30-39,999						
Frequency	5	6	1	1	0	13
Row %	38.5	46.2	7.7	7.7	0.0	100.0
Column %	5.2	6.3	1.0	1.0	0.0	13.5
\$40-49,999						
Frequency	7	12	1	0	0	20
Row %	35.0	60.0	5.0	0.0	0.0	100.0
Column %	7.3	12.5	1.0	0.0	0.0	20.8
\$50-59,999						
Frequency	7	2	1	0	0	10
Row %	70.0	20.0	1.0	0.0	0.0	100.0
Column %	7.3	2.1	1.0	0.0	0.0	10.4
\$60-69,999						
Frequency	2	2	1	0	0	5
Row %	40.0	40.0	20.0	0.0	0.0	100.0
Column %	2.1	2.1	1.0	0.0	0.0	5.2

Appendix II- C (Continued)

Family Income as Related to the Overall Graduate Experience

Income	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
\$70-79,999						
Frequency	2	0	0	0	0	2
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	0.0	0.0	2.1
\$80 +						
Frequency	13	4	0	0	0	17
Row %	76.5	23.5	0.0	0.0	0.0	100.0
Column %	13.5	4.2	0.0	0.0	0.0	17.7
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

N = 96

Appendix II- D

Marital Status as Related to the Overall Graduate Experience

Marital Status	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Married						
Frequency	34	24	5	1	0	64
Row %	53.1	37.5	7.8	1.6	0.0	100.0
Column%	35.4	25.0	5.2	1.0	0.0	66.6
Single						
Frequency	10	4	0	0	0	14
Row %	76.4	28.6	0.0	0.0	0.0	100.0
Column %	10.4	4.2	0.0	0.0	0.0	14.6
Divorced						
Frequency	9	7	1	0	0	17
Row %	52.9	41.1	6.0	0.0	0.0	100
Column %	9.4	7.3	1.0	0.0	0.0	17.7
Widowed						
Frequency	0	1	0	0	0	1
Row %	0.0	100.0	0.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	0.0	1.0
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

N = 96

Appendix II- E

Ethnic Background as Related to the Overall Graduate Experience

Ethnicity	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Caucasian American						
Frequency	43	34	6	1	0	84
Row %	51.2	40.5	7.1	1.2	0.0	100.0
Column %	44.8	35.4	6.3	1.0	0.0	87.5
Native American						
Frequency	1	0	0	0	0	1
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	0.0	1.0
African-American						
Frequency	7	1	0	0	0	8
Row %	87.5	12.5	0.0	0.0	0.0	100.0
Column %	7.3	1.0	0.0	0.0	0.0	8.3
Spanish American						
Frequency	1	0	0	0	0	1
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	0.0	1.0
Asian American						
Frequency	1	1	0	0	0	2
Row %	50.0	50.0	0.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	0.0	2.0
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

N = 96

Appendix II- F

Age as Related to the Overall Graduate Experience

Age	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
50						
Frequency	8	22	0	0	0	30
Row %	26.7	73.3	0.0	0.0	0.0	100.0
Column %	8.3	22.9	0.0	0.0	0.0	31.3
51						
Frequency	3	9	1	0	0	13
Row %	23.1	69.2	7.7	0.0	0.0	100.0
Column %	3.1	9.4	1.0	0.0	0.0	13.5
52						
Frequency	9	0	0	0	0	9
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	9.4	0.0	0.0	0.0	0.0	9.3
53						
Frequency	3	5	3	1	0	12
Row %	25.0	41.7	25.0	8.3	0.0	100.0
Column %	3.1	5.2	3.1	1.0	0.0	12.5
54						
Frequency	5	0	2	0	0	7
Row %	71.4	0.0	28.6	0.0	0.0	100.0
Column %	5.2	0.0	2.1	0.0	0.0	7.3
55						
Frequency	6	0	0	0	0	6
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	6.3	0.0	0.0	0.0	0.0	6.3
56						
Frequency	8	0	0	0	0	8
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	8.3	0.0	0.0	0.0	0.0	8.3

Appendix II- F (Continued)

Age as Related to the Overall Graduate Experience

Age	Very Positive	Some Positive	Some Negative	Very Negative	Unsure	Total
57						
Frequency	3	0	0	0	0	3
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	3.1	0.0	0.0	0.0	0.0	3.1
58						
Frequency	4	0	0	0	0	4
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	4.2	0.0	0.0	0.0	0.0	4.2
59						
Frequency	1	0	0	0	0	1
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	0.0	1.0
60						
Frequency	1	0	0	0	0	1
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	0.0	1.0
61						
Frequency	1	0	0	0	0	1
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	0.0	1.0
62						
Frequency	1	0	0	0	0	1
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	0.0	1.0
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

N = 96

Appendix II- G

Major Field of Study as Related to the Overall Graduate Experience

Major Field of Study	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Social Work						
Frequency	9	13	4	1	0	27
Row %	33.3	48.1	14.8	3.7	0.0	100.0
Column %	9.4	13.5	4.2	1.0	0.0	28.2
Psychology						
Frequency	3	1	0	0	0	4
Row %	75.0	25.0	0.0	0.0	0.0	100.0
Column %	3.1	1.0	0.0	0.0	0.0	4.1
Public Adm.						
Frequency	8	5	0	0	0	13
Row %	61.5	38.5	0.0	0.0	0.0	100.0
Column %	8.3	5.2	0.0	0.0	0.0	13.5
Education						
Frequency	10	6	0	0	0	16
Row %	62.5	37.5	0.0	0.0	0.0	100.0
Column %	10.4	6.3	0.0	0.0	0.0	16.7
Business						
Frequency	12	6	0	0	0	18
Row %	66.7	33.3	0.0	0.0	0.0	100.0
Column %	12.5	6.3	0.0	0.0	0.0	18.8
Humanities						
Frequency	10	3	2	0	0	15
Row %	66.7	20.0	13.3	0.0	0.0	100.0
Column %	10.4	3.1	2.1	0.0	0.0	15.6

Appendix II- G (Continued)

Major Field of Study as Related to the Overall Graduate Experience

Major Field of Study	Very Positive	Somewhat Positive	Somewhat Negative	Very Negative	Unsure	Total
Science						
Frequency	1	2	0	0	0	3
Row %	33.3	66.7	0.0	0.0	0.0	100.0
Column %	1.0	2.1	0.0	0.0	0.0	3.1
Total						
Frequency	53	36	6	1	0	96
Row %	55.2	37.5	6.3	1.0	0.0	100.0

N = 96

APPENDIX III

(A-G)

EDUCATION-RELATED EXPERIENCES OF ADULTS AGE 50 AND BEYOND

ENROLLED IN GRADUATE DEGREE PROGRAMS

THE LEVEL OF CHALLENGE OF GRADUATE CLASSES

Appendix III- A

Gender as Related to the Level of Challenge of Graduate Classes.

Gender	Very Often	Often	Occasionally	Never	Total
Female					
Frequency	38	19	3	1	61
Row %	62.3	31.1	5.0	1.6	100.0
Column %	39.6	20.0	3.1	1.0	63.5
Male					
Frequency	10	18	7	0	35
Row %	28.6	51.4	20.0	0.0	100.0
Column %	10.4	18.8	7.3	0.0	36.5
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.5	10.4	1.0	100.0

N = 96

Appendix III- B

Type of Employment as Related to the Level of Challenge of Graduate Classes

Employment	Very Often	Often	Occasionally	Never	Total
Unemployed					
Frequency	6	16	3	1	26
Row %	23.2	61.5	11.5	3.8	100.0
Column %	6.3	16.7	3.1	1.0	27.1
Managerial					
Frequency	8	2	0	0	10
Row %	80.0	20.0	0.0	0.0	100.0
Column %	8.3	2.1	0.0	0.0	10.4
Technical					
Frequency	6	3	3	0	12
Row %	50.0	25.0	25.0	0.0	100.0
Column %	6.3	3.1	3.1	0.0	12.5
Retail Sale					
Frequency	1	1	0	0	2
Row %	50.0	50.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	2.1
Ed. Adm.					
Frequency	8	1	1	0	10
Row %	80.0	10.0	10.0	0.0	100.0
Column %	8.3	1.0	1.0	0.0	10.4
Ed. Teach					
Frequency	14	8	2	0	24
Row %	58.4	33.3	8.3	0.0	100.0
Column %	14.6	8.3	2.1	0.0	25.0
Agriculture					
Frequency	1	1	0	0	2
Row %	50.0	50.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	2.1

Appendix III-B (Continued)

Type of Employment as Related to the Level of Challenge of Graduate Classes

Employment	Very Often	Often	Occasionally	Never	Total
Military					
Frequency	2	0	0	0	2
Row %	100.0	0.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	0.0	2.1
Clerical					
Frequency	2	4	0	0	6
Row %	33.3	66.2	0.0	0.0	100.0
Column %	2.1	4.2	0.0	0.0	6.3
Other (Self Emp.)					
Frequency	0	1	1	0	2
Row %	0.0	50.0	50.0	0.0	100.0
Column %	0.0	1.0	1.0	0.0	2.1
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.6	10.4	1.0	100.0

N = 96

Appendix III- C

Family Income as Related to the Level of Challenge of Graduate Classes

Family Income	Very Often	Often	Occasionally	Never	Total
\$0-20,000					
Frequency	4	12	3	1	20
Row %	20.0	60.0	15.0	5.0	100.0
Column %	4.2	12.5	3.1	1.0	20.8
\$20-29,999					
Frequency	2	4	3	0	9
Row %	22.2	44.4	33.3	0.0	100.0
Column %	2.1	4.2	3.1	0.0	9.4
\$30-39,999					
Frequency	9	4	0	0	13
Row %	69.2	30.8	0.0	0.0	100.0
Column %	9.4	4.2	0.0	0.0	13.6
\$40-49,999					
Frequency	11	7	2	0	20
Row %	55.0	35.0	10.0	0.0	100.0
Column %	11.5	7.3	2.1	0.0	20.8
\$50-59,999					
Frequency	8	1	1	0	10
Row %	80.0	10.0	10.0	0.0	100.0
Column %	8.3	1.0	1.0	0.0	10.4
\$60-69,999					
Frequency	4	1	0	0	5
Row %	80.0	20.0	0.0	0.0	100.0
Column %	4.2	1.0	0.0	0.0	5.2

Appendix III- C (Continued)

Family Income as Related to the Level of Challenge of Graduate Classes

Family Income	Very Often	Often	Occasionally	Never	Total
\$70-79,999					
Frequency	1	1	0	0	2
Row %	50.0	50.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	2.1
\$80,000 +					
Frequency	9	7	1	0	17
Row %	52.9	41.2	5.9	0.0	100.0
Column %	9.4	7.3	1.0	0.0	17.7
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.5	10.4	1.0	100.0

N = 96

Appendix III- D

Marital Status as Related to the Level of Challenge of Graduate Classes

Marital Status	Very Often	Often	Occasionally	Never	Total
Married					
Frequency	37	24	3	0	64
Row %	57.8	37.5	4.7	0.0	100.0
Column %	38.5	25.0	3.1	0.0	66.6
Single					
Frequency	1	6	6	1	14
Row %	7.1	42.9	42.9	7.1	100.0
Column %	1.0	6.3	6.3	1.0	14.6
Divorced					
Frequency	9	7	1	0	17
Row %	52.9	41.2	5.9	0.0	100.0
Column %	9.4	7.3	1.0	0.0	17.7
Widowed					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.5	10.4	1.0	100.0

N = 96

Appendix III- E

Ethnic Background as Related to the Level of Challenge of Graduate Classes

Ethnicity	Very Often	Often	Occasionally	Never	Total
Caucasian American					
Frequency	41	32	10	1	84
Row %	48.8	38.1	11.9	1.2	100.0
Column %	42.7	33.3	10.4	1.0	87.5
Native American					
Frequency	0	1	0	0	1
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	1.0
African American					
Frequency	6	2	0	0	8
Row %	75.0	25.0	0.0	0.0	100.0
Column %	6.25	2.1	0.0	0.0	8.3
Spanish American					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
Asian American					
Frequency	0	2	0	0	2
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	2.1	0.0	0.0	2.1
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.5	10.4	1.0	100.0

N = 96

Appendix III- F

Age as Related to the Level of Challenge of Graduate Classes

Age	Very Often	Often	Occasionally	Never	Total
50					
Frequency	5	19	5	1	30
Row %	16.7	63.3	16.7	3.3	100.0
Column %	5.2	19.8	5.2	1.0	31.3
51					
Frequency	4	8	1	0	13
Row %	30.8	61.5	7.7	0.0	100.0
Column %	4.2	8.3	1.0	0.0	13.5
52					
Frequency	5	3	1	0	9
Row %	55.6	33.3	11.1	0.0	100.0
Column %	5.2	3.1	1.0	0.0	9.4
53					
Frequency	6	5	1	0	12
Row %	50.0	41.7	8.3	0.0	100.0
Column %	6.3	5.2	1.0	0.0	12.5
54					
Frequency	5	1	1	0	7
Row %	71.4	14.3	14.3	0.0	100.0
Column %	5.2	1.0	1.0	0.0	7.3
55					
Frequency	5	0	1	0	6
Row %	83.3	0.0	16.7	0.0	100.0
Column %	5.2	0.0	1.0	0.0	6.3
56					
Frequency	7	1	0	0	8
Row %	87.5	12.5	0.0	0.0	100.0
Column %	7.3	1.0	0.0	0.0	8.3

Appendix III- F (Continued)

Age as Related to the Level of Challenge of Graduate Classes

Age	Very Often	Often	Occasionally	Never	Total
57					
Frequency	3	0	0	0	3
Row %	100.0	0.0	0.0	0.0	100.0
Column %	3.1	0.0	0.0	0.0	3.1
58					
Frequency	4	0	0	0	4
Row %	100.0	0.0	0.0	0.0	100.0
Column %	41.7	0.0	0.0	0.0	4.2
59					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
60					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
61					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
62					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.5	10.4	1.0	100.0

N = 96

Appendix III- G

Major Field of Study as Related to the Level of Challenge of Graduate Classes

Major Field of Study	Very Often	Often	Occasionally	Never	Total
Social Work					
Frequency	10	12	4	1	27
Row %	37.1	44.4	14.8	3.7	100
Column %	10.4	12.5	4.2	1.0	28.1
Psychology					
Frequency	3	1	0	0	4
Row %	75.0	25.0	0.0	0.0	100.0
Column %	3.1	1.0	0.0	0.0	4.2
Public Adm.					
Frequency	9	3	1	0	13
Row %	69.2	23.8	7.0	0.0	100.0
Column %	9.4	3.1	1.0	0.0	13.5
Education					
Frequency	9	6	1	0	16
Row %	56.3	37.5	6.2	0.0	100.0
Column %	9.4	6.3	1.0	0.0	16.7
Business					
Frequency	10	6	2	0	18
Row %	55.6	33.3	11.1	0.0	100.0
Column %	10.4	6.3	2.1	0.0	18.8
Humanities					
Frequency	7	6	2	0	15
Row %	46.7	40.0	13.3	0.0	100.0
Column %	7.2	6.3	2.1	0.0	15.6

Appendix III- G (Continued)

Major Field of Study as Related to the Level of Challenge of Graduate Classes

Major Field of Study	Very Often	Often	Occasionally	Never	Total
Science					
Frequency	0	3	0	0	3
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	3.1	0.0	0.0	3.1
Total					
Frequency	48	37	10	1	96
Row %	50.0	38.6	10.4	1.0	100.0

N = 96

APPENDIX IV

(A-H)

**EDUCATION-RELATED EXPERIENCES OF ADULTS AGE 50 AND BEYOND
ENROLLED IN GRADUATE DEGREE PROGRAMS
THE EFFECT ON SOCIALIZING**

Appendix IV-A

Gender as Related to the Effect on Socializing

Gender	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
Female						
Frequency	6	33	21	1	0	61
Row %	9.8	54.1	34.4	1.6	0.0	100.0
Column %	6.3	34.3	21.9	1.0	0.0	63.5
Male						
Frequency	7	15	11	2	0	35
Row %	20.0	42.9	28.6	5.7	0.0	97.2
Column %	7.3	15.6	11.5	2.1	0.0	36.5
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50.0	33.3	3.1	0.0	100.0

N = 96

Appendix IV-B

Type of Employment as Related to the Effect on Socializing

Employment	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
Unemployment						
Frequency	7	12	7	0	0	26
Row %	26.9	46.2	26.9	0.0	0.0	100.0
Column %	7.3	12.5	7.3	0.0	0.0	27.1
Management.						
Frequency	1	7	2	0	0	10
Row %	10.0	70.0	20.0	0.0	0.0	100.0
Column %	1.0	7.3	2.1	0.0	0.0	10.4
Technical						
Frequency	0	4	7	1	1	12
Row %	0.0	33.3	58.3	8.3	8.3	100.0
Column %	0.0	4.2	7.3	1.0	1.0	12.5
Retail Sales						
Frequency	2	0	0	0	0	2
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	0.0	0.0	2.1
Edu. Adm.						
Frequency	0	4	6	0	0	10
Row %	0.0	40.0	60.0	0.0	0.0	100.0
Column %	0.0	4.2	6.3	0.0	0.0	10.4
Edu. Teach						
Frequency	1	19	4	0	0	24
Row %	4.2	79.1	16.7	0.0	0.0	100.0
Column %	1.0	19.8	4.2	0.0	0.0	25.0
Agriculture						
Frequency	0	0	2	0	0	2
Row %	0.0	0.0	100.0	0.0	0.0	100.0
Column %	0.0	0.0	2.1	0.0	0.0	2.1
Military						
Frequency	0	0	2	0	0	2
Row %	0.0	0.0	100.0	0.0	0.0	100.0
Column %	0.0	0.0	2.1	0.0	0.0	2.1

Appendix IV-B (Continued)

Type of Employment as Related to the Effect on Socializing

Employment	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	
Total						
Clerical						
Frequency	1	2	2	1	0	6
Row %	16.7	33.3	33.3	16.7	0.0	100.0
Column %	1.0	2.1	2.1	1.0	0.0	6.3
Other						
Frequency	1	0	0	1	0	2
Row %	50.0	0.0	0.0	50.0	0.0	100.0
Column %	1.0	0.0	0.0	1.0	0.0	2.1
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50.0	33.3	3.1	0.0	100.0

N = 96

Appendix IV-C

Family Income as Related to the Effect on Socializing

Income	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
Under \$20,000						
Frequency	5	8	7	0	0	20
Row %	25.0	40.0	35.0	0.0	0.0	100.0
Column %	5.2	8.3	7.3	0.0	0.0	20.8
\$20-\$29,999						
Frequency	2	3	4	0	0	9
Row %	22.2	33.3	44.4	0.0	0.0	100.0
Column %	2.1	3.1	4.2	0.0	0.0	9.4
\$30-\$39,999						
Frequency	1	9	3	0	0	13
Row %	7.7	69.2	23.1	0.0	0.0	100.0
Column %	1.0	9.4	3.1	0.0	0.0	13.5
\$40-\$49,999						
Frequency	1	7	12	0	0	20
Row %	5.0	35.0	60.0	0.0	0.0	100.0
Column %	1.0	7.3	12.5	0.0	0.0	20.8
\$50-\$59,999						
Frequency	2	8	0	0	0	10
Row %	20.0	80.0	0.0	0.0	0.0	100.0
Column %	2.1	8.3	0.0	0.0	0.0	10.4
\$60-\$69,999						
Frequency	1	4	0	0	0	5
Row %	20.0	80.0	0.0	0.0	0.0	100.0
Column %	1.0	4.2	0.0	0.0	0.0	5.2
\$70-\$79,999						
Frequency	0	0	1	1	0	2
Row %	0.0	0.0	50.0	50.0	0.0	100.0
Column %	0.0	0.0	1.0	1.0	0.0	5.2

Appendix-IV C (Continued)

Family Income as Related to the Effect on Socializing

Income	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
\$80,000+						
Frequency	1	9	5	2	0	17
Row %	5.9	52.9	29.4	11.8	0.0	100.0
Column %	1.0	9.4	5.2	2.1	0.0	17.7
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50.0	33.3	3.1	0.0	100.0

N = 96

Appendix-IV-D

Marital Status as Related to the Effect on Socializing

Marital Status	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
<hr/>						
Married						
Frequency	10	34	20	0	0	64
Row %	15.6	53.1	31.3	0.0	0.0	100.0
Column%	10.4	35.4	20.8	0.0	0.0	66.6
<hr/>						
Single						
Frequency	2	10	0	2	0	14
Row %	14.3	71.4	0.0	14.3	0.0	100.0
Column %	2.1	10.4	0.0	2.1	0.0	14.6
<hr/>						
Divorced						
Frequency	1	3	12	1	0	17
Row %	5.9	17.6	70.6	5.9	0.0	100.0
Column %	1.0	3.1	12.5	1.0	0.0	17.7
<hr/>						
Widowed						
Frequency	0	1	0	0	0	1
Row %	0.0	100.0	0.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	0.0	1.0
<hr/>						
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50.0	33.3	3.1	0.0	100.0
<hr/>						

N = 96

Appendix IV-F

Number of Children Under the Age of Eighteen in the Household as Related to the Effect on Socializing

Number of children	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
# 0						
Frequency	13	29	21	3	0	66
Row %	19.7	43.9	31.8	4.5	0.0	100.0
Column %	13.5	30.2	21.9	3.1	0.0	68.7
#1						
Frequency	0	7	10	0	0	17
Row %	0.0	41.2	58.8	0.0	0.0	100.0
Column %	0.0	7.3	10.4	0.0	0.0	11.4
#2						
Frequency	0	10	1	0	0	11
Row %	0.0	90.9	9.1	0.0	0.0	100.0
Column %	0.0	10.4	1.0	0.0	0.0	11.4
#3						
Frequency	0	2	0	0	0	2
Row %	0.0	100.0	0.0	0.0	0.0	100.0
Column %	0.0	2.1	0.0	0.0	0.0	2.1
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50.0	33.3	3.1	0.0	100.0

N = 96

Appendix IV-G

Age as related to the Effect on Socializing

Age	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
50						
Frequency	7	4	17	2	0	30
Row %	23.3	13.3	56.7	6.7	0.0	100.0
Column %	7.3	4.2	17.7	2.1	0.0	31.3
51						
Frequency	2	1	9	1	0	13
Row %	15.4	7.7	69.2	7.7	0.0	100.0
Column %	2.1	1.0	9.4	1.0	0.0	13.5
52						
Frequency	2	2	5	0	0	9
Row %	22.2	22.2	55.6	0.0	0.0	100.0
Column %	2.1	2.1	5.2	0.0	0.0	9.4
53						
Frequency	2	10	0	0	0	12
Row %	16.7	83.3	0.0	0.0	0.0	100.0
Column %	2.1	10.4	0.0	0.0	0.0	12.3
54						
Frequency	0	6	1	0	0	7
Row %	0.0	85.7	14.3	0.0	0.0	100.0
Column %	0.0	6.3	1.0	0.0	0.0	7.3
55						
Frequency	6	0	0	0	0	6
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	6.3	0.0	0.0	0.0	0.0	6.3
56						
Frequency	8	0	0	0	0	8
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	8.3	0.0	0.0	0.0	0.0	8.3
57						
Frequency	3	0	0	0	0	3
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	3.1	0.0	0.0	0.0	0.0	3.1

Appendix IV-G (Continued)

Age as Related to the Effect on Socializing

Age	No Significance	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
57						
Frequency	3	0	0	0	0	3
Row %	100.0	0.0	0.0	0.0	0.0	100.0
Column %	3.1	0.0	0.0	0.0	0.0	3.1
58						
Frequency	0	4	0	0	0	4
Row %	0.0	100.0	0.0	0.0	0.0	100.0
Column %	0.0	4.2	0.0	0.0	0.0	4.2
59						
Frequency	0	1	0	0	0	1
Row %	0	100.0	0	0	0	100.0
Column %	0	1.0	0	0	0	1.0
60						
Frequency	0	1	0	0	0	1
Row %	0	100.0	0.0	0.0	0.0	100.0
Column %	0	1.0	0.0	0.0	0.0	1.0
61						
Frequency	0	1	0	0	0	1
Row %	0	100.0	0.0	0.0	0.0	100.0
Column %	0	1.0	0.0	0.0	0.0	1.0
62						
Frequency	0	1	0	0	0	1
Row %	0	100.0	0.0	0.0	0.0	100.0
Column %	0	1.0	0.0	0.0	0.0	1.0
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50	33.3	3.1	0.0	100.0

Appendix IV-H

Major Field of Study as Related to the Effect on Socializing

Major	Not Significant	Significantly Reduced	Somewhat Reduced	Somewhat Increased	Significantly Increased	Total
Social Work						
Frequency	6	13	7	1	0	27
Row %	22.2	48.1	25.9	3.7	0.0	100.0
Column %	6.3	13.5	7.3	1.0	0.0	28.1
Psychology						
Frequency	0	2	2	0	0	4
Row %	0.0	50.0	50.0	0.0	0.0	100.0
Column %	0.0	2.1	2.1	0.0	0.0	4.2
Public Adm.						
Frequency	2	6	4	1	0	13
Row %	15.4	46.2	30.7	7.7	0.0	100.0
Column %	2.1	6.3	4.2	1.0	0.0	13.5
Education						
Frequency	0	7	8	1	0	16
Row %	0.0	43.8	50.0	6.2	0.0	100.0
Column %	0.0	7.3	8.3	1.0	0.0	16.7
Business						
Frequency	1	12	5	0	0	18
Row %	5.5	66.7	27.8	0.0	0.0	100.0
Column %	1.0	12.5	5.2	0.0	0.0	18.7
Humanities						
Frequency	4	6	5	0	0	15
Row %	26.7	40.0	33.3	0.0	0.0	100.0
Column %	4.2	6.3	5.2	0.0	0.0	15.6
Sciences						
Frequency	0	2	1	0	0	3
Row %	0.0	66.7	33.3	0.0	0.0	100.0
Column %	0.0	2.1	1.0	0.0	0.0	3.1
Total						
Frequency	13	48	32	3	0	96
Row %	13.5	50.0	33.3	3.1	0.0	100.0

N = 96

APPENDIX V

(A-H)

EDUCATION-RELATED EXPERIENCES OF ADULTS AGE 40 AND BEYOND

ENROLLED IN GRADUATE DEGREE PROGRAMS

THE LEVEL OF DIFFICULTY IN

BALANCING FAMILY, WORK, AND PERSONAL LIFE

Appendix V-A

Gender as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

Gender	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Female					
Frequency	15	29	12	5	61
Row %	24.6	47.5	19.7	8.2	100.0
Column %	15.6	30.2	12.5	5.2	63.5
Male					
Frequency	3	7	16	9	35
Row %	8.6	20.0	45.7	25.7	100.0
Column %	3.1	7.3	16.7	9.4	36.5
Total					
Frequency	18	36	28	14	96
Row %	18.7	37.5	29.2	14.6	100.0

N = 96

Appendix V-B

Type of Employment as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life.

Employment	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Unemployed					
Frequency	0	6	9	11	26
Row %	0.0	23.1	34.6	42.3	100.0
Column %	0.0	6.3	9.4	11.5	27.1
Managerial					
Frequency	5	3	2	0	10
Row %	50.0	30.0	20.0	0.0	100.0
Column %	5.2	3.1	2.1	0.0	10.4
Technical					
Frequency	4	6	2	0	12
Row %	33.3	50.0	16.7	0.0	100.0
Column %	4.2	6.3	2.1	0.0	12.5
Retail Sale					
Frequency	1	1	0	0	2
Row %	50.0	50.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	2.1
Ed. Adm.					
Frequency	3	6	1	0	10
Row %	30.0	60.0	10.0	0.0	100.0
Column %	3.1	6.3	1.0	0.0	10.4
Ed. Teach					
Frequency	5	10	8	1	24
Row %	20.8	41.7	33.3	4.2	100.0
Column %	5.2	10.4	8.3	1.0	25.0
Agriculture					
Frequency	0	1	1	0	2
Row %	0.0	50.0	50.0	0.0	100.0
Column %	0.0	1.0	1.0	0.0	2.1

Appendix V-B (Continued)

Type of Employment as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life.

Employment	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Military					
Frequency	0	0	2	0	2
Row %	0.0	0.0	100.0	0.0	100.0
Column %	0.0	0.0	2.1	0.0	2.1
Clerical					
Frequency	0	3	2	1	6
Row %	0.0	50.0	33.3	16.7	100.0
Column %	0.0	3.1	2.1	1.0	6.3
Other (Self Emp.)					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.0	1.0	2.1
Total					
Frequency	18	36	28	14	96
Row %	18.7	37.5	29.2	14.6	100.0

N = 96

Appendix V-C

Family Income as Related to the Level of Difficulty Balancing Family Work, and Personal Life.

Income	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
\$0-20,000					
Frequency	4	7	4	5	20
Row %	20.0	35.0	20.0	25.0	100.0
Column %	4.2	7.3	4.2	5.2	20.8
\$20-29,999					
Frequency	0	5	4	0	9
Row %	0.0	55.6	44.4	0.0	100.0
Column %	0.0	5.2	4.2	0.0	9.4
\$30-39,999					
Frequency	1	3	5	4	13
Row %	7.7	23.1	38.5	30.7	100.0
Column %	1.0	3.1	5.2	4.2	13.5
\$40-49,999					
Frequency	5	7	7	1	20
Row %	25.0	35.0	35.0	5.0	100.0
Column %	5.2	7.3	7.3	1.0	20.8
\$50-59,999					
Frequency	1	7	2	0	10
Row %	10.0	70.0	20.0	0.0	100.0
Column %	1.0	7.3	2.1	0.0	10.4
\$60-69,999					
Frequency	1	1	2	1	5
Row %	20.0	20.0	40.0	20.0	100.0
Column %	1.0	1.0	2.1	1.0	5.2

Appendix V-C (Continued)

Family Income as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

Income	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
\$70-79,999					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.0	1.0	2.1
80 +					
Frequency	6	6	3	2	17
Row %	35.3	35.3	17.6	11.8	100.0
Column %	9.4	6.3	3.1	2.1	17.7
Total					
Frequency	18	36	28	14	96
Row %	18.8	37.5	29.1	14.6	100.0

N = 96

Appendix V- D

Marital Status as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

Marital Status	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Married					
Frequency	16	30	17	1	64
Row %	25.0	46.9	26.5	1.6	100.0
Column %	16.7	31.2	17.7	1.0	66.7
Single					
Frequency	0	1	4	9	14
Row %	0.0	7.1	28.6	64.3	100.0
Column %	0.0	1.0	4.2	9.4	14.6
Divorced					
Frequency	2	4	7	4	17
Row %	11.8	23.5	41.2	23.5	100.0
Column %	2.1	4.2	7.3	4.2	17.7
Widowed					
Frequency	0	1	0	0	1
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	1.0
Total					
Frequency	18	36	28	14	96
Row %	18.7	37.5	29.2	14.6	100.0

N = 96

Appendix V-E

Ethnic Background as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

Ethnicity	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Caucasian American					
Frequency	13	30	27	14	84
Row %	15.5	35.7	32.1	16.7	100.0
Column %	13.5	31.2	28.1	14.6	87.5
Native American					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
African - American					
Frequency	3	5	0	0	8
Row %	37.5	62.5	0.0	0.0	100.0
Column %	3.1	5.2	0.0	0.0	8.3
Spanish American					
Frequency	0	1	0	0	1
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	1.0
Asian American					
Frequency	1	0	1	0	2
Row %	50.0	0.0	50.0	0.0	100.0
Column %	1.0	0.0	1.0	0.0	2.0
Total					
Frequency	18	36	28	14	96
Row %	18.7	37.5	29.2	14.6	100.0

N = 96

Appendix V- F

Number of Children in the household under age 18 as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

# of Children	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
0					
Frequency	5	27	24	10	66
Row %	7.6	40.9	36.4	15.1	100.0
Column %	5.2	28.1	25.0	10.4	68.7
1					
Frequency	1	8	4	4	17
Row %	5.9	47.1	23.5	23.5	100.0
Column %	1.0	8.3	4.2	4.2	17.7
2					
Frequency	10	1	0	0	11
Row %	90.9	9.1	0.0	0.0	100.0
Column %	10.4	1.0	0.0	0.0	11.4
3					
Frequency	2	0	0	0	2
Row %	100.0	0.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	0.0	2.1
Total					
Frequency	18	36	28	14	96
Row %	18.8	37.5	29.2	14.5	100.0

N = 96

Appendix V-G

Age as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

Age	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
50					
Frequency	6	18	6	0	30
Row %	20.0	60.0	20.0	0.0	100.0
Column %	6.3	18.8	6.3	0.0	31.3
51					
Frequency	3	8	2	0	13
Row %	23.1	61.5	15.4	0.0	100.0
Column %	3.1	8.3	2.1	0.0	13.5
52					
Frequency	4	2	3	0	9
Row %	44.4	22.2	33.3	0.0	100.0
Column %	4.2	2.1	3.1	0.0	9.4
53					
Frequency	3	2	7	0	12
Row %	25.0	16.7	58.3	0.0	100.0
Column %	3.1	2.1	7.3	0.0	12.5
54					
Frequency	2	1	2	2	7
Row %	28.6	14.3	28.6	28.6	100.0
Column %	2.1	1.0	2.1	2.1	7.3
55					
Frequency	0	2	3	1	6
Row %	0.0	33.3	50.0	16.7	100.0
Column %	0.0	2.1	3.1	1.0	6.3
56					
Frequency	0	1	2	5	8
Row %	0.0	12.5	25.0	62.5	100.0
Column %	0.0	1.0	2.1	5.2	8.3
57					
Frequency	0	1	0	2	3
Row %	0.0	33.3	0.0	66.7	100.0
Column %	0.0	1.0	0.0	2.1	3.1

Appendix V-G (Continued)

Age as Related to the Level of Difficulty of Balancing Family, Work, and Personal Life

Age	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
58					
Frequency	0	1	2	1	4
Row %	0.0	25.0	50.0	25.0	100.0
Column %	0.0	1.04	2.1	1.04	4.2
59					
Frequency	0	0	1	0	1
Row %	0.0	0.0	100.0	0.0	100.0
Column %	0.0	0.0	1.0	0.0	1.0
60					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
61					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
62					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
Total					
Frequency	18	36	28	14	96
Row %	18.7	37.5	29.2	14.6	100.0

N = 96

Appendix V-H

Graduate Field of Study as Related to the Level of Difficulty in Balancing Family, Work, and Personal Life

Major Field of Study	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Social Work					
Frequency	7	11	6	3	27
Row %	26.0	40.7	22.2	11.1	100
Column %	7.3	11.5	6.3	3.1	28.1
Psychology					
Frequency	1	3	0	0	4
Row %	25.0	75.0	0.0	0.0	100.0
Column %	1.0	3.1	0.0	0.0	4.2
Public Adm.					
Frequency	0	4	7	2	13
Row %	0.0	30.8	53.8	15.4	100.0
Column %	0.0	4.2	7.3	2.1	13.5
Education					
Frequency	3	8	3	2	16
Row %	18.7	50.0	18.7	12.5	100.0
Column %	3.1	8.3	3.1	2.1	16.7
Business					
Frequency	3	8	3	4	18
Row %	16.7	44.4	16.7	22.2	100.0
Column %	3.1	8.3	3.1	4.2	18.7
Humanities					
Frequency	3	2	8	2	15
Row %	20.0	13.3	53.3	13.3	100.0
Column %	3.1	2.1	8.3	2.1	15.6

Appendix V-H (Continued)

Graduate Field of Study as Related to the Level of Difficulty in Balancing Family, Work, and Personal Life

Major Field of Study	Very Difficult	Difficult	Slightly Difficult	Not Difficult	Total
Science					
Frequency	1	0	1	1	3
Row %	33.3	0.0	33.3	33.3	100.0
Column %	1.0	0.0	1.0	1.0	3.0
Total					
Frequency	18	36	28	14	96
Row %	18.7	37.5	29.2	14.6	100.0

N = 96

APPENDIX VI

(A - FF)

**EDUCATION-RELATED EXPERIENCES OF ADULTS AGE 50 AND BEYOND
ENROLLED IN GRADUATE DEGREE PROGRAMS
INTERACTION WITH FACULTY, ADMINISTRATION,
SUPPORT STAFF AND
CLASSMATES**

Appendix VI-A

Gender as Related to the Interaction with Faculty

Interactions w/ Faculty	Never	Sometimes	Often	Totals
Male				
Frequency	6	13	16	35
Row %	17.1	37.1	45.8	100.0
Column%	6.3	13.9	16.7	36.5
Female				
Frequency	19	34	8	61
Row%	31.1	55.8	13.1	100.0
Column%	19.8	35.4	8.3	63.3
Total				
Frequency	25	47	24	96
Row %	16.1	48.9	25.0	100.0

N = 96

Appendix VI-B

Type of Employment as Related to the Interaction with Faculty

Employment	Never	Sometimes	Often	Total
Unemployment				
Frequency	7	18	1	26
Row %	26.9	69.2	3.8	100.0
Column %	7.3	18.8	1.0	27.1
Managerial				
Frequency	1	3	6	10
Row %	10.0	30.0	60.0	100.0
Column %	1.0	3.1	6.3	10.4
Technical				
Frequency	3	5	4	12
Row %	25.0	41.7	33.3	100.0
Column %	3.1	5.2	4.2	12.5
Retail Sales				
Frequency	2	0	0	2
Row %	100.0	0	0	100.0
Column %	2.1	0	0	2.1
Education/ Administration				
Frequency	3	5	2	10
Row %	30.0	50.0	20.0	100.0
Column %	3.1	5.2	2.1	10.4
Education/ Teaching				
Frequency	3	11	10	24
Row %	12.5	45.8	41.7	100.0
Column %	3.1	11.5	10.4	25.0
Agriculture				
Frequency	1	1	1	2
Row %	50.0	50.0	0	100.0
Column %	1.0	1.0	0	2.1

Appendix VI-B (Continued)

Type of Employment as Related to the Interaction with Faculty

Employment	Never	Sometimes	Often	Total
Military				
Frequency	0.0	2	0.0	2
Row %	0.0	100.0	0.0	100.0
Column %	0.0	2.1	0.0	2.1
Clerical				
Frequency	4	2	0	6
Row %	66.7	33.3	0.0	100.0
Column %	4.2	2.1	0.0	6.3
Self-Emp.				
Frequency	1	0	1	2
Row %	50.0	0.0	50.0	100.0
Column %	1.0	0.0	1.0	2.1
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25.0	100.0

N = 96

Appendix VI-C

Family Income as Related to the Interaction with Faculty

Income	Never	Sometimes	Often	Total
\$0-20,000				
Frequency	7	11	2	20
Row %	35.0	55.0	10.0	100.0
Column %	7.3	11.4	2.1	20.8
\$20-29,999				
Frequency	3	5	1	9
Row %	33.3	44.4	11.0	100.0
Column %	3.1	5.2	1.0	9.3
\$30-39,999				
Frequency	3	8	2	13
Row %	23.1	61.5	15.4	100.0
Column %	3.1	8.3	2.1	10.5
\$40-49,999				
Frequency	5	10	5	20
Row %	25.0	50.0	25.0	100.0
Column %	5.2	10.4	5.2	10.5
\$50-59,999				
Frequency	2	6	2	10
Row %	20.0	60.0	20.0	100.0
Column %	2.1	6.3	2.1	5.2
\$60-69,999				
Frequency	0	4	1	5
Row %	0.0	80.0	20.0	100.0
Column %	0.0	4.2	1.0	5.2
\$70-79,999				
Frequency	0	0	2	2
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	2.1	2.1

Appendix VI-C (Continued)

Family Income as Related to the Interaction with Faculty

Income	Never	Sometimes	Often	Total
\$80-89,999				
Frequency	5	3	9	17
Row %	29.4	17.7	52.9	100.0
Column %	5.2	3.1	9.4	17.7
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25	100.0

N = 96

Appendix VI- D

Marital Status as Related to the Interaction with Faculty

Marital Status	Never	Sometimes	Often	Total
Married				
Frequency	21	28	15	64
Row %	32.8	43.8	23.4	100.0
Column %	21.9	29.2	15.6	66.7
Single				
Frequency	1	7	6	14
Row %	7.1	50.0	42.9	100.0
Column %	1.0	7.3	6.3	14.6
Divorced				
Frequency	3	11	3	17
Row %	17.6	64.8	17.6	100.0
Column %	3.1	11.5	3.1	17.7
Widowed				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25.0	100.0

N = 96

Appendix VI-E

Ethnic Background as Related to the Interaction with Faculty

Ethnic Background	Never	Sometimes	Often	Total
Caucasian				
Frequency	20	41	23	84
Row %	23.8	48.8	27.4	100.0
Column %	20.8	42.7	24.0	87.5
Native American				
Frequency	0.0	1	0.0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
African- American				
Frequency				
Row %	4	3	1	8
Column %	50.0	37.5	12.5	100.0
	4.1	3.1	1.0	8.2
Spanish American				
Frequency				
Row %	0.0	1	0.0	2
Column %	0.0	100.0	0.0	100.0
	0.0	1.0	0.0	2.0
Asian American				
Frequency	1	1	0.0	0.0
Row %	50.0	50.0	0.0	0.0
Column %	1.0	1.0	0.0	0.0
Total				
Frequency	26.0	47	24	100.0
Row %	25	49.0	25.0	2.0

N = 96

Appendix VI-F

Number of Children Under the Age of Eighteen in the Household as Related to the Interaction with Faculty

# of Children	Never	Sometimes	Often	Total
#0				
Frequency	7	36	23	66
Row %	10.6	54.6	34.8	100.0
Column %	7.3	37.5	24.0	68.8
#1				
Frequency	6	10	1	17
Row %	35.3	58.8	5.9	100.0
Column %	6.3	10.4	1.0	17.7
#2				
Frequency	10	1	0	11
Row %	90.9	9.1	0.0	100.0
Column %	10.4	1.0	0.0	11.4
#3				
Frequency	2	0	0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25.0	100.0

N = 96

Appendix VI-G

Age as Related to the Interaction with Faculty

Age	Never	Sometimes	Often	Total
50				
Frequency	10	20	0	30
Row %	33.3	66.7	0.0	100.0
Column %	10.4	20.1	0.0	31.3
51				
Frequency	3	8	2	13
Row %	23.1	61.5	15.4	100.0
Column %	3.1	8.3	2.1	13.5
52				
Frequency	4	3	2	9
Row %	44.4	33.3	22.2	100.0
Column %	4.1	3.1	2.1	9.3
53				
Frequency	2	6	4	12
Row %	16.7	50.0	33.3	100.0
Column %	2.1	6.3	4.1	12.5
54				
Frequency	1	4	2	7
Row %	14.3	57.1	28.6	100.0
Column %	1.0	4.1	2.1	7.2
55				
Frequency	3	0	3	6
Row %	50.0	0.0	50.0	100.0
Column %	3.1	0.0	3.1	6.2
56				
Frequency	1	1	6	8
Row %	12.5	12.5	75.0	100.0
Column %	1.0	1.0	6.3	8.3
57				
Frequency	0	1	2	3
Row %	0.0	33.3	66.7	100.0
Column %	0.0	1.0	2.1	3.1

Appendix VI-G (Continued)

Age as Related to the Interaction with Faculty

Age	Never	Sometimes	Often	Total
58				
Frequency	1	3	0	4
Row %	25.0	75.0	0.0	100.0
Column %	1.0	3.1	0.0	4.1
59				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
60				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
61				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
62				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25.0	100.0

N = 96

Appendix VI-H

Major Field of Study as Related to the Interaction with Faculty

Major Field of Study	Never	Sometimes	Often	Total
Social Work				
Frequency	16	0	11	27
Row %	59.3	0.0	40.7	100.0
Column %	16.7	0.0	11.4	28.1
Psychology				
Frequency	2	1	1	4
Row %	50.0	25.0	25.0	100.0
Column %	2.1	1.0	1.0	4.1
Public Admin.				
Frequency	3	7	3	13
Row %	23.1	53.8	23.1	100.0
Column %	3.1	7.3	3.1	4.1
Education				
Frequency	1	12	3	16
Row %	6.3	75.0	18.7	100.0
Column %	1.0	12.5	3.1	16.6
Business				
Frequency	2	14	2	18
Row %	11.1	77.8	11.1	100.0
Column %	2.1	14.6	2.1	18.8
Humanities				
Frequency	0	12	3	15
Row %	0.0	80.0	20.0	100.0
Column %	0.0	12.5	3.1	15.6
Science				
Frequency	1	1	1	3
Row %	33.3	33.3	33.3	100.0
Column %	1.0	1.0	1.0	3.1
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25.0	100.0

N = 96

Appendix VI-I

Gender as Related to the Interaction with Administration

Gender	Never	Sometimes	Often	Totals
Male				
Frequency	21	12	2	35
Row %	60.0	34.3	5.7	100.0
Column %	21.9	12.5	2.1	36.5
Female				
Frequency	37	20	4	61
Row %	60.7	32.8	6.5	100.0
Column %	38.5	20.8	4.2	63.5
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

N = 96

Appendix VI-J

Type of Employment as Related to the Interaction with Administration

Employment	Never	Sometimes	Often	Total
Unemployed				
Frequency	21	3	2	26
Row %	80.8	11.5	7.7	100.0
Column %	21.9	3.1	2.1	27.1
Managerial				
Frequency	5	3	2	10
Row %	50.0	30.0	20.0	100.0
Column %	5.2	3.1	2.1	10.4
Technical				
Frequency	6	5	1	12
Row%	50.0	41.7	8.3	100.0
Column %	6.3	5.2	1.0	12.5
Retail				
Frequency	2	0	0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Edu./Admin.				
Frequency	2	8	0	10
Row %	20.0	80.0	0.0	100.0
Column %	2.1	8.3	0.0	10.4
Edu./Teaching				
Frequency	15	9	0	24
Row %	62.5	37.5	0.0	100.0
Column %	15.6	9.4	0.0	25.4
Agriculture				
Frequency	2	0	0.0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Military				
Frequency	0	1	1	2
Row %	0.0	50.0	50.0	100.0
Column %	0.0	1.0	1.0	2.1

Appendix VI-J (Continued)

Type of Employment as Related to Interaction with Administration

Employment	Never	Sometimes	Often	Total
Clerical				
Frequency	5	1	0	6
Row %	83.3	16.7	0.0	100.0
Column %	5.2	1.0	0.0	6.2
Self-Employed				
Frequency	0	2	0	2
Row %	0.0	100.0	0.0	100.0
Column %	0.0	2.1	0.0	2.1
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

N = 96

Appendix VI-K

Family Income as Related to the Interaction with Administration

Income	Never	Sometimes	Often	Total
\$0-20,000				
Frequency	17	3	0	20
Row %	85.0	15.0	0.0	100.0
Column %	17.7	3.1	0.0	20.8
\$20,000-29,999				
Frequency	7	2	0	9
Row %	77.8	22.2	0.0	100.0
Column %	7.3	2.1	0.0	9.4
\$30,000-39,999				
Frequency	10	3	0	13
Row %	76.9	23.1	0.0	100.0
Column %	10.4	3.1	0.0	13.5
\$40,000-49,999				
Frequency	12	8	0	20
Row %	60.0	40.0	0.0	100.0
Column %	12.5	8.3	0.0	20.8
\$50,000-59,999				
Frequency	6	4	0	10
Row %	60.0	40.0	0.0	100.0
Column %	6.3	4.2	0.0	10.4
\$60,000-69,999				
Frequency	2	3	0	5
Row %	40.0	60.0	0.0	100.0
Column %	2.1	60.0	0.0	5.2
\$70,000-79,999				
Frequency	0	1	1	2
Row %	0.0	50.0	50.0	100.0
Column %	0.0	1.0	1.0	2.0
\$80,000+				
Frequency	4	8	5	17
Row %	23.5	47.1	29.4	100.0
Column %	4.2	8.3	5.2	17.7
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

N = 96

Appendix VI-L

Marital Status as Related to the Interaction with Administration

Marital Status	Never	Sometimes	Often	Total
Married				
Frequency	49	12	3	64
Row %	76.6	18.7	4.7	100.0
Column %	51.0	12.5	3.4	66.9
Single				
Frequency	2	9	3	14
Row %	14.3	64.3	21.4	100.0
Column %	2.1	9.4	3.1	14.6
Divorced				
Frequency	7	10	0	17
Row %	41.2	58.8	0.0	100.0
Column %	7.3	10.4	0.0	17.7
Widowed				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	100.0
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

N = 96

VI-M

Ethnic Background as related to the Interaction with Administration

Ethnicity	Never	Sometimes	Often	Total
Caucasian American				
Frequency	50	29	5	84
Row %	59.5	34.5	6.0	100.0
Column %	52.1	30.2	5.2	87.5
Native American				
Frequency	1	0	0	1
Row %	100.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	1.0
African American				
Frequency	6	2	0	8
Row %	75.0	25.0	0.0	100.0
Column %	6.3	2.1	0.0	8.3
Spanish American				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
Asian American				
Frequency	1	0	1	2
Row %	50.0	0.0	50.0	100.0
Column %	1.0	0.0	1.0	2.0
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

N = 96

Appendix VI-N

Number of Children as Related to the Interaction with Administration

# of Children	Never	Sometimes	Often	Total
# 0				
Frequency	37	26	3	66
Row %	56.1	39.4	4.5	100.0
Column %	38.5	27.1	3.1	68.7
# 1				
Frequency	12	4	1	17
Row %	70.6	23.5	5.9	100.0
Column %	12.5	4.2	1.0	17.7
# 2				
Frequency	7	2	2	11
Row %	63.6	18.2	18.2	100.0
Column %	7.3	2.1	2.1	11.5
# 3				
Frequency	2	0	0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

N = 96

Appendix VI-O

Age as Related to the Interaction with Administration

Age	Never	Sometimes	Often	Total
50				
Frequency	18	10	2	30
Row %	60.0	33.3	6.7	100.0
Column %	18.8	10.4	2.1	31.3
51				
Frequency	9	4	0	13
Row %	69.2	30.8	0.0	100.0
Column %	9.4	4.2	0.0	13.6
52				
Frequency	5	4	0	9
Row %	55.6	44.4	0.0	100.0
Column %	5.2	4.2	0.0	9.4
53				
Frequency	7	5	0	12
Row %	58.3	41.7	0.0	100.0
Column %	7.3	5.2	0.0	12.5
54				
Frequency	6	1	0	7
Row %	85.7	14.3	0.0	100.0
Column %	6.3	1.0	0.0	7.3
55				
Frequency	3	2	1	6
Row %	50.0	33.3	16.7	100.0
Column %	3.1	2.1	1.0	6.2
56				
Frequency	3	3	2	8
Row %	37.5	37.5	25.0	100.0
Column %	3.1	3.1	2.1	8.3
57				
Frequency	3	0	0	3
Row %	100.0	0.0	0.0	100.0
Column %	3.1	0.0	0.0	3.1
58				
Frequency	3	0	1	4
Row %	75.0	0.0	25.0	100.0
Column %	3.1	0.0	1.0	4.1

Appendix VI-O (Continued)

Age as Related to the Interaction with Administration

Age	Never	Sometimes	Often	Total
<hr/>				
59				
Frequency	1	0	0	1
Row %	100.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	1.0
<hr/>				
60				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
<hr/>				
61				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
<hr/>				
62				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
<hr/>				
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0
<hr/>				

N = 96

Appendix VI-P

Major Field of Study as Related to the Interaction with Administration

Major Field	Never	Sometimes	Often	Total
Social Work				
Frequency	18	8	1	27
Row %	66.7	29.6	3.7	100.0
Column %	18.8	8.3	1.0	28.1
Psychology				
Frequency	3	0	1	4
Row %	75.0	0.0	25.0	100.0
Column %	3.1	0.0	1.0	4.1
Public Administration				
Frequency	4	7	2	13
Row %	30.8	53.8	15.4	100.0
Column %	4.1	7.3	2.1	16.7
Education				
Frequency	6	10	0	16
Row %	37.5	62.5	0.0	100.0
Column %	6.3	10.4	0.0	16.7
Business				
Frequency	13	3	2	18
Row %	72.2	20.0	11.1	100.0
Column %	13.5	3.1	2.1	18.7
Humanities				
Frequency	12	3	0	15
Row %	80.0	20.0	0.0	100.0
Column %	12.5	3.1	0.0	15.6
Science				
Frequency	2	1	0	3
Row %	66.7	33.3	0.0	100.0
Column %	2.0	1.0	0.0	3.0
Total				
Frequency	58	32	6	96
Row %	60.4	33.3	6.3	100.0

Appendix VI-Q

Gender as Related to the Interaction with Support Staff

Interactions w/ Faculty	Never	Sometimes	Often	Totals
Male				
Frequency	19	11	5	35
Row %	54.3	31.4	14.3	100.0
Column%	19.8	11.5	5.2	36.5
Female				
Frequency	29	28	4	61
Row%	47.5	45.9	6.6	100.0
Column%	30.2	29.2	4.1	63.5
Total				
Frequency	48	39	9	96
Row %	50.0	41.0	9.0	100.0

N = 96

Appendix VI-R

Type of Employment as Related to the Interaction with Support Staff

Employment	Never	Sometimes	Often	Total
Unemployed				
Frequency	16	8	2	26
Row %	61.5	30.8	7.7	100.0
Column %	16.7	8.3	2.1	27.1
Managerial				
Frequency	6	4	0	10
Row %	60.0	40.0	0.0	100.0
Column %	6.3	4.2	0.0	10.5
Technical				
Frequency	5	6	1	12
Row %	41.7	50.0	8.3	100.0
Column %	5.2	6.3	1.0	12.5
Retail Sales				
Frequency	0	2	0	2
Row %	0.0	100.0	0.0	100.0
Column %	0.0	2.1	0.0	2.1
Education-Admin.				
Frequency	6	3	1	10
Row %	60.0	30.0	10.0	100.0
Column %	6.3	3.1	1.0	10.4
Education-Teaching				
Frequency	10	12	2	24
Row %	41.7	50.0	8.3	100.0
Column %	10.4	12.5	2.1	25.0
Agriculture				
Frequency	1	1	0	2
Row %	50.0	50.0	0.0	100.0
Column %	1.0	1.0	0.0	2.1
Military				
Frequency	1	0	1	2
Row %	50.0	0.0	50.0	100.0
Column %	1.0	0.0	1.0	2.1
Clerical				
Frequency	3	1	2	6
Row %	50.0	16.7	33.3	100.0
Column %	3.1	1.0	2.1	6.3

Appendix VI-R (Continued)

Type of Employment as Related to the Interaction with Support Staff

Employment	Never	Sometimes	Often	Total
Self-Employed				
Frequency	0	2	0	2
Row %	0.0	100.0	0.0	100.0
Column %	0.0	2.1	0.0	2.1
Total				
Frequency	48	39	9	96
Row %	50.0	40.6	9.4	100.0

N = 96

Appendix VI-S

Family Income as Related to the Interaction with Support Staff

Income	Never	Sometimes	Often	Total
\$0-20,000				
Frequency	14	5	1	20
Row %	70.0	25.0	5.0	100.0
Column %	14.6	5.2	1.0	20.8
\$20,000-29,999				
Frequency	2	4	3	9
Row %	22.2	44.4	33.3	100.0
Column %	2.1	4.2	3.1	9.4
\$30,000-39,999				
Frequency	4	6	3	13
Row %	30.8	46.2	23.0	100.0
Column %	4.2	6.3	3.1	13.5
\$40,000- 49,999				
Frequency	12	7	1	20
Row %	60.0	35.0	5.0	100.0
Column %	12.5	7.3	1.0	20.8
\$50,000 -59,999				
Frequency	3	7	0	10
Row %	30.0	70.0	0.0	100.0
Column %	3.1	7.3	0.0	10.4
\$60,000 - 69,999				
Frequency	1	4	0	5
Row %	20.0	80.0	0.0	100.0
Column %	1.0	4.2	0.0	5.2
\$70,000 - 79,999				
Frequency	1	1	0	2
Row %	50.0	50.0	0.0	100.0
Column %	1.0	1.0	0.0	2.1
\$80,000+				
Frequency	11	5	1	17
Row %	64.7	29.4	5.9	100.0
Column %	11.5	5.2	1.0	17.7
Total				
Frequency	48	39	9	96
Row %	50.0	40.6	9.4	100.0

N = 96

Appendix VI-T

Marital Status as Related to the Interaction with Support Staff

Marital Status	Never	Sometimes	Often	Total
Married				
Frequency	23	20	21	64
Row %	35.9	31.3	32.8	100.0
Column %	24.0	20.1	21.9	66.7
Single				
Frequency	2	11	1	14
Row %	14.3	78.6	7.1	100.0
Column %	2.1	11.5	1.0	14.6
Divorced				
Frequency	0	15	2	17
Row %	0.0	88.2	11.8	100.0
Column %	0.0	15.6	2.1	17.7
Widowed				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
Total				
Frequency	25	47	24	96
Row %	26.0	49.0	25.0	100.0

N = 96

Appendix VI-U

Ethnic Background as Related to the Interaction with Support Staff

Ethnic Background	Never	Sometimes	Often	Total
Caucasian American				
Frequency	44	32	8	84
Row %	52.4	38.1	9.5	100.0
Column %	45.8	33.3	8.3	87.4
Native American				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
African-American				
Frequency	4	3	1	8
Row %	50.0	37.5	12.5	100.0
Column %	4.2	3.1	1.0	8.3
Spanish American				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
Asian American				
Frequency	0	2	0	2
Row %	0.0	100.0	0.0	100.0
Column %	0.0	2.1	0.0	2.1
Total				
Frequency	48	39	9	96
Row %	50.0	41.0	9.0	100.0

N = 96

Appendix VI-V

Number of Children Under the Age of Eighteen as Related to the Interaction with Support Staff

Number of Children	Never	Sometimes	Often	Total
None				
Frequency	38	26	2	66
Row %	57.6	39.4	3.0	100.0
Column %	39.6	27.1	2.1	68.8
One				
Frequency	3	8	6	17
Row %	17.6	47.1	35.3	100.0
Column %	3.1	8.3	6.3	17.7
Two				
Frequency	5	5	1	11
Row %	45.5	45.5	9.0	100.0
Column %	5.2	5.2	1.0	11.4
Three				
Frequency	2	0	0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Total				
Frequency	48	39	9	96
Row %	50.0	41.0	9.0	100.0

N = 96

Appendix VI-W

Age as Related to the Interaction with Support Staff

Age	Never	Sometimes	Often	Total
50				
Frequency	19	9	2	30
Row %	63.3	30.0	6.7	100.0
Column %	19.8	9.4	2.1	31.3
51				
Frequency	8	4	1	13
Row %	61.5	30.8	7.7	100.0
Column %	8.3	4.2	1.0	9.4
52				
Frequency	6	2	1	9
Row %	66.7	22.2	1.1	100.0
Column %	6.3	2.1	1.0	9.4
53				
Frequency	7	5	0	12
Row %	58.3	41.7	0.0	100.0
Column %	7.3	5.2	0.0	7.3
54				
Frequency	2	4	1	7
Row %	28.6	57.1	14.3	100.0
Column %	2.1	4.2	1.0	7.3
55				
Frequency	2	3	1	6
Row %	33.3	50.0	16.7	100.0
Column %	2.1	3.1	1.0	6.3
56				
Frequency	1	5	2	8
Row %	12.5	62.5	25.0	100.0
Column %	1.0	5.2	2.1	8.3
57				
Frequency	1	2	0	3
Row %	33.3	66.7	0.0	100.0
Column %	1.4	2.1	0.0	3.1

Appendix VI-W (Continued)

Age as Related to the Interaction with Support Staff

Age	Never	Sometimes	Often	Total
58				
Frequency	0	3	1	4
Row %	0.0	75.0	25.0	100.0
Column %	0.0	3.1	1.0	4.1
59				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
60				
Frequency	0	1	0	1
Row %	0.0	100.0	0.0	100.0
Column %	0.0	1.0	0.0	1.0
61				
Frequency	1	0	0	1
Row %	100.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	1.0
62				
Frequency	1	0	0	1
Row %	100.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	1.0
Total				
Frequency	48	39	9	96
Row %	50.0	40.6	9.4	100.0

N = 96

Appendix VI-X

Major Field of Study as Related to the Interaction with Support Staff

Major Field of Study	Never	Sometimes	Often	Total
Social Work				
Frequency	17	7	3	27
Row %	63.0	25.9	11.1	100.0
Column %	17.7	7.3	3.1	28.1
Psychology				
Frequency	3	1	0	4
Row %	75.0	25.0	0.0	100.0
Column %	3.1	1.0	0.0	4.1
Public Admin.				
Frequency	11	2	0	13
Row %	84.6	15.4	0.0	100.0
Column %	11.5	2.1	0.0	13.5
Education				
Frequency	7	9	0	16
Row %	43.8	56.2	0.0	100.0
Column %	7.3	9.4	0.0	16.7
Business				
Frequency	7	8	3	18
Row %	38.9	44.4	16.7	100.0
Column %	7.3	8.3	3.1	18.7
Humanities				
Frequency	3	9	3	15
Row %	20.0	60.0	20.0	100.0
Column %	3.1	9.4	3.1	15.6
Science				
Frequency	0	3	0	3
Row %	0.0	100.0	0.0	100.0
Column %	0.0	3.1	0.0	3.1
Total				
Frequency	48	39	9	96
Row %	50.0	40.6	9.4	100.0

N = 96

Appendix VI-Y

Gender as Related to the Interaction with Classmates

Gender	Never	Sometimes	Often	Total
Male				
Frequency	3	29	3	35
Row %	8.6	82.8	8.6	100.0
Column %	3.1	30.2	3.1	36.5
Female				
Frequency	2	30	29	61
Row %	3.3	49.2	47.5	100.0
Column %	2.1	31.2	30.2	63.5
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

Appendix VI-Z

Type of Employment as Related to the Interaction with Classmates

Employment	Never	Sometimes	Often	Total
Unemployed				
Frequency	2	19	5	26
Row %	7.7	73.1	19.2	100.0
Column %	2.1	19.8	5.2	27.1
Managerial				
Frequency	0	8	2	10
Row %	0.0	80.0	20.0	100.0
Column %	0.0	8.3	2.1	10.4
Technical				
Frequency	1	8	3	12
Row %	8.3	66.7	25.0	100.0
Column %	1.0	8.3	3.1	12.4
Retail Sales				
Frequency	0	1	1	2
Row %	0.0	50.0	50.0	100.0
Column %	0.0	1.0	1.0	2.1
Education-Admin.				
Frequency	1	6	3	10
Row %	10.0	60.0	30.0	100.0
Column %	1.0	6.3	3.1	10.4
Education-Teach.				
Frequency	1	9	14	24
Row %	4.2	37.5	58.3	100.0
Column %	1.0	9.4	14.6	25.0
Agriculture				
Frequency	0	2	0	2
Row %	0.0	100.0	0.0	100.0
Column %	0.0	2.1	0.0	2.1
Military				
Frequency	0	1	1	2
Row %	0.0	50.0	50.0	100.0
Column %	0.0	1.0	1.0	2.1

Appendix VI-Z

Type of Employment as Related to the Interaction with Classmates

Employment	Never	Sometimes	Often	Total
Clerical				
Frequency	0	4	2	6
Row %	0.0	66.7	33.3	100.0
Column %	0.0	4.2	2.1	6.3
Self-Employed				
Frequency	0	1	1	2
Row %	0.0	50.0	50.0	100.0
Column %	0.0	1.0	1.0	2.1
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

Appendix VI-AA

Family Income as Related to the Interaction with Classmates

Income	Never	Sometimes	Often	Total
\$0-20,000				
Frequency	0	15	5	20
Row %	0.0	75.0	25.0	100.0
Column %	0.0	15.6	5.2	20.8
\$20,000-29,999				
Frequency	2	7	0	9
Row %	22.2	77.8	0.0	100.0
Column %	2.1	7.3	0.0	9.4
\$30,000-39,999				
Frequency	0	8	5	13
Row %	0.0	61.5	38.5	100.0
Column %	0.0	8.3	5.2	13.5
\$40,000-49,999				
Frequency	2	12	6	20
Row %	10.0	60.0	30.0	100.0
Column %	2.1	12.5	6.3	20.9
\$50,000-59,999				
Frequency	0	3	7	10
Row %	0.0	30.0	70.0	100.0
Column %	0.0	3.1	7.3	10.4
\$60,000-69,999				
Frequency	0	2	3	5
Row %	0.0	40.0	60.0	100.0
Column %	0.0	2.1	3.1	5.2
\$70,000-79,999				
Frequency	0	1	1	2
Row %	0.0	50.0	50.0	100.0
Column %	0.0	1.0	1.0	2.1
\$80,000+				
Frequency	1	11	5	17
Row %	5.9	64.7	29.4	100.0
Column %	1.0	11.5	5.2	17.7
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

Appendix VI-BB

Marital Status as Related to the Interaction with Classmates

Marital Status	Never	Sometimes	Often	Total
Married				
Frequency	1	43	20	64
Row %	1.6	67.2	31.2	100.0
Column %	1.0	44.8	20.1	65.9
Single				
Frequency	2	4	8	14
Row %	14.3	28.6	57.1	100.0
Column %	2.1	4.2	8.3	14.6
Divorced				
Frequency	2	12	3	17
Row %	11.8	70.6	17.6	100.0
Column %	2.1	12.5	3.1	17.7
Widowed				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N= 96

Appendix VI-CC

Ethnic Background as Related to the Interaction with Classmates

Ethnic Background	Never	Sometimes	Often	Total
Caucasian				
Frequency	2	55	27	8
Row %	2.4	65.5	32.1	100.0
Column %	2.1	57.3	28.1	87.5
Native American				
Frequency	0	1	0	1
Row %	0.0	100.0	0	100.0
Column %	0.0	1.0	0	1.0
African-American				
Frequency	1	3	4	8
Row %	12.5	37.5	50.0	100.0
Column %	1.0	3.1	4.2	8.3
Spanish American				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
Asian American				
Frequency	2	0	0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

Appendix VI-DD

Number of Children as Related to the Interaction with Classmates

Number of Children	Never	Sometimes	Often	Total
None				
Frequency	3	39	24	66
Row %	4.5	59.1	36.4	100.0
Column %	3.1	40.6	25.0	68.7
One				
Frequency	0	11	6	17
Row %	0.0	64.7	35.3	100.0
Column %	0.0	11.4	6.3	17.7
Two				
Frequency	0	9	2	11
Row %	0.0	81.8	18.2	100.0
Column %	0.0	9.4	2.1	11.5
Three				
Frequency	2	0	0	2
Row %	100.0	0.0	0.0	100.0
Column %	2.1	0.0	0.0	2.1
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

Appendix VI-EE

Age as related to Interaction with Classmates

Age	Never	Sometimes	Often	Total
50				
Frequency	3	19	8	30
Row %	10.0	63.3	26.7	100.0
Column %	3.1	19.8	8.3	31.2
51				
Frequency	1	9	3	13
Row %	7.7	69.3	23.0	100.0
Column %	1.0	9.4	3.1	13.5
52				
Frequency	0	6	3	9
Row %	0.0	66.7	33.3	100.0
Column %	0.0	6.3	3.1	9.4
53				
Frequency	0	7	5	12
Row %	0.0	58.3	41.7	100.0
Column %	0.0	7.3	5.2	12.5
54				
Frequency	0	5	2	7
Row %	0.0	71.4	28.6	100.0
Column %	0.0	5.2	2.1	7.3
55				
Frequency	0	3	3	6
Row %	0.0	50.0	50.0	100.0
Column %	0.0	3.1	3.1	6.2
56				
Frequency	0	7	1	8
Row %	0.0	87.5	12.5	100.0
Column %	0.0	7.3	1.0	8.3
57				
Frequency	0	2	1	3
Row %	0.0	66.7	33.3	100.0
Column %	0.0	2.1	1.0	3.1
58				
Frequency	1	1	2	4
Row %	25.0	25.0	50.0	100.0
Column %	1.0	1.0	2.1	4.2

Appendix VI-EE (Continued)

Age as related to Interaction with Classmates

Age	Never	Sometimes	Often	Total
59				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
60				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
61				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
62				
Frequency	0	0	1	1
Row %	0.0	0.0	100.0	100.0
Column %	0.0	0.0	1.0	1.0
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

Appendix VI-FF

Major Field of Study as Related to the Interaction with Classmates

Major Field of Study	Never	Sometimes	Often	Total
Social Work				
Frequency	2	19	6	27
Row %	7.4	70.4	22.2	100.0
Column %	2.1	19.8	6.3	28.1
Psychology				
Frequency	1	3	0	4
Row %	25.0	75.0	0.0	100.0
Column %	1.0	3.1	0.0	4.2
Public Admin.				
Frequency	0	4	9	13
Row %	0.0	30.8	69.2	100.0
Column %	0.0	4.2	9.3	13.5
Education				
Frequency	0	12	4	16
Row %	0.0	75.0	25.0	100.0
Column %	0.0	12.5	4.1	16.6
Business				
Frequency	0	8	10	18
Row %	0.0	44.4	55.6	100.0
Column %	0.0	8.3	10.4	18.7
Humanities				
Frequency	0	12	3	15
Row %	0.0	80.0	20.0	100.0
Column %	0.0	12.5	3.1	15.6
Science				
Frequency	2	1	0	3
Row %	66.7	33.3	0.0	100.0
Column %	2.1	1.0	0.0	3.1
Total				
Frequency	5	59	32	96
Row %	5.2	61.5	33.3	100.0

N = 96

APPENDIX VII

(A-Q)

**EDUCATION-RELATED EXPERIENCES OF ADULTS AGE 50 AND BEYOND
ENROLLED IN GRADUATE DEGREE PROGRAMS
UTILIZATION OF CAMPUS RESOURCES**

Appendix VII-A

Gender as Related to the Utilization of Campus Resources (Student Commons)

Gender	Weekly	Monthly	Semester	Never	Total
Male					
Frequency	15	7	3	10	35
Row %	42.9	20.0	8.5	28.6	100.0
Column %	15.6	7.29	3.13	10.4	36.5
Female					
Frequency	21	4	5	31	61
Row Percentage	34.4	6.6	8.2	50.8	100.0
Column Percentage	21.9	4.17	5.2	32.8	63.5
Total					
Frequency	36	11	8	41	96
Row Percentage	37.5	11.5	8.3	42.7	100.0

N = 96

Appendix VII-B

Type of Employment as Related to Utilization of Campus Resources (Student Commons)

Employment	Weekly	Monthly	Semester	Never	Total
Unemployed					
Frequency	14	0	0	12	26
Row %	53.8	0.0	0.0	46.2	100.0
Column %	14.6	0.0	0.0	12.5	27.1
Managerial					
Frequency	3	0	0	7	10
Row %	30.0	0.0	0.0	70.0	100.0
Column %	3.1	0.0	0.0	7.3	10.4
Technical					
Frequency	8	2	1	1	12
Row %	66.7	16.7	8.3	8.3	100.0
Column %	8.3	2.1	1.0	1.0	12.5
Retail Sales					
Frequency	1	1	0	0	2
Row %	50.0	50.0	0.0	0.0	100.0
Column %	1.0	1.0	0.0	0.0	2.1
Education Admin.					
Frequency	4	0	2	4	10
Row %	40.0	0.0	20.0	40.0	100.0
Column %	4.2	0.0	2.1	4.2	10.4
Education Teaching					
Frequency	5	6	2	11	24
Row %	20.8	25.0	8.3	45.8	100.0
Column %	5.2	6.2	2.1	11.5	25.0
Agricultural					
Frequency	0	1	0	1	2
Row %	0.0	50.0	0.0	50.0	100.0
Column %	0.0	1.0	0.0	1.0	2.0
Military					
Frequency	1	0	0	1	2
Row %	50.0	0.0	0.0	50.0	100.0
Column %	1.0	0.0	0.0	1.0	2.0

Appendix VII-B (Continued)

Type of Employment as Related to Utilization of Campus Resources (Student Commons)

Employment	Weekly	Monthly	Semester	Never	Total
Other					
Self-employed					
Frequency	0	1	1	0	2
Row %	0.0	50.0	50.0	0.0	100.0
Column %	0.0	1.0	1.0	0.0	2.0
Total					
Frequency	36	11	8	46	96
Row %	37.6	11.5	8.3	42.7	100.0

N = 96

Appendix VII-C

Age as Related to Utilization of Campus Resources (Student Commons)

Age	Weekly	Monthly	Semester	Never	Total
<hr/>					
50					
Frequency	9	6	0	15	30
Row %	30.0	20.0	0.0	30.0	100.0
Column %	9.4	6.2	0.0	15.6	31.2
<hr/>					
51					
Frequency	6	2	2	3	13
Row %	46.2	15.4	15.4	23.0	100.0
Column %	5.2	2.1	2.1	3.1	13.5
<hr/>					
52					
Frequency	5	0	0	4	9
Row %	55.6	0.0	0.0	44.4	100.0
Column %	5.2	0.0	0.0	4.2	9.4
<hr/>					
53					
Frequency	6	1	0	5	12
Row %	50.0	8.3	0.0	41.7	100.0
Column %	5.2	1.0	0.0	5.2	12.5
<hr/>					
54					
Frequency	3	0	0	4	7
Row %	42.9	0.0	0.0	57.1	100.0
Column %	3.1	0.0	0.0	5.2	7.3
<hr/>					
55					
Frequency	3	0	1	2	6
Row %	50.0	0.0	16.7	33.3	100.0
Column %	3.1	0.0	1.0	2.1	6.2
<hr/>					
56					
Frequency	3	1	4	0	8
Row %	37.5	12.5	50.0	0.0	100.0
Column %	3.1	1.0	4.2	0.0	8.3
<hr/>					
57					
Frequency	0	0	1	2	3
Row %	0.0	0.0	33.3	66.7	100.0
Column %	0.0	0.0	1.0	2.1	3.1
<hr/>					

Appendix VII-C (Continued)

Age as Related to Utilization of Campus Resources (Student Commons)

Age	Weekly	Monthly	Semester	Never	Total
<hr/>					
58					
Frequency	1	0	1	2	4
Row %	25.0	0.0	25.0	50.0	100.0
Column %	1.0	0.0	1.0	2.1	4.2
<hr/>					
59					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
<hr/>					
60					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
<hr/>					
61					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
<hr/>					
62					
Frequency	0	0	0	1	1
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	1.0	1.0
<hr/>					
Total					
Frequency	35	11	8	41	96
Row %	37.5	11.5	8.3	42.7	100.0
<hr/>					

N = 96

Appendix VII-D

Major Field of Study as Related to Utilization of Campus Resources (Student Commons)

Major	Weekly	Monthly	Semester	Never	Total
Social Work					
Frequency	12	1	2	12	27
Row %	44.4	3.7	7.4	44.4	100.0
Column %	12.5	1.0	2.1	12.5	28.1
Psychology					
Frequency	2	0	0	2	4
Row %	50.0	0.0	0.0	50.0	100.0
Column %	2.1	0.0	0.0	2.1	4.2
Public Admin.					
Frequency	5	2	1	5	13
Row %	38.5	15.3	7.7	38.5	100.0
Column %	5.2	2.1	1.0	5.2	13.5
Education					
Frequency	5	4	1	6	16
Row %	31.3	25.0	6.2	37.5	100.0
Column %	5.2	4.2	1.0	6.3	18.7
Business					
Frequency	5	3	2	8	18
Row %	27.8	16.7	11.1	44.4	100.0
Column %	5.2	3.1	2.1	8.3	18.7
Humanities					
Frequency	6	1	1	7	15
Row %	40.0	6.7	6.7	46.6	100.0
Column %	6.2	1.0	1.0	7.3	15.5
Science					
Frequency	1	0	1	1	3
Row %	33.3	0.0	33.3	33.3	100.0
Column %	1.04	0.0	1.04	1.04	3.1
Total					
Frequency	36	11	8	41	96
Row %	37.5	11.5	8.3	42.7	100.0

N = 96

Appendix VII-E

Family Income as Related to Utilization of Campus Resources (Student Commons)

Income	Weekly	Monthly	Semester	Never	Total
\$0-20,000					
Frequency	7	5	5	3	20
Row %	35.0	25.0	20.0	15.0	100.0
Column %	7.3	5.2	5.2	3.1	20.8
\$20,00-29,999					
Frequency	3	2	1	3	9
Row %	33.3	22.2	11.1	15.0	100.0
Column %	3.1	2.1	1.0	3.1	9.4
\$30-39,999					
Frequency	6	2	0	5	13
Row %	46.1	15.4	0.0	38.5	100.0
Column %	6.2	2.1	0.0	5.2	13.5
\$40,000-49,999					
Frequency	11	1	1	7	20
Row %	55.0	5.0	5.0	35.0	100.0
Column %	11.5	1.0	1.0	7.3	20.8
\$50,000-59,999					
Frequency	6	1	1	2	10
Row %	60.0	10.0	10.0	20.0	100.0
Column %	6.2	1.0	1.0	2.1	10.4
\$60,000-69,999					
Frequency	2	0	0	3	5
Row %	40.0	0.0	0.0	60.0	100.0
Column %	2.1	0.0	0.0	3.1	5.2
\$70,000-79,999					
Frequency	0	0	0	2	2
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	2.1	2.1
\$80,000+					
Frequency	1	0	0	16	17
Row %	5.9	0.0	0.0	94.1	100.0
Column %	1.0	0.0	0.0	16.7	17.7
Total					
Frequency	36	11	8	41	96
Row %	37.5	11.5	8.3	42.7	100.0

N = 96

Appendix VII-F

Gender as Related to Utilization of Campus Resources (Library)

Gender	Weekly	Monthly	Semester	Never	Total
Male					
Frequency	18	7	8	2	35
Row %	51.4	20.0	22.9	5.7	100.0
Column %	18.8	7.3	8.3	2.1	36.5
Female					
Frequency	36	19	2	4	61
Row %	59.0	31.1	3.3	6.6	100.0
Column %	37.5	19.8	2.1	4.1	63.5
Total					
Frequency	54	26	10	6	96
Row %	56.3	27.1	10.4	6.2	100.0

N = 96

Appendix VII-G

Type of Employment as Related to Utilization of Campus Resources (Library)

Employment	Weekly	Monthly	Semester	Never	Total
Unemployed					
Frequency	14	12	0	0	26
Row %	53.8	46.2	0.0	0.0	100.0
Column %	14.6	12.5	0.0	27.1	
Managerial					
Frequency	6	3	1	0	10
Row %	60.0	30.0	10.0	0.0	100.0
Column %	6.3	3.1	1.0	0.0	10.4
Technical					
Frequency	6	3	1	2	12
Row %	50.0	25.0	8.3	16.7	100.0
Column %	6.3	3.1	1.0	2.1	12.5
Retail Sales					
Frequency	1	0	1	0	2
Row %	50.0	0.0	50.0	0.0	100.0
Column %	1.04	0.0	1.04	0.0	2.1
Education Admin.					
Frequency	7	3	0	0	10
Row %	70.0	30.0	0.0	0.0	100.0
Column %	7.3	3.1	0.0	0.0	10.4
Education Teaching					
Frequency	18	5	1	0	24
Row %	75.0	20.8	4.2	0.0	100.0
Column %	18.8	5.2	1.04	0.0	25.0
Agriculture					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.04	1.04	2.1
Military					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.04	1.04	2.1

Appendix VII-G (Continued)

Type of Employment as Related to Utilization of Campus Resources

Employment	Weekly	Monthly	Semester	Never	Total
Clerical					
Frequency	2	0	3	1	6
Row %	33.3	0.0	50.0	16.7	100.0
Column %	2.1	0.0	3.1	1.0	6.3
Other					
Self-Employed					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.04	1.04	2.1
Total					
Frequency	54	26	10	6	96
Row %	56.3	27.1	10.4	6.3	100.0

N = 96

Appendix VII-H

Family Income as Related to Utilization of Campus Resources (Library)

Income	Weekly	Monthly	Semester	Never	Total
\$0-20,000					
Frequency	11	6	3	0	20
Row %	55.0	30.0	15.0	0.0	100.0
Column %	11.4	6.3	3.1	0.0	20.8
\$20-29,999					
Frequency	6	3	0	0	9
Row %	66.7	33.3	0.0	0.0	100.0
Column %	6.3	3.1	0.0	0.0	9.4
\$30-39,999					
Frequency	4	5	3	1	13
Row %	30.8	38.5	23.1	7.6	100.0
Column %	4.2	5.2	3.1	1.0	13.5
\$40-49,999					
Frequency	11	7	1	1	20
Row %	55.0	35.0	5.0	5.0	100.0
Column %	11.4	7.3	1.0	1.0	20.8
\$50-59,999					
Frequency	6	2	2	0	10
Row %	60.0	20.0	20.0	0.0	100.0
Column %	6.3	2.1	2.1	0.0	10.4
\$60-69,999					
Frequency	2	2	1	0	5
Row %	40.0	40.0	20.0	0.0	100.0
Column %	2.1	2.1	1.0	0.0	5.2
\$70-79,999					
Frequency	0	1	0	1	2
Row %	0.0	50.0	0.0	50.0	100.0
Column %	0.0	1.04	0.0	1.04	2.1
\$80,000+					
Frequency	14	0	0	3	17
Row %	82.4	0.0	0.0	17.6	100.0
Column %	14.6	0.0	0.0	3.1	17.7
Total					
Frequency	54	26	10	6	96
Row %	56.3	27.1	10.4	6.3	100.0

N = 96

Appendix VII-I

Marital Status as Related to Utilization of Campus Resources (Library)

Marital Status	Weekly	Monthly	Semester	Never	Total
Married					
Frequency	34	22	4	4	64
Row %	53.1	34.4	6.3	6.3	100.0
Column %	35.4	22.3	4.2	4.2	66.7
Single					
Frequency	10	1	2	1	14
Row %	71.4	7.1	14.3	1.0	100.0
Column %	10.4	1.0	2.1	1.0	14.5
Divorced					
Frequency	9	3	4	1	17
Row %	52.9	17.6	23.5	5.9	100.0
Column %	9.4	3.1	4.2	1.0	17.7
Widow					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
Total					
Frequency	54	26	10	6	96
Row %	56.3	27.1	10.4	6.3	100.0

N = 96

Appendix VII-J

Major Field of Study as Related to Utilization of Campus Resources (Library)

Major	Weekly	Monthly	Semester	Never	Total
Social Work					
Frequency	11	5	6	5	27
Row %	40.7	18.5	22.2	18.5	100.0
Column %	11.4	5.2	6.3	5.2	28.1
Psychology					
Frequency	3	1	0	0	4
Row %	75.0	25.0	0.0	0.0	100.0
Column %	3.1	1.0	0.0	0.0	4.1
Public Admin.					
Frequency	9	2	2	0	13
Row %	69.2	15.4	15.4	0.0	100.0
Column %	9.4	2.1	2.1	0.0	13.6
Education					
Frequency	12	3	1	0.0	16
Row %	75.0	18.7	6.3	0.0	100.0
Column %	12.6	3.1	1.0	0.0	16.7
Business					
Frequency	8	10	0	0	18
Row %	44.4	55.6	0.0	0.0	100.0
Column %	8.3	10.4	0.0	0.0	18.7
Humanities					
Frequency	10	3	1	1	15
Row %	66.6	20.0	6.7	6.7	100.0
Column %	10.4	3.1	1.0	1.0	15.5
Science					
Frequency	1	2	0	0	3
Row %	33.3	66.7	0.0	0.0	100.0
Column %	1.0	2.1	0.0	0.0	3.1
Total					
Frequency	54	26	10	6	96
Row %	56.2	27.1	10.4	6.3	100.0

N = 96

Appendix VII-K

Age as Related to Utilization of Campus Resources (Library)

Age	Weekly	Monthly	Semester	Never	Total
50					
Frequency	20	5	3	2	30
Row %	66.7	16.7	10.0	6.6	100.0
Column %	20.8	5.2	3.1	2.1	31.2
51					
Frequency	8	3	2	0	13
Row %	61.5	23.1	15.4	0.0	100.0
Column %	8.3	3.1	2.1	0.0	13.5
52					
Frequency	7	2	0	0	9
Row %	77.8	22.2	0.0	0.0	100.0
Column %	7.3	2.1	0.0	0.0	9.4
53					
Frequency	9	3	0	0	12
Row %	75.0	25.0	0.0	0.0	100.0
Column %	9.4	3.1	0.0	0.0	12.5
54					
Frequency	3	4	0	0	7
Row %	42.9	57.1	0.0	0.0	100.0
Column %	3.1	4.2	0.0	0.0	7.3
55					
Frequency	2	2	1	1	6
Row %	33.3	33.3	16.7	16.7	100.0
Column %	2.1	2.1	1.0	1.0	6.2
56					
Frequency	3	3	0	2	8
Row %	37.5	37.5	0.0	25.0	100.0
Column %	3.1	3.1	0.0	2.1	8.3
57					
Frequency	0	1	1	1	3
Row %	0.0	33.3	33.3	33.3	100.0
Column %	0.0	1.0	1.0	1.0	3.1

Appendix VII-K (Continued)

Age as Related to Utilization of Campus Resources (Library)

Age	Weekly	Monthly	Semester	Never	Total
58					
Frequency	2	1	1	0	4
Row %	50.0	25.0	25.0	0.0	100.0
Column %	2.1	1.0	1.0	0.0	4.2
59					
Frequency	0	1	0	0	1
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	1.0
60					
Frequency	0	1	0	0	1
Row %	0.0	100.0	0.0	0.0	100.0
Column %	0.0	1.0	0.0	0.0	1.0
61					
Frequency	0	0	1	0	1
Row %	0.0	0.0	100.0	0.0	100.0
Column %	0.0	0.0	1.0	0.0	1.0
62					
Frequency	0	0	1	0	1
Row %	0.0	0.0	100.0	0.0	100.0
Column %	0.0	0.0	1.0	0.0	1.0
Total					
Frequency	54	26	10	6	96
Row %	56.2	27.1	10.4	6.3	100.0

N = 96

Appendix VII-L

Gender as related to Utilization of Campus Resources (Computer Labs)

Gender	Weekly	Monthly	Semester	Never	Total
Male					
Frequency	6	14	3	12	35
Row %	17.1	40.0	8.6	34.3	100.0
Column %	6.2	14.6	3.1	12.6	36.5
Female					
Frequency	14	6	12	29	61
Row %	23.0	9.8	19.7	47.5	100.0
Column %	14.6	6.3	12.5	30.2	63.5
Total					
Frequency	20	20	15	41	96
Row %	20.8	20.8	15.6	42.7	100.0

Appendix VII-M

Type of Employment as Related to Utilization of Campus Resources (Computer Labs)

Employment	Weekly	Monthly	Semester	Never	Total
Unemployed					
Frequency	6	8	5	7	26
Row %	23.1	30.8	19.2	26.9	100.0
Column %	6.3	8.3	5.2	7.3	27.1
Managerial					
Frequency	1	1	3	5	10
Row %	10.0	10.0	30.0	50.0	100.0
Column %	1.0	1.0	3.1	5.2	10.4
Technical					
Frequency	2	3	0	7	12
Row %	16.7	25.0	0.0	58.3	100.0
Column %	2.1	3.1	0.0	7.3	12.5
Retail Sales					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.0	1.0	2.1
Education -Admin.					
Frequency	2	3	1	4	10
Row %	20.0	30.0	10.0	40.0	100.0
Column %	2.1	3.1	1.0	4.2	10.4
Education -Teaching					
Frequency	9	5	2	8	24
Row %	37.5	20.8	8.3	33.3	100.0
Column %	9.4	5.2	2.1	8.3	25.0
Agriculture					
Frequency	0	0	0	2	2
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	2.1	2.1
Military					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.0	1.0	2.1

Appendix VII-M (Continued)

Type of Employment as Related to Utilization of Campus Resources (Computer Labs)

Employment	Weekly	Monthly	Semester	Never	Total
Clerical					
Frequency	0	0	2	4	6
Row %	0.0	0.0	33.3	66.7	100.0
Column %	0.0	0.0	2.1	4.2	6.3
Self-Employed					
Frequency	0	0	0	2	2
Row %	0.0	0.0	0.0	100.0	100.0
Column %	0.0	0.0	0.0	2.1	2.1
Total					
Frequency	20	20	15	41	96
Row %	20.8	20.8	15.6	42.7	100.0

N = 96

Appendix VII-N

Family Income as Related to Utilization of Campus Resources (Computer Labs)

Income	Weekly	Monthly	Semester	Never	Total
\$0-20,000					
Frequency	3	6	3	8	20
Row %	15.0	30.0	15.0	40.0	100.0
Column %	3.1	6.3	3.1	8.3	20.8
\$20,000-29,999					
Frequency	7	2	0	0	9
Row %	77.8	22.2	0.0	0.0	100.0
Column %	7.3	2.1	0.0	0.0	9.4
\$30,000-39,999					
Frequency	0	8	2	3	13
Row %	0.0	61.5	15.4	23.1	100.0
Column %	0.0	8.3	2.1	3.1	13.5
\$40,000-49,999					
Frequency	3	2	4	11	20
Row %	15.0	10.0	20.0	55.0	100.0
Column %	3.1	2.1	4.2	11.4	20.8
\$50,000-59,999					
Frequency	2	0	1	7	10
Row %	20.0	0.0	10.0	70.0	100.0
Column %	2.1	0.0	1.0	7.3	10.4
\$60,000-69,999					
Frequency	2	0	1	2	5
Row %	40.0	0.0	20.0	40.0	100.0
Column %	2.1	0.0	1.0	2.1	5.2
\$70,000-79,999					
Frequency	0	0	1	1	2
Row %	0.0	0.0	50.0	50.0	100.0
Column %	0.0	0.0	1.0	1.0	2.1
\$80,000+					
Frequency	3	2	3	9	17
Row %	17.6	11.8	17.6	52.9	100.0
Column %	3.1	2.1	3.1	9.4	17.7
Total					
Frequency	20	20	15	41	96
Row %	20.8	20.8	15.6	42.7	100.0

N = 96

Appendix VII-O

Marital Status as Related to Utilization of Campus Resources (Computer Lab)

Marital Status	Weekly	Monthly	Semester	Never	Total
Married					
Frequency	7	15	9	33	64
Row %	10.9	23.4	14.1	51.6	100.0
Column %	7.29	15.6	9.4	34.4	66.7
Single					
Frequency	2	3	6	3	14
Row %	14.3	21.4	42.9	21.4	100.0
Column %	2.1	3.1	6.3	3.1	14.6
Divorce					
Frequency	10	2	0	5	17
Row %	58.8	11.8	0.0	29.4	100.0
Column %	10.4	2.1	0.0	5.2	17.7
Widows					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
Total					
Frequency	20	20	15	41	96
Row %	20.8	20.8	15.6	42.7	100.0

N = 96

Appendix VII-P

Age as Related to Utilization of Campus Resources (Computer Lab)

Age	Weekly	Monthly	Semester	Never	Total
50					
Frequency	3	3	5	19	30
Row %	10.0	10.0	16.7	63.3	100.0
Column %	3.1	3.1	5.2	19.8	31.2
51					
Frequency	0	1	4	8	13
Row %	0.0	7.7	30.8	61.5	100.0
Column %	0.0	1.0	4.2	8.3	13.5
52					
Frequency	2	3	1	3	9
Row %	22.2	33.3	11.1	33.3	100.0
Column %	2.1	3.1	1.0	3.1	12.5
53					
Frequency	0	4	2	6	12
Row %	0.0	33.3	16.7	50.0	100.0
Column %	0.0	4.2	2.1	6.2	12.5
54					
Frequency	1	3	1	2	7
Row %	14.3	42.8	14.3	28.6	100.0
Column %	1.0	3.1	1.0	2.1	7.3
55					
Frequency	2	1	2	1	6
Row %	33.3	16.7	33.3	16.7	100.0
Column %	2.1	1.0	2.1	1.0	6.2
56					
Frequency	4	2	0	2	8
Row %	50.0	25.0	0.0	25.0	100.0
Column %	4.2	2.1	0.0	2.1	8.3
57					
Frequency	1	2	0	0	3
Row %	33.3	66.7	0.0	0.0	100.0
Column %	1.0	2.1	0.0	0.0	3.1

Appendix VII-P (Continued)

Age as Related to Utilization of Campus Resources (Computer Labs)

Age	Weekly	Monthly	Semester	Never	Total
58					
Frequency	3	1	0	0	4
Row %	75.0	25.0	0.0	0.0	100.0
Column %	3.1	1.0	0.0	0.0	4.2
59					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
60					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
61					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
62					
Frequency	1	0	0	0	1
Row %	100.0	0.0	0.0	0.0	100.0
Column %	1.0	0.0	0.0	0.0	1.0
Total					
Frequency	20	20	15	41	96
Row %	20.8	20.8	15.6	42.7	100.0

N = 96

Appendix VII-Q

Major Field of Study as Related to Utilization of Campus Resources (Computer Lab)

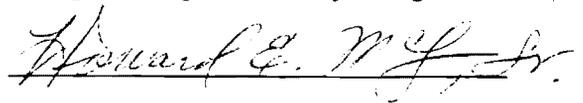
Major	Weekly	Monthly	Semester	Never	Total
Social Work					
Frequency	1	2	7	17	27
Row %	3.7	7.4	25.9	63.0	100.0
Column %	1.0	2.1	7.3	17.7	28.1
Psychology					
Frequency	0	0	1	3	4
Row %	0.0	0.0	25.0	75.0	100.0
Column %	0.0	0.0	1.0	3.1	4.2
Public Administration					
Frequency	3	3	1	6	13
Row %	23.1	23.1	7.7	46.2	100.0
Column %	3.1	3.1	1.0	6.3	13.5
Education					
Frequency	3	5	2	6	16
Row %	18.8	31.2	12.5	37.5	100.0
Column %	3.1	5.2	2.1	6.2	16.7
Business					
Frequency	12	4	2	0	18
Row %	66.7	22.2	11.1	0.0	100.0
Column %	12.5	4.2	2.1	0.0	18.8
Humanities					
Frequency	0	5	1	9	15
Row %	0.0	33.3	6.7	60.0	100.0
Column %	0.0	5.2	1.0	9.4	15.6
Science					
Frequency	1	1	1	0	3
Row %	33.3	33.3	33.3	0.0	100.0
Column %	1.0	1.0	1.0	0.0	3.0
Total					
Frequency	20	20	15	41	96
Row %	20.8	20.8	15.6	42.7	100.0

N = 96

VITA

Howard Eugene McCoy, Sr. was born November 2, 1948 in Clifton Forge, Virginia. He attended Jefferson High School and later graduated from Clifton Forge High School both in Clifton Forge, Virginia. He attended Virginia State University in Petersburg, Virginia in 1967. He later transferred to Virginia Commonwealth University in Richmond, Virginia where he earned a Bachelor of Science degree in Marketing in 1975, and a Masters' degree in Marketing Education in 1980. He began his studies at Virginia Tech as a part-time student in 1992 and received the Certificate of Advanced Graduate Studies in 1995.

Mr. Howard E. McCoy, Sr. began his teaching career in 1975 at George Wythe High School in Richmond, Virginia. For the past 25 years, he has held both faculty and administrative positions which include, Assistant Professor of Business at Virginia State University, Assistant Professor at J. Sargeant Reynolds Community College, Assistant Professor at Virginia Commonwealth University, adjunct Professor at Saint Paul's College-Organizational Management Program, Adjunct Professor at Virginia Union University, Executive Director of Career Planning at Virginia State University and proprietor of a marketing consultant business; His most current position was that of a full-time member of the faculty at Virginia Commonwealth University in Richmond, Virginia. Howard McCoy has been married to Valerie Thweatt-McCoy for 30 years. They have two sons, Howard, Jr., age 28, and Devin age 18, a grandson, Tyler, age 3.



Howard E. McCoy, Sr.