

**A STUDY OF THE BOARD OF GOVERNORS  
BA DEGREE PROGRAM**

An Abstract of  
A Thesis  
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By  
Judith Ann Baars

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## ABSTRACT

The traditional college student population--recent high school graduates--is rapidly being displaced by a more non-traditional population--older students, especially women, in need of vocational preparation to enter or move upward in the occupational marketplace (Patterson and Blank, 1985). In order to appropriately respond to this shift in student populations, post-secondary institutions must begin to explore and consider rudimentary student characteristics--demographic information, learner motivation/interest, learner needs, and institutional needs.

Current information indicates Western Illinois University's (WIU) current male population accounts for 59% of the total Board of Governors population (BGU Semi-Annual Report 6/91). This finding is contrary to the findings of Patterson and Blank (1985). This enrollment anomaly is of particular interest to WIU Board of Governors BA degree staffers, in that it may potentially impact in a number of policy areas: affirmative action, rules, regulations, resource allocations, recruitment and programming. By examining both (a) the demographic characteristics of Board of Governors BA degree students, as well as (b) their objectives and/or rationales for enrolling in the program, it may be possible to both explain the enrollment anomaly as well as identify self-reported needs of the non-traditional student.

This study attempted to develop a student profile of non-traditional students enrolled in the Board of Governors BA degree program at both Western Illinois University and the other four BGU institutions (Chicago State University, Eastern

Illinois University, Governors State University, Northeastern Illinois University).

A questionnaire developed by the researcher was administered to a random stratified sample of 308 Board of Governors BA degree students enrolled at Western Illinois University. In addition to requesting demographic information, questions were constructed to assess what attracted the students to the program, what made them decide to go to school at this time, whether they were full-time or part-time students and their occupational status. Objectives and influences in their decision to enter the degree program were rated on a 'likert-scaled' instrument. This information was compared to anecdotal data for the other four Board of Governors BA degree programs.

Questions addressed were: In terms of the issue of gender, does the student population attending the WIU Board of Governors BA degree program significantly differ from the student population attending the other four Board of Governors BA degree programs? Are there significant differences between the demographic characteristics of students in the WIU Board of Governors BA degree program and those students enrolled in the other four Board of Governors degree programs? Do self-reported rationales for males in the WIU Board of Governors BA degree program significantly differ from the rationales reported by females in the WIU Board of Governors BA degree program?

It was determined that, overall, the five institutions displayed remarkably similar male-female ratios. In almost all cases males outnumbered females. It was determined that demographic characteristics in general resembled each other across institutions even though certain specific subtleties did emerge. However, these delete

primarily with locale-related issues. The female and male responses for Board of Governors BA degree students at WIU were very similar on all factors, i.e., location, learning, social, personal, and work, with females placing slightly more importance on all areas except work. The issue of work did yield a significant difference on the Univariate F-test and indicated that males were more likely than females to rate issues related to work as being important.

One conclusion that can be reached on the basis of this study is that occupation is the driving factor behind male enrollment in the Board of Governors BA degree program at WIU. A possible explanation for this may be that men are more likely than women to be employed in middle management positions, and if they do not have a bachelors degree, they may be encouraged to obtain one. They need this type of program, which is not campus-based, to finish this degree. Being employed in full-time careers may make taking on-campus courses impossible. This degree, unlike many non-traditional degrees, allows for flexibility in the manner in which credit is earned.

**APPROVAL PAGE**

This thesis by Judith Ann Baars is accepted in its present form by the Department of Educational Foundations of Western Illinois University as satisfying the thesis requirement for the degree Master of Science in Education, Educational Foundations, Interdisciplinary Studies.



Chairperson, Examining Committee



Member, Examining Committee



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## **CHAPTER 1**

### **THE PROBLEM**

#### **The Problem**

The traditional college student population--recent high school graduates--is rapidly being displaced by a more non-traditional population--older students, especially women, in need of vocational preparation to enter or move upward in the occupational marketplace (Patterson and Blank, 1985). In order to appropriately respond to this shift in student populations, post-secondary institutions must begin to explore and consider rudimentary student characteristics--demographic information, learner motivation/interest, learner needs, and institutional needs.

This study attempted to develop a student profile of non-traditional students enrolled in the Board of Governors BA degree program at both Western Illinois University (WIU) and the other four BGU institutions (Chicago State University, Eastern Illinois University, Governors State University, Northeastern Illinois University). Specifically, this study attempted to examine self-reported demographics, motivations and interests, both within the Board of Governors BA degree population at WIU and between WIU students and Board of Governors BA degree students at the other four BGU institutions. Given the particular nature of the study environs, no attempt was made to draw inference beyond the scope of the Board of Governors BA degree program. The resulting profile could be utilized only by

WIU (and other BGU institutions), in recruitment efforts or programming modifications.

### **Analysis of the Problem**

This study attempted to address the following specific research questions:

1. In terms of the issue of gender, does the student population attending the WIU Board of Governors BA degree program significantly differ from the student populations attending the other four Board of Governors BA degree programs?
2. Do statistically significant differences exist between the demographic characteristics of students enrolled in WIU's Board of Governors BA degree program versus those students enrolled in the Board of Governors BA degree programs at the other four Board of Governors Universities?
3. Do self-reported rationales for males enrolling in WIU's Board of Governors BA degree program significantly differ from the rationales reported by females enrolled in the WIU Board of Governors BA degree program?

These research questions were tested using the following null hypotheses:

$H_{01}$ : Males enrolled in WIU's Board of Governors BA degree program will exhibit demographic characteristics which are no different from the demographic characteristics exhibited by similarly enrolled females.

$H_{02}$ : Students enrolled in WIU's Board of Governors BA degree program will exhibit demographic characteristics which are no different from the

demographic characteristics exhibited by students enrolled in the other four Board of Governors BA degree programs.

H<sub>03</sub>: The enrollment rationales of males in WIU's Board of Governors BA degree program do not significantly differ from the rationales offered by females in WIU's Board of Governors BA degree program.

H<sub>04</sub>: The enrollment rationales reported by students enrolled in WIU's Board of Governors BA degree program do not significantly differ from enrollment rationales espoused by students enrolled in the other four Board of Governors BA degree programs.

### **Definition of Terms**

WIU: acronym for Western Illinois University

BGU: acronym for Board of Governors University system, consisting of the following post-secondary institutions: Chicago State University (CSU), Eastern Illinois University (EIU), Governors State University (GSU), Northeastern Illinois University (UNI), and Western Illinois University (WIU).

Board of Governors BA degree Program: degree program designed to provide non-traditional adult learners an opportunity to earn an undergraduate degree in a manner compatible with their educational needs and lifestyle. Students are not required to come to campus to take classes.

**Non-traditional student:** individual over 25 years of age, typically exhibiting other compounded identifiers such as married, non-campus resident, employed, etc.

**Independent Study Program:** a program at Western Illinois University which offers college courses that may be completed entirely at home and which apply to the Board of Governors BA degree program.

**Extension Courses:** Western Illinois University classes which are offered at various locations in Illinois and Iowa.

**Prior Learning Portfolio:** a portfolio documenting prior knowledge of the subject matter taught in a university course.

**Demographics:** select characteristics exhibited by study participants. These characteristics include, but are not limited to: age, sex, marital status, number of children, occupation, education, income and socioeconomic level, and geographic locale.

**Attitude:** an adult student's feelings resulting from perceptions of school.

**Motivation:** an adult student's intrinsic or extrinsic reasons for attending college.

### **Study Delimitations and Assumptions**

This study dealt with a population of 129 self-selecting respondents, enrolled in WIU's Board of Governors BA degree program during the 1991-92 academic school year. Anecdotal data for the other Board of Governors BA degree programs (CSU, EIU, GSU, UNI) was obtained from administrative reports submitted to the Illinois Board of Higher Education (IBHE).

### **Delimitations**

1. Since the population under consideration is geographically discrete, and since the supporting data for other BGU institutions is anecdotal in nature, the outer boundaries of study generalizability extend only to the Board of Governors BA degree program at large.
2. Initially, a total of 308 individuals were randomly identified as potential study participants. Two weeks after the initial survey mailing, a follow-up postcard was mailed. A total of 129 survey instruments were returned. This equates to a 41.88% return rate. Because it is difficult at best to suggest that non-respondents display characteristics similar in nature to the essentially self-selecting (volunteer) study participants, study generalizability is further limited to only those individuals actually participating in the study.
3. The comparison between students enrolled in WIU's Board of Governors BA degree program and individuals enrolled in the other four Board of Governors BA degree programs is based on primarily anecdotal data. It is therefore only possible to examine group mean differences. Given this fact, study generalizability with respect to these specific findings must be considered in a crude manner only.

### **Basic Assumptions**

1. WIU's Office of Non-traditional Programs would grant permission to contact individuals enrolled in WIU's Board of Governors BA degree program;

2. WIU's Office of Institutional Research would assist in identifying, by means of a stratified random sampling approach, potential subjects for inclusion in this study;
3. The Board of Governors BA degree program governing board will provide anecdotal information for later use in making WIU-to-other BGU institution comparisons;
4. Survey respondents will provide accurate/honest responses;
5. The instrumentation to be utilized is both reliable and appropriate for examining the characteristics being studied.

### **Significance of the Study**

It would be beneficial for staffers involved with WIU's Board of Governors BA degree program to gain an understanding of current enrollees and the impact that such characteristics have on future policy and programming. Current information indicates Western Illinois University's current male population accounts for 59% of the total Board of Governors population (BGU Semi-Annual Report 6/91 Educational Computing Network). This finding is contrary to the findings of Patterson and Blank (1985). This enrollment anomaly is of particular interest to WIU Board of Governors BA degree staffers, in that it may potentially make an impact in a number of policy areas: affirmative action, rules, regulations, resource allocations, recruitment and programming. By examining both (a) the demographic characteristics of Board of Governors BA degree students, as well as (b) their objectives and/or rationales for

enrolling in the program, it may be possible to both explain the enrollment anomaly as well as identify self-reported needs of the non-traditional student.

## CHAPTER 2

### THE REVIEW OF LITERATURE

#### Definition of the Non-traditional Student

Many definitions have been offered to describe the non-traditional student. Lightner (1984), for instance, reviewed literature which defined these individuals as returning students, dropouts, older students, reentry students and/or adult learners. Loewenthal (1980) defined the adult learner as someone whose learning is secondary to other social or economic needs. Age has generally been used to identify the non-traditional student with the bottom cutoff range being 22 years of age to 30 years of age, and the age of 25 years or older being the most typical definition of the adult student (Lightner, 1984).

#### Demographics

Sewall (1986), in his investigation of returning adult students enrolled in a degree program, found that most college degree programs attracted adults between the ages of 25-34. Women, after the age of 35, tended to be enrolled in degree programs more frequently than men. The majority of these adults have had some type of prior college work. A significant number have had job and family responsibilities and therefore attended college on a part-time basis. Wilson (1990) found that, while individuals over 35 are the fastest growing segment of reentry students, they have been lump summed in studies with all students over 24 years of age.

O'Connor and Aasheim (1985) in examining socioeconomic factors, found that postsecondary education appeared to be elitist. As a group, the students tend to be

white, more educated than the general population, and earn good salaries. Non-traditional students tend not to be minorities, high school dropouts, low income earners, residents of inner city or rural sites, and/or over the age of 45.

Galliano and Gildea (1982) provided the following profile of the typical non-traditional student: 35 years of age or more, married with 2 children, and working at least part-time or currently a homemaker.

### Theories

Many theories centering on why adults learn at certain times and not at others have been postulated by researchers. One such paradigm focuses on the rationales for a lag period between high school graduation and college entry. Cross (1982) argued that the pursuit of postsecondary learning is addictive. The more adults learn, the more they want to know. The more persistent learners have been successful in the past and are returning to the scene of their prior success. The process of learning is natural, allowing adults to enjoy it for its own intrinsic rewards. O'Connor and Aasheim (1985) found that the general American population is becoming better educated with each passing generation. Associated with this rise in educational achievement is an increased demand for more learning activities by older students. Sewall (1986) and Nordstrom (1989) found that the more formal education individuals have completed, the more likely they are to be participating in adult education.

Houle (1961), in an attempt to explain the reentry timing, used a classification system that placed an adult's motivation to learn in three broad categories:

1. Goal-oriented, referring to those individuals who continue their education with clear objectives in mind.
2. Learning-oriented, referring to those who seek knowledge for the sake of learning.
3. Activity-oriented, referring to those individuals who broaden their social contacts and develop relationships with others.

Sewall (1986) found in his study of adults aged 25 or older that goal-oriented and learning-oriented mind-sets were the primary reasons for enrollment in degree programs. **Goal-oriented** rationalizations for a college degree program included: (a) to develop a new career; (b) to achieve independence and a sense of identity; and/or (3) for career advancement. **Learning-oriented** rationalizations included: (a) simply to learn, and/or (b) to have the satisfaction of having a degree. **Activity-oriented** goals were not shown to be significant reasons for pursuing a degree. Goal-oriented reasons were more frequently selected when participants were forced to choose the single most important reason they were in school. The desire to advance in a career or to develop new career opportunities was the goal of over half of the participants. There are others in the field who have studied adult life in broader terms. Levinson (1978) argued that there are four major phases in the life cycle. Each lasts a certain period of time and involves transition phases which people move through in a certain order and at a fixed age. Like Levinson, Lowenthal (1975) also believed that adult lives were broken down into stages but that movement through stages required a stressful transition phase which, in turn, caused the need for personal reassessment.

Adulthood was a time of change and there was significance in specific life events that serve as milestones in the life cycle. Changes such as having children, getting a new job, or even buying a new house required a degree of maturational growth in order to cope with these changes (Gould, 1978).

Adulthood is not a random or static period but rather a more orderly period of development (Levinson, 1978; Lowenthal, 1975; Gould, 1978; Sheehy, 1976). Many theorists agree in principle with this statement, but have different perspectives of the broad spectrum of events that signify the end of a life stage. Is it an internal event such as a specific birthday or is it an external event such as a career change or a divorce? Any of these events cause stress which could be the incentive for growth and may explain the growing number of adult learners.

Knox (1977) had gone the furthest in linking learning to significant life events. He argued that there are various ways in which adults could react to life's changes. Sometimes the learning is directly related to the event, i.e. a widowed person studying grief and learning to adjust to living alone. On other occasions it could be learning by pursuing a college degree which would increase the number of opportunities that adults would have at their disposal.

### **Changes in Adult Lives**

There are many things that affect adult lives, and the fast pace of society creates many changes for adults. These changes may require the acquisition of new skills, attitudes, values or information. While the relative magnitude of the change

does not matter, learning is still required. If learning is not accomplished, the adult cannot make the transition into the new status.

Aslanian (1989) concluded that identifiable events trigger an adult to learn at particular times. Many people say they would like to be educated but do nothing about it until a specific 'trigger' event occurs. Such trigger events may include: being hired or fired, divorced, widowed, moving, or getting sick. Sewall (1986), in examining triggers that may influence adult students to return to college, found the most important trigger to be job dissatisfaction or career transition, followed by encouragement from family and friends, availability of funds, children entering school and the realization that a college degree would satisfy a personal goal.

Aslanian (1989) stated that most adults identified career transitions as the primary rationale for learning, with family and leisure following a distant second. These career transitions centered on three areas: (1) moving into a new job.; (2) adapting to a changing job; and/or (3) advancing in a career. Lightner (1984) noted that, at mid-life, adults tend to reappraise some of their values and beliefs (especially in regard to occupations). They find themselves pigeon-holed in a career without the possibility of further advancement. This, in turn, prods many to acquire/develop new skills and knowledge. While Aslanian (1989) and Sewall (1986) both found career advancement to be an important factor for the 25-34 and over 35 populations, Sewall also found that new career development and the achievement of independence were stronger incentives for the younger populations. A higher portion of those over the age of 35 identified having a degree as an important reason for returning to school.

Nearly three-fourths of both age groups (those from 25-34 and those over 35) indicated they wanted to get a new job, achieve independence or advance in their career.

### **Male and Female Differences for Returning to School**

In contrast, Wilson (1990), in her study at the University of Tennessee, found that the majority of students said that personal fulfillment was the reason they were going back to college. This included notions that they had always wanted to go to college, felt the need for more education, wanted to make a change in their life or wanted to raise their status. Career advancement or an interest in changing careers were found to be the primary factors in only one-quarter of the subjects. While men and women tended to give similar responses to questions dealing with changes in their lives and careers, men placed greater emphasis on work and status and women were more influenced by concerns centering on personal development. Rationale for the gender discrepancy may include: (a) women typically work in jobs where advancement could be less likely; (b) they might not be able to change careers because of family obligations; or (c) a husband's career might come first. Mohney and Anderson (1988) argued that, in many of the studies that have been cited, the adult life cycle studies have used either male samples and generalized to women or included women under the generic term 'men'. Men usually complete their education, find a job, get married and have children. Even when men marry first, it generally does not interfere with the pursuit of education and career. Women, on the

other hand, have placed more emphasis on relationships and they generally focus on partial education, marriage, children, and vocation before finally pursuing more education. Women tend to put the decision to enroll in college on hold until other familial needs have been met. This may mean waiting until the children are older, or even when it is convenient at work with other employees. Women tend to enroll in college full-time only when they feel their role demands have abated. Women rarely disconnect themselves from the importance of others. Even as women grow older, their actions tend to be based primarily on the commitment to human relationships.

### **Women Returning to School**

One can speculate that women are committed to others and may not be able to attend college as a traditional student but later return to college, explaining why there are more adult women than men in undergraduate programs. National statistics indicated that more than 40% of students enrolled in a degree program are over 25, and 56% of these adult students are women (Patterson and Blank 1985). Many men had the opportunity to attend college at an earlier age, while women remained out of higher education for longer periods of time until it was convenient or feasible for them to attend. This has played a major role in the demographics of college enrollments.

Historically, female participation in the educational process has been on an increase. Feeney (1981) identified some personal and social forces that bring women back to education:

1. Increased prosperity of the general population.
2. A re-evaluation of women's educational needs.
3. Expanding leisure time especially among middle-aged and elderly women.
4. Civil Rights Issues and the institutional need to comply with the law in admitting more women.
5. Women's need for education for teaching and technical jobs.
6. Higher status of women leading to social acceptability of women enhancing their knowledge.
7. Acceptance of modern psychological theories leading to self actualization through education.
8. Changing life patterns of women especially when considering the higher divorce rate and current trends of reentry into the workplace and/or school.
9. Increased emphasis on the need for continuing education owing to the expansion of knowledge.
10. Enjoyment of learning.
11. Desire for professional growth.
12. Feelings of discontent and the need for change.
13. Sense of inadequacy with previous levels of education.
14. Changing aspirations of women themselves. (Feeney, 1981, p.51)

Although educational participation is progressing, it may be constricted by cultural and personal barriers that still exist. We are finding that even though adult women make up one of the largest and fastest growing groups on college campus, the return to school can involve difficult decisions for women. Women have generally thought in terms of being someone's daughter, wife, or mother because they were accustomed to think of the needs of others before their own needs. Even when conditions favored higher education for women, marriage and motherhood had a negative effect on the women exercising their right to this education (Glass and Rose 1987; Ryan, 1979; Patterson and Blank, 1985). Ryan (1979) suggested that today's woman may be delaying marriage or deciding not to marry at all. This is evidenced by a decline in the number of children they are having and the continued enrollment

of those who do marry. College enrollment designates a change in a woman's life, giving it a new direction. As students, these women often face different demands and responses.

These role transitions disrupt usual behavior and require personal adjustment. Caracelli (1986) felt life transitions such as divorce, empty nest, or job changes often provide the incentive to return to college.

Many women join the labor force out of economic necessity and find that their previous career skills are very much out of date. Divorce or separation can be a very traumatic life change. Glass and Rose (1987) found that divorce or separation is most frequently cited as a reason for returning to school. Many women find that for the first time they have complete financial responsibility for themselves and their children. Since women typically have given up education to marry and raise families, the most they can expect are low paying jobs. Therefore, they feel returning to college will make them more marketable. Since divorce takes a psychological as well as a financial toll, returning to school helps their eventual financial well-being, as well as reinforces their intellectual worth. Their self-image is enhanced because they see that they can be a worthwhile person instead of simply being someone's wife.

Ryan (1979) found that some of the reasons women opted to return to college included: (a) to prepare for a new career; (b) to update old career skills; (c) to explore possibilities for their future; and/or (d) to experience personal growth.

Weilert and Van-Dusseldorp (1983) and Caracelli (1986) found that, whereas in the 1960's women were moving from being homemakers to the job market, women today

are returning to college to select a more personally satisfying career path. The changing roles of women are reflected in their participation in undergraduate education, increased presence in the work force and their enrollment in graduate and professional training. They are no longer interested in either family or career but rather in combining family, career, and education.

Even though many women ranked career goals as the primary reason for continuing their education, Caracelli (1986) determined that there were two groups of reentry women who differed in their expectations when returning to college. She classified women with focused career goals as integrators. They view college as a means to an end. These women evaluate past and present life experiences in developing career goals. In contrast, she classified women with unfocused career goals as seekers, those who are less directed and not committed to specific career goals.

The women's movement has had a marked impact on older women returning to college. These individuals feel that they have a right to explore and develop their potential and make important contributions to society as well as to their families (Ryan, 1979). Many of these women had high career aspirations before they had marriage and family obligations, and now they hope to renew those aspirations (MacGowen, 1988).

Most of the literature on returning female adult students tends to focus on women in their thirties and forties. Several studies focusing on women over fifty found that they had very similar reasons for returning to college. Projections show

that most older women will be living without a spouse during some period in their life. These women are therefore concerned about career-related goals. Since these women are facing increased life expectancy, they may face the possibility of being in the job market for a longer period of time. This frequently is more out of necessity rather than desire (Hildreth, 1983; Hooper and Traupmann, 1984).

Another reason cited for returning to school involved the maturing of a woman's family. This generally occurred between 35 and 40 when children were growing up and husbands were involved in careers. Women could experience "the empty nest syndrome" or they could look at this as a time when they could pursue their own needs, which might include college. Women in the mid-life period of 40+ often feel time constraints; if they are going to get an education they should get on with it. Central to all of this is the need for a feeling of self-worth. These women tend to be particularly introspective and are aware of their feelings as they view this transitional period of their lives and make the decision to return to college. (MacGowen, 1988; Glass and Rose, 1987).

Galliano and Gildea (1982) concluded that returning women are different from non-returning women because they have a long-standing desire to return to college, they are less satisfied with social clubs and activities, and they are more likely to be married to a spouse who had attended college.

## Summary

Although there is some difference of opinion on why adults return to college, career concerns tend to be near the top of the list for both men and women. The fastest growing group of reentry students are over 35, with women making up the largest segment of this population. With a changing technological society, working skills become obsolete very quickly. Lightner (1984) argued that a major issue that society is going to have to deal with involves the retraining of work forces over the next 10 to 20 years.

## CHAPTER 3

### THE STUDY

#### **Purpose**

The purpose of this study was to examine self-reported demographics, motivations and interests both within the Board of Governors BA degree population at WIU and between WIU students and the four other Board of Governors degree programs, in an attempt to gain insights particularly into the nature of the current male/female enrollment. This enrollment anomaly generates affirmative action interest.

#### **Research Questions**

This exploratory study was designed to address the following research questions:

1. In terms of the issue of gender, does the student population attending the WIU Board of Governors BA degree program significantly differ from the student populations attending the other four Board of Governors BA degree programs?
2. Do statistically significant differences exist between the demographic characteristics of students enrolled in WIU's Board of Governors BA degree

program versus those students enrolled in Board of Governors BA degree programs at the other four Board of Governors Universities?

3. Do self-reported rationales for males enrolling in WIU's Board of Governors BA degree program significantly differ from the rationales reported by females enrolled in the WIU Board of Governors BA degree program?

### **Research Hypotheses**

On the basis of the afore-mentioned research questions, the following null hypotheses were formulated:

$H_{01}$ : Males enrolled in WIU's Board of Governors BA degree program will exhibit demographic characteristics which are no different from the demographic characteristics exhibited by similarly enrolled females.

$H_{02}$ : Students enrolled in WIU's Board of Governors BA degree program will exhibit demographic characteristics which are no different from the demographic characteristics exhibited by students enrolled in the other four Board of Governors BA degree programs.

$H_{03}$ : The enrollment rationales of males in WIU's Board of Governors BA degree program do not significantly differ from the rationales offered by females in WIU's Board of Governors BA degree program.

$H_{04}$ : The enrollment rationales reported by students enrolled in WIU's Board of Governors BA degree program do not significantly differ from enrollment rationales espoused by students enrolled in the other four Board of Governors BA degree programs.

## **The Population**

### **Target Population**

All Board of Governors students enrolled in Board of Governors BA degree programs at the five Board of Governors Universities during the 1991-92 academic calendar year served as the target population.

### **Accessible Population**

All Western Illinois University Board of Governors BA degree students, enrolled during the 1991-92 academic calendar year, served as the accessible population.

### **Sampling Frame**

Individuals from the accessible population were separated into three age groups according to the adult life cycles i.e., (25-34), (35-50) and (50+), sub-classified by gender and ethnicity, and then randomly sampled. The process of identifying

potential respondents was carried out within the confines of WIU's Office of Institutional Research. Proportional random stratified (by age, gender, ethnicity) selection was employed to identify the eligible sample. A total of 10% from each ending cell or 308 individuals constituted the identified sample. Two weeks after an initial mailing, a follow-up postcard mailing was conducted. A total of 129 individuals (41.88%) responded to the mailing and therefore constituted the accepting sample.

As a consequence of the nature of post-secondary enrollment from year to year and term to term, and the uniqueness of Board of Governors BA degree enrollees in comparison to other comprehensive colleges and universities, the generalizability of this study is limited to students currently enrolled within the boundaries of the Board of Governors BA degree programs. While limited in overall generalizability, the results of this study are none-the-less of interest and value to Board of Governors BA degree program staffers.

### **Sample**

A total of 129 individuals responded to the mailed survey by 2/14/1992.

**TABLE 1** provides a summary of the characteristics of these individuals:

TABLE 1

## DEMOGRAPHIC DESCRIPTIVE STATISTICS

VARIABLE	n	MEAN	STDDEV.	STD.ERR	SKEW
Gender	129	1.488	.502	.044	.047
Age	129	5.124	1.008	.089	-.811
Ethnicity	127	4.795	.727	.065	-2.932
Marriage	128	4.141	1.162	.103	-1.319
Dependents	127	1.701	2.128	.189	5.138
Income	127	3.929	2.230	.198	.038
Town	128	4.047	2.111	.187	-.017
Education	127	5.024	1.065	.095	-1.169
Academ Class	127	3.150	.735	.065	-.973
GPA Prior	127	3.921	.674	.060	.094
GPA Since	107	4.262	.604	.058	-.187
Relatives Grad	127	1.638	.483	.043	-.580
Enroll Status	118	1.025	.158	.015	6.108
Degree Desired	126	4.079	1.237	.110	-1.545
Yrs Work Force	124	20.565	8.299	.745	.616
Yrs Curr Job	124	9.419	.725	.651	.670
Type Curr Job	127	4.803	3.581	.318	.664
PLP	127	1.197	.399	.035	1.543
HRS PLP	022	4.636	2.060	.439	-.178

The demographic profile of the average Board of Governors BA degree student enrolled at WIU during the 1991-92 academic calendar year took the following form. The average student was a male Caucasian student between the ages of 35-44. He did not attend college immediately after high school because of lack of money. He is married, never having been divorced previously, and reports having no dependents.

The income level is high with the respondent as likely to have an income over \$60,000 as an income of \$30,001-40,000. His means of financing his current education is from household income. He lives in a city with a population over 500,000. This Board of Governors student has an associate degree and is a senior in the Board of Governors BA degree program. He had a "B" average prior to enrolling in the program and maintains a "B" average while in the degree program. The student desires a bachelors degree and is enrolled in college as a part-time student. He classifies himself as a Professional and has been in the work force 20 years while being in his current job only 1 year. Relatives of this Board of Governors student are likely to be college graduates. He did not complete a Prior Learning Portfolio.

### **Instrumentation**

This study utilized a questionnaire which was administered to a random stratified sample of 308 Board of Governors BA degree students enrolled at Western Illinois University. The questionnaire was developed by the researcher. (See Appendix A). All Directors of the Board of Governors BA degree programs at the five universities were contacted for their input on the types of questions they felt would be useful for this survey. In addition to requesting demographic information, questions were constructed to assess what attracted the students to the program, what made them decide to go to school at this time, whether they were full-time or part-time students, their occupational status and objectives and influences in the decision to

enter the degree program. For the questions dealing with their objectives and what influenced them to enter the Board of Governors BA degree program at Western Illinois University, the instrument employed 'likert-scaled' responses ( i.e., strongly agree, agree, disagree, strongly disagree, and not applicable). After the pilot questionnaire was completed, it was submitted for review by the following program staffers at WIU: the Director, two program advisers, and three admissions/records officers. It was also submitted for internal review by the Dean of Extended and Continuing Education at Western Illinois University and the Director of the Board of Governors BA degree program at Governors State University. Through the use of these experts, construct validity was established.

Three currently enrolled Board of Governors BA degree students at Western Illinois University also completed the questionnaire prior to the final printing to check the clarity of the questions and to establish base-line reliability. The questionnaire was mailed out and followed two weeks later with a reminder postcard. A total of 129 surveys were returned by 2/14/1992.

### **Study Design**

This study utilized a quasi-experimental, one-shot case study design. To illustrate this design more clearly, the following diagram was constructed:

X1 01	Where	X1 = Western Illinois University
-----		X2 = Eastern Illinois University
X2 02		X3 = Northeastern Illinois University
X3 02		X4 = Chicago State University
X4 02		X5 = Governors State University
X5 02		01 = WIU survey
		02 = BGU System Data Report anecdotal information

### **Ethical Considerations**

Given the confidential nature of the data collected, key precautions were necessitated. These precautions included:

1. While the BGU and each participating institution maintains it's own records and thus may choose to offer access independently, it was felt that communication with and permission from each of the data generating sources was warranted.
2. The eventual destruction of all returned survey instruments eliminates the risk that non-authorized individuals could gain access to privileged information.
3. Study data is presented in such a way so as to preclude the identification of an individual.

## Data Analysis

The following analyses were performed on the collected data:

1. **Descriptive statistics** (mean, standard deviation, standard error, and skew) were calculated for all relevant study variables.
2. A **correlation matrix** was constructed using the study variables. Only those characteristics yielding an  $r$  value in excess of .70 ( $r^2 > .50$ ) and significant at the  $p < .05$  will be presented and discussed.
3. A series of **MANCOVAs** were calculated using identified dependent and independent variables, and covarying out the effects of possibly confounding characteristics.
4. A series of **Chi-squares** were performed to identify relative frequencies of reported characteristics both among the WIU population and between the BGU institutions.

CHAPTER 4

PRESENTATION AND ANALYSES OF THE DATA

**Introduction**

The purpose of this study was to examine self-reported demographics, motivations and interests both within the Board of Governors BA degree population at WIU and between WIU students and other Board of Governors BA degree students, in an attempt to gain insights which could be incorporated into future programmatic policy changes.

The following questions were examined via statistical analyses:

1. In terms of the issue of gender, does the student population attending the WIU Board of Governors BA degree program significantly differ from the student populations attending the other four Board of Governors BA degree programs?
2. Do statistically significant differences exist between the demographic characteristics of students enrolled in WIU's Board of Governors degree program versus those students enrolled in Board of Governors BA degree programs at the other four BGU institutions?
3. Do self-reported rationales for males enrolling in WIU's Board of Governors BA degree program significantly differ from the rationales reported by females enrolled in the WIU Board of Governors BA degree program?

The results of these analyses are included within this chapter.

### Accepting and Data-producing Sample Demographic Characteristics:

A total of 129 individuals responded to the mailed survey by 2/14/1992.

TABLE 1 provides a summary of the characteristics of these individuals:

**TABLE 1**  
**DEMOGRAPHIC DESCRIPTIVE STATISTICS**

VARIABLE	n	MEAN	STDDEV.	STD.ERR	SKEW
Gender	129	1.488	.502	.044	.047
Age	129	5.124	1.008	.089	- .811
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Education	127	5.024	1.065	.095	-1.169
Academic Class	127	3.150	.735	.065	- .973
GPA Prior	127	3.921	.674	.060	.094
GPA Since	107	4.262	.604	.058	- .187
Relatives Grad	127	1.638	.483	.043	- .580
Enrollment Status	118	1.025	.158	.015	6.108
Degree Desired	126	4.079	1.237	.110	- 1.545
Yrs Work Force	124	20.565	8.299	.745	.616
Yrs Current Job	124	9.419	.725	.651	.670
Type Current Job	127	4.803	3.581	.318	.664
PLP	127	1.197	.399	.035	1.543
HRS PLP	022	4.636	2.060	.439	- .178

The demographic profile of the average Board of Governors BA degree student enrolled at WIU during the 1991-92 academic calendar year took the following form. The average student was a male Caucasian student between the ages of 35-44. He did not attend college immediately after high school because of lack of money. He is married, never having been divorced previously, and reports having no dependents. The income level is high with the respondent as likely to have an income over \$60,000 as an income of \$30,001-40,000. His means of financing his current education is from household income. He lives in a city with a population over 500,000. This Board of Governors student has an associate degree and is a senior in the Board of Governors BA degree program. He had a "B" average prior to enrolling in the program and maintains a "B" average while in the degree program. The student desires a bachelors degree and is enrolled in college as a part-time student. He classifies himself as a Professional and has been in the work force 20 years while being in his current job only 1 year. Relatives of this Board of Governors student are likely to be college graduates. He did not complete a Prior Learning Portfolio.

### **Self-reported Degree Objectives**

Students enroll in post-secondary degree programs for a multitude of reasons. One such line of personalized reasoning deals with the immediate and long-range objectives of the individual. Using likert-scaled responses, subjects were asked to consider a series of identified objectives. These objectives were deemed, by this researcher, to play an active role in choosing to enroll in the Board of Governors BA degree program at WIU. **TABLE 2** details the results of this analysis.

TABLE 2

**DESCRIPTIVE STATISTICS  
FOR SELF-REPORTED OBJECTIVES**

<b>%</b>	<b>VARIABLE</b>	<b>n</b>	<b>MEAN</b>	<b>STDDEV.</b>	<b>STD.ERR</b>	<b>SKEW</b>
16.3	More Effective	128	3.258	1.347	.119	-.561
43.4	New Skills	129	3.969	1.199	.106	-1.156
54.3	Earning Potential	129	4.171	1.206	.106	-1.609
36.4	Self-Confidence	128	3.984	1.143	.101	-1.415
46.5	Self Improvement	128	4.367	.752	.066	-1.853
5.4	New Abilities	128	2.977	1.083	.096	-.293
5.4	Meet People	129	3.101	1.089	.096	-.535
.8	Make Friends	128	2.750	.956	.084	-.522
1.6	Divert Attention	128	2.336	.881	.078	.267
.8	Occ Free Time	127	2.598	.919	.082	-.046
44.2	Life Learning	129	4.256	.850	.075	-1.448
14.0	Keep Current	128	3.633	1.034	.091	-1.210
30.2	New Concepts	127	4.126	.766	.068	-1.187
43.4	Personal Value	129	4.326	.709	.062	-1.231

The most commonly identified objective was to enhance earning potential by preparing for job advancement or promotion (54.3%). Other identified objectives (in order of the magnitude of responses) included: (a) for self improvement (46.5%); (b) for purposes of life-long learning and self-improvement (44.2%); (c) to gain knowledge that is personally of value (43.4%); (d) to acquire new skills for a

different job (43.4%); (e) to develop a sense of self-confidence (36.4%); (f) to learn new concepts (30.2%); (g) to become more effective in my current job (16.3%); (h) to keep current with events and information (14%); (i) to demonstrate new abilities and knowledge (5.4%); (j) to meet and interact with people (5.4%); (k) to divert attention from personal problems (1.6%); (l) to make new friends (.8%); and, (m) to occupy my free personal time (.8%). Over half the respondents to the survey indicated that their highest objective for entering the Board of Governors BA program was to enhance their earning potential. Objectives that followed were personal/self-improvement values along with other work related objectives. Social objectives were ranked the least important objectives for entering the Board of Governors BA degree program.

### **DISPLAY OF SURVEY RESULTS-INFLUENCES**

In addition to personalized immediate and long-range objectives, a number of external factors may influence an individual to enroll in a post-secondary degree program. Using likert-scaled responses, subjects were asked to rate the degree to which select factors influenced their decision to enroll in WIU's Board of Governors BA degree program. **TABLE 3** reports the results of this analysis.

The most important reported influence on students' decision to enroll in the WIU Board of Governors BA degree program centered on the issue of acceptance of prior course work (62.8%). Other identified factors included: (a) availability of Independent Study course work (57.4%); (b) flexibility in academic requirements

(55.8%); (c) the extrinsic value of education (47.3%); and, (d) availability of off-campus courses to fulfill the residency requirement (45%).

In examining which factors were least likely to influence an individual to enroll, the following issues were identified: (a) vocational personnel staff's advisement (4.7%); (b) religious, political, and other personal interests (3.9%); and, (c) unemployment (3.9%).

**TABLE 3**  
**DESCRIPTIVE STATISTICS**  
**FOR SELF-REPORTED ENROLLMENT INFLUENCE FACTORS**

VARIABLE	n	MEAN	STDDEV.	STD.ERR	SKEW
Family Encourage	129	2.504	1.490	.131	.510
Friends Encourage	129	2.217	1.369	.121	.787
Other Students	128	2.016	1.334	.118	1.023
Intrinsic Value	129	4.016	1.053	.093	-1.132
Extrinsic Value	128	4.070	1.131	.100	-1.169
Work Experience	129	3.147	1.288	.113	-.213
Free Time	129	2.240	1.255	.110	.594
Personal Interest	129	1.860	1.130	.100	1.203
Turning Point Life	129	2.194	1.437	.126	.826
Unemployment	129	1.457	.992	.087	2.386
Affordable Tuition	129	3.101	1.441	.127	-.115
Academic Rep	129	3.178	1.176	.104	-.265
Avail Financial Aid	128	2.039	1.439	.127	1.059
Location	127	2.953	1.713	.152	-.012
Job Advisement	127	1.874	1.202	.107	1.194
WIU Advisement	128	2.016	1.328	.117	.996
Flexibility	129	4.372	.867	.076	-1.609
Prior Work	127	4.362	1.036	.092	-1.775
Independent Study	129	4.070	1.359	.120	-1.342
Off Campus	129	3.550	1.653	.146	-.654
PLP Credits	128	3.367	1.592	.141	-.432
Part Time	127	3.465	1.568	.139	-.568
RN Award	129	1.333	1.026	.090	3.085
PONSI Credit	128	1.578	1.181	.104	1.979
Professional Exam	128	2.148	1.431	.127	.897
Military Credit	129	1.806	1.453	.128	1.493
Rep of BGU	129	3.550	1.256	.111	-.584
Location Fact	127	6.480	2.459	.218	-.397
Learn Factors	126	16.341	2.443	.218	-.846
Social Factors	128	5.852	1.904	.168	-.675
Personal Fact	124	26.532	5.237	.470	-.492
Work Related Fact	127	20.016	4.456	.395	-.703

The issue of location was examined by combining two separate issues -- (1) was location of course work influential? (range 1 - 5) and (2) does the availability of off-campus course work to fulfill residency requirements influence the enrollment decision? (range 1 - 5). When location related factors were examined, a value equal to or exceeding 6.00 was found to be reported most frequently (range from low of 2.00 = no influence what-so-ever to 10.00 = most influential). Location-related factors--especially the availability of off-campus course work--were found to influence the respondents decision to enroll in WIU's Board of Governors BA degree program.

The issue of learning-related influences was examined by combining four separate issues--(1) life-long learning, (2) keeping current with information, (3) learning new concepts and (4) gaining knowledge. Learning-related factors could range from a low of 4.00 to a high of 20.00. Values of 16 and above were reported most frequently. The question asked about pursuing the goal of life long learning and self-improvement, and the question regarding gaining knowledge that is personally of value were noted to be of special importance to the respondents.

The issue of social influences was examined by combining two separate issues: (1) meeting other people and (2) making new friends. When social factors were combined they appeared significant. On a whole, a value of 6.00 (range 2.00 to 10.00) was reported most frequently. On closer examination, however, it was observed that a number of responses fell within the 2.00 to 4.00 range. On the basis of this incongruity and other earlier reported survey results dealing with objectives

and influences, it may be suggested that social factors were not of paramount importance to the respondents.

The issue of personal influences was examined by combining nine separate issues--(1) developing a sense of self-confidence, (2) self-improvement, (3) demonstrating new abilities to friends, (4) diverting attention from personal problems, (5) occupying free time, (6) the intrinsic value of education, (7) availability of free personal time, (8) personal interests, and (9) turning points in their life. Potentially ranging from a low of 9.00 to a high of 45.00, the most frequent response set was found to fall between 24.00 and 30.00. The questions dealing with self-improvement and the intrinsic value of education were found to be especially important to the respondents.

The issue of vocational influences was examined by combining six separate issues--(1) becoming more effective in your job, (2) acquiring new skills for a different job, (3) enhancing earning potential, (4) the extrinsic value of education, (5) work experiences, and (6) unemployment. Potentially ranging from a low of 6.00 to a high of 30.00, these work-related factors were found to occur most frequently in the 20.00 to 25.00 range. The questions on acquiring new skills in order to qualify for a different job and enhancing earning potential by preparing for job advancement were important factors for the respondents and influenced the high values of these work-related factors.

## CORRELATIONS BETWEEN VARIOUS STUDY FACTORS

In an attempt to more clearly examine whether relationships exist between the various characteristics under consideration in this study, a correlation matrix was constructed. Utilizing a significance level of  $< .05$  level and a cut-off of magnitude of relationship ( $r$ ) exceeding  $.60$ , only six relationships were observed. The variables that fit this criteria are identified in **TABLE 4**.

**TABLE 4**  
**SELECT CORRELATIONS**

VARIABLE * VARIABLE	r	r <sup>2</sup>	SIGNIF
Marriage * Dependents	-.6942	-.4819	.001
OBJ1 * OBJ3	.6584	.4335	.001
OBJ9 * OBJ10	.7820	.6115	.001
INF15 * INF16	.6731	.4530	.001
INF20 * Locale	.7181	.5156	.001
Age * Dependent	.6467	.4182	.001

A detailed examination of these factors yielded the following conclusions:

- (1) **Marriage \* Dependents** - has a negative relationship of  $r^2 = -.4819$ , significant at the  $.001$  level. This result implies that respondents who are currently married and who have never been divorced are less likely to have dependents. This finding could be a consequence of two different confounders: (1) that these individuals have recently married (question of length of marriage was never asked) or (2) that these

individuals have decided to enroll because they have few outside obligations (i.e. multiple dependents).

- (2) **OBJ Question 1** (job effectiveness) \* **OBJ Question 3** (enhanced earning potential) -relationship of  $r^2=.4335$ , significant at the .001 level. This relationship may be a consequence of perceptions about job requirements and reward systems for quality work.
- (3) **OBJ Question 9** (diverting attention from personal problems) \* **Objective Question 10** (occupying free personal time) - relationship of  $r^2=.6115$ , significant at the .001 level. These two variables show the highest degree of relationship among study characteristics, and may be a consequence of the "out of sight, out of mind" principle.
- (4) **Influence Question 15** (vocational personnel staff's advisement) \* **Influence Question 16** (WIU or other academic staff's advisement) - relationship of  $r^2=.4530$ , significant at the .001 level. This relationship may be a consequence of the advising process these individuals are exposed to.
- (5) **Influence Question 20** (availability of off-campus course work) \* **LOCALE** (location) - relationship of  $r^2=.5156$ , significant at the .001 level. The degree of relationship reported could be explained by virtue of the nature of the degree program itself. Students located throughout the state of Illinois and throughout the United States select this degree program specifically because of the course work flexibility. Few of the

students have the opportunity to visit WIU's main campus during their academic career.

**MANCOVA -- LOCATION, LEARN, SOCIAL, PERSON, WORK**

A MANCOVA -- dependent variables: location, learning, social, personal, and work; independent variables: gender; and covariates: age, ethnicity, marriage, income, dependents, town, class, current GPA, and enrollment status -- was constructed and tested. **TABLE 5** reports the results of this MANCOVA.

TABLE 5  
MANCOVA

DEPENDENT = LOCALE LEARN SOCIAL PERSON WORK  
 INDEPENDENTS = GENDER  
 COVARIATES = AGE ETHNIC MARRIAGE SES  
 DEP TOWN CLASS CGPA STATUS

## CELL MEANS

VARIABLE	FACTOR	N	MEAN	STDDEV.
LOCALE	MALE	47	6.447	2.439
	FEMALE	43	6.512	2.492
LEARN	MALE	47	16.128	2.567
	FEMALE	43	16.721	2.051
SOCIAL	MALE	47	5.745	1.961
	FEMALE	43	5.907	1.862
PERSON	MALE	47	26.128	5.265
	FEMALE	43	27.419	4.777
WORK	MALE	47	21.340	3.869
	FEMALE	43	19.209	4.734
AGE	MALE	47	5.298	.954
	FEMALE	43	5.186	.932
ETHNIC	MALE	47	4.979	.329
	FEMALE	43	4.651	.923
MARRIAGE	MALE	47	4.362	.987
	FEMALE	43	3.837	1.308
SES	MALE	47	3.532	2.244
	FEMALE	43	4.163	2.246
DEP	MALE	47	1.936	1.405
	FEMALE	43	1.791	3.098
TOWN	MALE	47	3.851	2.187
	FEMALE	43	4.070	2.109
CLASS	MALE	47	3.149	.625
	FEMALE	43	3.070	.828
CGPA	MALE	47	4.298	.657
	FEMALE	43	4.279	.504
STATUS	MALE	47	1.021	.146
	FEMALE	43	1.047	.213

## MULTIVARIATE TEST OF SIGNIF. (S = 1, M = 1/2, N = 36 1/2) EFFECT GENDER

TEST	VALUE	APPROX.F	DF	SIG. OF F
PHILLAIS	.10024	1.67118	5.00	.152
WILKS	.89976	1.67118	5.00	.152

## UNIVARIATE F-tests WITH (1,79) DF EFFECT...GENDER

VARIABLE	F	SIG. OF F
LOCALE	.03786	.846
LEARN	.78859	.377
SOCIAL	.00101	.975
PERSON	.15005	.700
WORK	6.58767	.012*

The reported means of the dependent variables (i.e., location, learning, social, personal, and work factors) were relatively similar for both males and females, with females placing slightly more importance on all variables except work. Overall, no significant differences were observed between males and females when looking at the model's specific dependent variables. The Univariate F-tests comparing gender with the variables of location, learning, social, personal yielded no significant differences between males and females. The issue of work, however, yielded a significant difference. Upon closer examination, it was found that males were more likely to rate issues related to work as being important.

## MANCOVA -- INF19, INF21, INF22

A Mancova -- dependent variables: INF19, INF21, and INF22; independent variable: gender; and covariates: age, ethnicity, marriage, income, dependents, town, class, current GPA, and enrollment status -- was constructed and tested. TABLE 6A reports the cell means for this analysis.

TABLE 6A

## CELL MEANS

VARIABLE	FACTOR	N	MEAN	STDDEV.
INF19	MALE	47	4.319	1.200
	FEMALE	47	3.851	1.474
INF21	MALE	47	3.468	1.572
	FEMALE	47	3.319	1.630
INF22	MALE	47	3.426	1.557
	FEMALE	47	3.617	1.582
AGE	MALE	47	5.213	1.062
	FEMALE	47	5.170	.916
ETHNIC	MALE	47	4.979	.329
	FEMALE	47	4.681	.887
MARRIAGE	MALE	47	4.362	.987
	FEMALE	47	3.915	1.282
SES	MALE	47	3.447	2.224
	FEMALE	47	4.021	2.241
DEP	MALE	47	1.915	1.412
	FEMALE	47	1.745	2.974
TOWN	MALE	47	3.809	2.183
	FEMALE	47	4.000	2.064
CLASS	MALE	47	3.149	.625
	FEMALE	47	3.043	.859
CGPA	MALE	47	4.298	.657
	FEMALE	47	4.298	.507
STATUS	MALE	47	1.021	.146
	FEMALE	47	1.043	.204

TABLE 6B reports the MANCOVA results of this analysis.

**TABLE 6B**

**MANCOVA**

**DEPENDENTS = INF19 INF21 INF22**  
**INDEPENDENTS = GENDER**  
**COVARIATES = AGE ETHNIC MARRIAGE SES DEP**  
**TOWN CLASS CGPA STATUS**

**MULTIVARIATE TEST OF SIGNIF. (S = 1, M = 1/2, M = 39 1/2)**  
**EFFECT...GENDER**

TEST	VALUE	APPROX. F.	DF	SIG. OF F
PHILLAIS	.04750	1.34647	3.00	.265
WILKS	.95250	1.34647	3.00	.265

**UNIVARIATE F-tests WITH (1,83) DF.**  
**EFFECT...GENDER**

VARIABLE	F	SIG. OF F
INF19	3.21021	.077
INF21	.52624	.470
INF22	.47036	.495

This MANCOVA model attempted to compare the response sets of males versus females, with respect to the following issues: (1) importance of Independent Study work to fulfill the residency requirements, (2) credit for Prior Learning Portfolio, and (3) availability of a part-time study option. Overall, no significant differences between male and female responses to these issues were observed.

The Univariate F-tests comparing gender with the variables INF19, INF21, and INF22 yielded no significant differences between male and female respondents.

## **SUMMARY OF RESULTS FOR THE WIU BOARD OF GOVERNORS BA DEGREE PROGRAM**

Examination of the current enrollment figures for WIU's Board of Governors BA degree program have revealed that over 59% of the students enrolled are male. Using this percentage as a basis for random selection, 59% of the mailed surveys were sent to male enrollees. Of the 129 surveys that were returned, 66 responses (51.16%) were from males and 63 responses (48.84%) were from females.

Overall, the acceptance of prior course work was cited as being the most influential reason for electing to enroll in WIU's Board of Governors BA degree program . The most important objective cited for electing to enroll in WIU's Board of Governors BA degree program centered on the issue of enhanced earning potential, by preparing for job advancement or promotion. Further examination of the work-related factors revealed significant differences between male and female respondents. Males were found to place more importance on the work related questions in the survey. It should be noted, that this was the only characteristic on which male and female WIU enrollees differed.

**A COMPARISON OF THE BOARD OF GOVERNORS BA DEGREE PROGRAMS USING A BGU SYSTEM DATA REPORT**

For the discussion of comparisons that follows, the Board of Governors (BGU) Universities will be referred to as (WIU) Western Illinois University, (CSU) Chicago State University, (EIU) Eastern Illinois University, (GSU) Governors State University and (UNI) Northeastern Illinois University.

**TABLE 7  
DISPLAY OF MALE/FEMALE RATIO**

	CSU	EIU	GSU	UNI	WIU
<b>Female</b>	58.7%	46.7%	47.6%	55.1%	40.6%
<b>Male</b>	41.3%	53.3%	52.4%	44.9%	59.4%

While WIU was found to report the highest percentage of enrolled males, EIU and GSU were also found to have more enrolled male students. This finding is contrary to findings identified in prior research. On average, the non-traditional adult student population is typically 56% female (Patterson and Blank 1985). It is possible that the nature of the state -- agriculturally based -- and the economic demise of such vocations have contributed to this finding.

**TABLE 8  
DISPLAY OF MARITAL STATUS**

	CSU	EIU	GSU	UNI	WIU
<b>Unmarried</b>	56%	24%	36.7%	43.6%	26.7%
<b>Married</b>	44%	76%	63.3%	56.4%	73.3%

EIU and WIU were found to have the highest percentages of reported married students within the BGU system. Overall, only CSU has been found to have a 'less than 50%' married student enrollment.

**TABLE 9**  
**DISPLAY OF ETHNICITY**

	CSU	EIU	GSU	UNI	WIU
<b>African American</b>	86.5%	7.8%	26.9%	20.4%	4.8%
<b>Caucasian</b>	10.2%	89.9%	68.4%	68.9%	91.4%
<b>Nat Am Indian</b>	.2%	.3%	.3%	.2%	.5%
<b>Asian</b>	.3%	.2%	.3%	1.0%	.3%
<b>Hispanic</b>	1.3%	.9%	2.5%	6.2%	1.6%
<b>Other</b>	1.6%	.9%	1.6%	3.1%	1.4%

The two major ethnic populations enrolled within the Board of Governors BA degree program were found to be Caucasian and Afro-American. WIU was found to report the highest percentage of Caucasians (91.4%), followed by EIU (89.9%), UNI (68.9%), and GSU (68.4%). CSU was found to report the highest percentage of Afro-Americans (86.5), followed by GSU (26.9%). All other ethnic populations were found to have low representation. The disparity between ethnic distributions at WIU and CSU may well be a consequence of their location. WIU is located in a primarily rural farming community, while CSU is located inner-city Chicago. The degree to which either of these schools could attract significantly more of their minority student populations is highly suspect.

TABLE 10

DISPLAY OF EMPLOYMENT STATUS

	CSU	EIU	GSU	UNI	WIU
<b>Full Time</b>	63.7%	81.9%	73.7%	76.9%	80.4%
<b>Part Time</b>	12.2%	9.1%	11.9%	12.0%	10.1%
<b>Unemployed</b>	24.1%	9.0%	14.5%	11.1%	9.6%

The majority of the students attending the study schools were found to be employed full-time. EIU and WIU were found to have the highest percentage of their students working full-time, while CSU was found to have the most part-time and/or unemployed students. Again, location characteristics may be the cause for this apparent dichotomy. The very nature of the Board of Governors BA degree program is to allow students the luxury of completing a degree at their leisure. In those locations where vocational-retraining is most needed, students are seen as enrolling full-time.

TABLE 11

DISPLAY OF JOB DESCRIPTIONS

	CSU	EIU	GSU	UNI	WIU
<b>Health/Medicine</b>	6.4%	13.2%	11.1%	8.5%	8.2%
<b>Managers</b>	4.6%	2.9%	4.1%	4.0%	7.4%
<b>Prof/Tech/Mgt.</b>	11.4%	16.2%	21.5%	26.5%	14.7%
<b>Protective Service</b>	6.6%	20.2%	4.8%	6.0%	14.3%

A total of 97 different job descriptions were reported during the course of the survey administration. Those job descriptors that appeared most frequently included: health/medicine, managerial, professional/technical/management, and protective services. EIU was found to have the largest number of students currently employed in Health/Medicine (13.2%). WIU was found to enroll a large percentage of Managers (7.4%) and individuals employed in Protective Service areas (14.3%). UNI was found to enroll a large percentage of students working in the Professional/Technical/Management areas (26.5%). EIU's student population was found to be primarily employed in the Protective Services area.

**TABLE 12**

**REPORTED MOTIVATIONS FOR PROGRAM ENROLLMENT**

	CSU	EIU	GSU	UNI	WIU
<b>Career Advance</b>	88.0%	87.4%	83.5%	84.4%	87.0%
<b>Personal Satisf</b>	60.7%	74.8%	62.9%	69.7%	78.2%

When asked to identify their motivation for enrolling in the program, students were given the opportunity to select one or both responses (i.e., career advancement and/or personal satisfaction). Career advancement was found to be reported most frequently among all the universities. While CSU reported the highest percentage (88%), it should be noted that the other institutions displayed similar findings. Personal satisfaction was not rated as high as career advancement. This finding suggests that the enrollees are extrinsically motivated.

**TABLE 13**

**DEGREE COMPLETION THROUGH OTHER PROGRAMS  
OR INSTITUTIONS**

	CSU	EIU	GSU	UNI	WIU
<b>Yes</b>	64.7%	48.1%	58.6%	53.2%	56.3%
<b>No</b>	35.3%	51.9%	41.4%	46.8%	43.7%

Overall, the majority of respondents indicated that the non-traditional program offered them the best means of obtaining post-secondary education. Only one institution -- CSU (64.7%) was found to have students who felt that they could have enrolled elsewhere. Again, the issue of location arises. CSU is located in close proximity to other institutions. Moreover, the CSU population is enrolled full-time and often unemployed. These individuals may have more opportunities and options for selecting an institution.

**TABLE 14**

**MOST ATTRACTIVE PROGRAM FEATURES**

	CSU	EIU	GSU	UNI	WIU
<b>Less Cost</b>	6.2%	5.3%	8.8%	7.7%	8.3%
<b>Credit Prior Learn</b>	36.1%	37.3%	48.2%	42.4%	19.1%
<b>Credit Previous College</b>	30.9%	27.5%	30.9%	32.1%	28.4%
<b>Flexibility</b>	24.3%	21.0%	19.5%	23.8%	24.3%
<b>Off-campus Courses</b>	6.3%	20.3%	10.0%	7.1%	36.4%

"Credit for Prior Learning" and "Credit for All Previous College Work" were identified as the most important enrollment factors for students attending the Board of

Governors BA degree program. The highest rated feature at all BGU Universities appeared to be "Credit for Prior Learning". This was, however, not the case at WIU, which was found to have "Availability of Off-Campus Courses to Fulfill Residency Requirements" identified most frequently.

**TABLE 15**

**AVERAGE AGE UPON ENROLLMENT IN BGU SYSTEM**

	<b>Mean</b>	<b>STDDEV</b>	<b>Range</b>	<b>Min.</b>	<b>Max.</b>
<b>BGU System</b>	36.13	8.78	63	19	82
<b>CSU</b>	36	9.07	53	20	73
<b>EIU</b>	35.3	9.03	60	20	80
<b>GSU</b>	36.77	8.97	54	19	73
<b>UNI</b>	36.52	8.87	54	20	74
<b>WIU</b>	35.73	8.17	63	19	82

On average, the typically Board of Governors BA degree enrollee was between 35 and 37 years of age. Closer examination of the individual school information revealed fairly homogeneous age characteristics.

TABLE 16

## AVERAGE NUMBER OF MONTHS IN THE BGU SYSTEM

	Mean	Median	STDDEV	Range	Min.	Max.
<b>BGU System</b>	29.98	23.00	25.33	179	1.00	180
<b>CSU</b>	26.29	19.50	25.06	176	1.00	177
<b>EIU</b>	28.90	20.00	26.26	150	1.00	151
<b>GSU</b>	25.10	19.00	20.15	159	1.00	160
<b>UNI</b>	30.67	23.00	24.92	179	1.00	180
<b>WIU</b>	36.57	29.50	27.61	163	1.00	164

On average, the typical student was enrolled in the degree program for between 25.10 (GSU) and 36.57 (WIU) months. Several explanations may account for this distribution. WIU has a broad spectrum of enrollees which includes among other things a number of part-time students. The availability of course work required for degree completion is dependent upon availability of instructional staff and financial considerations. Because of its extreme rural location and the broad geographic service region, it is not always possible to schedule off-campus course work on a routine basis, and Independent Study courses fill quickly. It is therefore possible that a "bottle neck" occasionally emerges in which students are biding their time, waiting for courses to be offered again.

TABLE 17

## DEGREE EARNED AT TRANSFER INSTITUTION

	CSU	EIU	GSU	UNI	WIU
AA-AS	99.5%	65.5%	96.8%	84.4%	73.1%
Other Assoc.	.0%	5.6%	4.0%	8.3%	18.8%
RN	.5%	29.9%	.8%	10.4%	9.2%

On the whole, CSU and GSU were found to have a large number of students who had previously obtained an AA or AS degree. GSU is an upper division (junior-senior level institution) and therefore admits only students that had completed two years. CSU and GSU are both located within a "community college" enriched environment. While students enrolling at WIU reported having the least number of AA or AS degrees, they did however report having the highest number of other associate degrees. This difference in reported degrees may be a consequence of a number of factors. Two such factors immediately come to mind: (1) the clientele enrolling at WIU may be vastly different from their counterparts, in terms of the types of previous programming received (Fire Science, Business, Law Enforcement) or (2) community colleges differ in terms of the degree title awarded.

TABLE 18

## AVERAGE CREDIT HOURS FOR TRANSFER CREDIT

	Mean	STDDEV	Range	Min.	Max.
CSU	66.13	35.31	296	.00	296
EIU	84.64	35.88	198	.00	198
GSU	78.88	34.57	202	.00	202
UNI	77.72	32.22	271	.00	271
WIU	87.62	37.28	260	.00	260

On the whole, all Board of Governors BA degree programs provide credit for prior work. WIU and EIU were found to be the most amenable to such reciprocity. Once again, location appears to be a confounding issue. Both WIU and EIU are relatively alone in their geographic region. That is to say, few other postsecondary institutions are directly involved in educational delivery in these areas. It may be that the other institutions are less likely to allow transfer credits because of the competitive environment they are operating in. Also WIU, because of the large number of applicants, can be selective in their admission process, choosing to admit those students with the greatest number of hours.

**TABLE 19**  
**TOTAL CREDIT EARNED AT BGU UNIVERSITY**

	Mean	STDDEV	Range	Min.	Max.
CSU	53.75	30.85	146	.00	146
EIU	30.30	25.90	157	.00	157
GSU	28.08	15.56	135	.00	135
UNI	38.52	23.75	164	.00	164
WIU	37.94	30.02	178	.00	178

An inverse relationship between credit transferred in and credit earned at the institution exists. The more credit transferred in, the fewer credits a student needs to graduate. Because CSU entered their program with the smallest amount of transfer credit, they were also most likely to require the most credits to graduate.

**TABLE 20**  
**CREDIT HOURS FOR PLP**

	Mean	STDDEV	Range	Min.	Max.
CSU	11.58	22.25	179	.00	179
EIU	17.86	24.53	222	.00	222
GSU	20.07	28.30	269	.00	169
UNI	16.62	25.19	244	.00	244
WIU	6.23	14.11	122	.00	122

WIU was found to award the least number of credits for Prior Learning Portfolios and GSU was found to award the highest number of credits. GSU students were previously found to be the least deficient in number of GSU credits required for graduation. It is possible that GSU students are astute enough to seek credit for all their previous work--both academic and experiential. WIU students, on the other

hand, were found to be awarded the highest number of transfer credits. It is possible that WIU students are satisfied with the credits that they are awarded and therefore do not submit a PLP.

**TABLE 21**

**MILITARY CREDIT**

	<b>CSU</b>	<b>EIU</b>	<b>GSU</b>	<b>UNI</b>	<b>WIU</b>
<b>Military Credit</b>	.01%	.20%	.05%	.2%	.29%

Both WIU and EIU were found to have the most students with military credit. It should also be noted that these institutions also had the highest percentage of male enrollees.

**TABLE 22**

**CREDITS FOR PROFICIENCY EXAMS**

	<b>CSU</b>	<b>EIU</b>	<b>GSU</b>	<b>UNI</b>	<b>WIU</b>
<b>Prof. Exams</b>	.3%	.10%	.1%	.05%	.16%

WIU and EIU were found to have the highest percentage of students taking proficiency exams. Again, the nature of these students may be enhancing this issue. Both institutions have a high percentage of individuals seeking prior military credit. The military system awards some of their credit on the basis of correspondence course work. These individuals should therefore be acclimatized to proficiency examinations.

TABLE 23

PONSI CREDIT

	CSU	EIU	GSU	UNI	WIU
PONSI	.5%	.1%	.2%	0%	.02%

PONSI Credit is Non-Collegiate Sponsored Instruction (recommended by the American Council on Education). The amount of credit awarded by this procedure is very low for all schools.

**CHAPTER 5**

**DISCUSSION AND CONCLUSION**

This study attempted to answer three specific questions about the nature of non-traditional students enrolling in WIU's Board of Governors BA degree program versus students enrolling in Board of Governors BA degree programs at the other four participating schools. These questions were as follows:

1. In terms of the issue of gender, does the student population attending the WIU Board of Governors BA degree program significantly differ from the student populations attending the other four Board of Governors degree programs?
2. Do statistically significant differences exist between the demographic characteristics of students enrolled in WIU's Board of Governors BA degree program versus those students enrolled in the Board of Governors BA degree programs at the other four BGU institutions?
3. Do self-reported rationales for males enrolling in WIU's Board of Governors BA degree program significantly differ from the rationales reported by females enrolled in the WIU Board of Governors BA degree program?

Data to be used to respond to these questions was collected via a survey instrument and institutional information.

In response to Question 1, it was determined that, overall, the five institutions displayed remarkably similar male-female ratios. In almost all cases, males were found to outnumber females. Therefore, no significant differences were found in the male/female ratios.

In response to Question 2, it was determined that students in general resembled each other across institutions. Certain specific subtleties did emerge; however, these relate primarily with locale-related issues. Those individuals attending Chicago-based programs were found to be more likely unemployed and attending full-time. Those individuals attending the more rural institutions were found to be more likely part-time, ex-military and enrolled for longer periods of time. WIU was found to have the highest number of males, followed by Eastern Illinois University (EIU) and Governors State University (GSU). Both Chicago State University (CSU) and Northeastern Illinois University (UNI) reported a majority of enrolled females. A possible reason for more male students at WIU is the importance of Extension and Independent Study Courses to fulfill the residency requirement. Nearly 50 percent of the students in WIU's Board of Governors BA degree program are out-of-state students. They need this type of program, which is not campus-based, to finish their degree. A possible explanation is that more men than women are employed full-time in careers that make taking on-campus courses impossible. This degree allows for flexibility in the way that credit is earned. The other BGU Universities have more campus-based students in their Board of Governors BA degree programs and less out-of-state students. In most cases, these students must attend classes on campus or at

an Extension site. WIU's male/female ratio is more balanced at Extension sites. The addition of distance learners, however, shifts this distribution to the 90% male and 10% female marks.

Certain factor-specific differences were observed among the five institutions. The only consistent finding among institutions deals with the issue of age. WIU and EIU appear to be the most similar on other study factors. They are located in small population, rather rural regions within the state. Both enroll more Caucasian, married males. In both instances, these students tend to be employed on a full-time basis. Both institutions offer Extension course work and both award substantial military credit. EIU is located near Chanute Air Force Base. WIU is a member of Service Members Opportunity College (SOC) and offers a large list of Independent Study course work. Both WIU and EIU have enrolled fewer students who have previously earned AA/AS degrees. One explanation for this finding is that the Chicago-based students attending Chicago-based institutions are closer to a complete community college system.

The demographic characteristics of WIU and CSU appear to be the most dissimilar. CSU has a predominately African-American female student base. These students tend to be single, are more likely to attend full-time, and more likely to be unemployed. CSU is predominately a commuter institution that requires students to take course work on campus. In responding to the issue of motivation, CSU students were found to be slightly more inclined to respond highly to Career Advancement. From the above information, the profile of the CSU student appears to be an

unmarried Afro-American woman, possibly a single parent, returning to school on campus to complete a degree in order to acquire a better job. The WIU student, on the other hand, is generally a male Caucasian, middle class, with above average income. A number of WIU students reported occupations categorized as professional, executive, and managerial. This may account for the length of total program duration. They do not necessarily have an 8:00 A.M.- 5:00 P.M. job with the possibility of taking evening classes. There were no significant differences between the demographic characteristics of students enrolled in WIU's Board of Governors BA degree program and students in the program at the other four BGU institutions.

In response to Question 3, female and male responses were very similar on all factors, i.e., location, learning, social, personal, and work, with females placing slightly more importance on all areas except work. However, on the Univariate F-tests, the issue of work did yield a significant difference and proved that males were more likely than females to rate issues related to work as being important. There were no significant male/female differences when the issues of the importance of Independent Study courses, credit for Prior Learning Portfolio and the part-time study option were discussed.

When examining the factors which influenced or motivated enrollment in WIU's Board of Governors BA degree program, it was observed that the most popular response was "To enhance earning potential by preparing for job advancement or promotion". This finding was consistent with the information obtained from the

BGU System Data Report (career advancement is the motivation for enrolling in programs at all five BGU Universities).

The most important influence on a student's decision to enroll in WIU's Board of Governors BA degree program was identified to be "Acceptance of Prior Work". This finding was not consistent with the data from the BGU System Data Report. The BGU data report clearly indicated "Credit For Prior Learning" as the most important feature at all other BGU Universities except WIU which reported "The Availability of Off-Campus Courses to Fulfill the Residency Requirements" as the most important. As previously discussed, WIU students argued that the "Acceptance of Prior Work" was the most important influence in deciding to enroll in a degree program. When previously contacted to provide information for the BGU System Report, WIU students, however, identified "The Availability of Off-Campus Courses to Meet the Residency Requirements" as most important. Such disparity of response possibilities may be attributed to differences in respondents. It is always possible that the accepted sample was not entirely representative of all students currently enrolled.

The most glaring discrepancy between study results and the literature center on the enrolled male/female distribution. Some factors which contribute to WIU's rather heavy concentration of males may include:

1. More men are in middle management positions than women, and if they do not have a degree, they may be encouraged to obtain a bachelors degree. They may not have an opportunity to obtain a traditional degree at this stage in their lives.

2. When the economy is bad, there are more men in mid-life career changes who may lose their jobs and, therefore, need to update their skills and education.
3. WIU offers credit for Prior Learning Portfolio and men are more likely to have the background that is conducive to writing a portfolio.
4. WIU is a member of Service members Opportunity Colleges (SOC) and this attracts military personnel. The Board of Governors BA degree program has military people from bases all over the world.
5. WIU is one of seven universities in the United States that offers the Open Learning Fire Science Program for firefighters. These courses are offered through Independent Study.
6. Credit is awarded for Educational Training Programs (PONSIS). These are programs that businesses or organizations sponsor and have evaluated by the American Council on Education for college credit. Typically more males than females receive this credit.

### **Study Limitations**

One limitation of this study was that the questions regarding location were not specific enough. The question, as presented in the survey, asked students to rate location on its importance. It was rated high on the survey. The response set did not however distinguish between those living in-state or out-of-state, whether they live close to the WIU campus or an Extension site, or if they had taken courses through Independent Study. By adding these types of questions, the results may have

demonstrated that the majority of males evidenced at WIU are attributable to the "distance learner" category. If such a finding were evidenced, it is possible that the dissimilarity between these study results and previously identified results would dissipate.

One conclusion that can be reached on the basis of this study, is that occupation is the driving factor behind male enrollment. It is not a WIU Board of Governors BA degree program selection process that yields the evidenced student profile. Rather it is the nature of the individual's background. Women may have the opportunity to attend a local university, some possibly taking classes full-time. Even if women attend part-time, they may have occupations with definite hours which allow them to schedule classes. Men, more often than women, have careers which may not give them this option. While this may change in the distant future, individuals today are relegated to finding a program that will work around their job schedules. This is what makes Independent Study courses so attractive to WIU students. These classes typically fill early, thus disposing many students to play the waiting game. This is an area of real growth potential for the university.

To: Participants in the WIU Board of Governors Bachelor of Arts BA Degree Survey

As an Admissions/Records Officer for WIU's Board of Governors BA program, I have the opportunity to communicate with a number of enrolling students. One outgrowth of this communication is a personal and professional interest in the rationale for program enrollment. To gain a better understanding of your personal rationale for enrolling in our program, I have developed the enclosed survey instrument. As you will note, the survey attempts to identify your personal views and opinions about WIU's Board of Governors BA degree program. Combined with general academic information provided in Form A of the admissions packet, the information should allow for a better understanding of current and future student needs. As I mentioned, I have both a personal and professional interest in understanding the needs of enrolling students. I am currently in the process of completing a master's degree in the Department of Interdisciplinary Studies. The results of this survey will be incorporated into my master's thesis. I am also currently employed by WIU's Board of Governors BA program. The results of this survey will be used to complement other programmatic planning.

You were randomly selected to participate as a representative of your peers in the Board of Governors BA program. The value of your responses is therefore a critical component of this study. You should note that this survey does not ask for your name or social security number. Every effort has been taken to avoid the potential identification of respondents. In approximately two weeks, you will receive a postcard thanking you for completing the survey and reminding non-respondents that survey completion and return is critical. Every individual initially contacted will receive this postcard. This subsequent mailing is designed only to ensure for the highest return rate possible. The completion of the survey, both in a timely and honest manner, will be greatly appreciated.

Completion of the enclosed survey should take approximately 10-15 minutes. I have provided a postage-paid return envelope for your convenience.

As a representative of the current population of students enrolled in WIU's Board of Governors BA degree program, your response is both important and appreciated.

Again, 'Thank you' for your cooperation in completing the enclosed survey.

Sincerely,



Judy Baars  
Admissions/Records Officer  
Board of Governors BA Degree Program  
Western Illinois University

This survey has been approved by the Non-Traditional Program Office and will aid our staff in program planning. Your cooperation will provide valuable information.

Sincerely,



Dr. Hans Moll, Director  
Non-Traditional Programs

If you have any questions for either of us, you can call (309) 298-1929.

WESTERN ILLINOIS UNIVERSITY  
 BOARD OF GOVERNORS BACHELOR OF ARTS DEGREE PROGRAM  
 UNDERGRADUATE STUDENT SURVEY

DEMOGRAPHIC CHARACTERISTICS

01. Indicate your sex: \_\_\_\_\_ Female \_\_\_\_\_ Male
02. Check the age category which best describes you:
- \_\_\_\_\_ under 25  
 \_\_\_\_\_ 25 - 34  
 \_\_\_\_\_ 35 - 44  
 \_\_\_\_\_ 45 - 54  
 \_\_\_\_\_ 55 - 64  
 \_\_\_\_\_ 65 and over
03. Check the ethnic category which best describes you:
- \_\_\_\_\_ African American  
 \_\_\_\_\_ Asian or Pacific Islander  
 \_\_\_\_\_ Caucasian  
 \_\_\_\_\_ Hispanic  
 \_\_\_\_\_ Native American or Alaskan Native  
 \_\_\_\_\_ other: \_\_\_\_\_
04. Indicate your current marital status:
- \_\_\_\_\_ single, never married  
 \_\_\_\_\_ single, divorced  
 \_\_\_\_\_ single, widowed  
 \_\_\_\_\_ married, never divorced  
 \_\_\_\_\_ married, previously divorced
05. Indicate the number and ages of dependents currently residing with you:
- Number of dependents: \_\_\_\_\_  
 Ages: \_\_\_\_\_
06. Which of the following categories best describes your gross household income for 1991:
- \_\_\_\_\_ under \$12,000  
 \_\_\_\_\_ \$12,001 - \$20,000  
 \_\_\_\_\_ \$20,001 - \$30,000  
 \_\_\_\_\_ \$30,001 - \$40,000  
 \_\_\_\_\_ \$40,001 - \$50,000  
 \_\_\_\_\_ \$50,001 - \$60,000  
 \_\_\_\_\_ over \$60,000
07. Which of the following categories best describes the town/city you are currently living in:
- \_\_\_\_\_ under 1,000 inhabitants  
 \_\_\_\_\_ 1,000 - 5,000 inhabitants  
 \_\_\_\_\_ 5,001 - 20,000 inhabitants  
 \_\_\_\_\_ 20,001 - 50,000 inhabitants  
 \_\_\_\_\_ 50,001 - 100,000 inhabitants  
 \_\_\_\_\_ 100,001 - 500,000 inhabitants  
 \_\_\_\_\_ 500,001 inhabitants or more

08. Which of the following categories best describes your highest level of education before enrolling in the Board of Governors BA degree program:

- General Education Diploma (GED)  
 High School graduate  
 technical program certificate  
 some college course work  
 Associate (2 year college) degree  
 over 60 semester hours of college course work

09. Which of the following categories best describe your reason(s) for not enrolling in and completing a college degree program immediately after high school (check as many as apply):

- |  |  |
|--|--|
| <input type="checkbox"/> lack of money           | <input type="checkbox"/> marriage                |
| <input type="checkbox"/> vocational opportunity  | <input type="checkbox"/> poor high school grades |
| <input type="checkbox"/> lack of desire          | <input type="checkbox"/> lack of encouragement   |
| <input type="checkbox"/> family responsibilities | <input type="checkbox"/> uncertainty of future   |
| <input type="checkbox"/> other: _____            |  |
| <input type="checkbox"/> other: _____            |  |
| <input type="checkbox"/> other: _____            |  |

10. Which of the following categories best describes your current academic classification:

- freshman (0 - 29 semester hours)  
 sophomore (30 - 59 semester hours)  
 junior (60 - 89 semester hours)  
 senior (90 semester hours or more)

11. Using the following categories, approximate your total course work grade average prior to enrolling in the Board of Governors BA program:

- 'A' average  
 'B' average  
 'C' average  
 'D' average  
 'F' average

12. Using the following categories, approximate you current total course work grade average since enrolling in the Board of Governors BA program:

- 'A' average  
 'B' average  
 'C' average  
 'D' average  
 'F' average

13. Have any of your immediate family members (spouse, parent(s), child(ren), or sibling(s) graduated from college?

Yes       No

14. If your answer to QUESTION 13 was 'YES', indicate the type of family member and their degree type (Associate's, Bachelor's, Master's, Doctorate, professional degree) in the spaces provided below:

Relationship: _____	Degree type: _____
Relationship: _____	Degree type: _____
Relationship: _____	Degree type: _____
Relationship: _____	Degree type: _____
Relationship: _____	Degree type: _____

15. Which of the following categories best describes your current enrollment status:

- full-time student (12 semester hours or more)  
 part-time student (11 semester hours or less)

16. Which of the following categories best describes how you are paying for your current enrollment (check as many as apply):

- household income                       savings  
 scholarship                               Veteran's benefits  
 employer-financed                       student loans  
 other: \_\_\_\_\_

17. Which of the following categories best describes the highest degree you would like to earn:

- Associate's degree  
 Bachelor's degree  
 Master's degree  
 Doctorate  
 Professional degree (MD, DDS, JD, etc)

18. How many total years have you been in the work force? Count only those years for which you received a pay check.

\_\_\_\_\_ years

19. How many total years have you been in your present job? Count only those years for which you received a pay check.

\_\_\_\_\_ years

20. Using the following categories, describe your current general job classification:

- professional                               sales  
 executive/management                       health services  
 clerical                                       laborer/construction  
 technical                                       protective services  
 house wife/husband                       currently unemployed  
 other: \_\_\_\_\_

21. Have you completed a Prior Learning Portfolio in WIU's Board of Governors degree program:

Yes                                       No

22. If your answer to QUESTION 21 was 'YES', how many hours were you awarded:

- 0 hours  
 1 - 9 hours  
 10 - 19 hours  
 20 - 29 hours  
 30 - 39 hours  
 40 - 49 hours  
 over 50 hours

**WHAT WERE YOUR OBJECTIVES FOR ENTERING THE BOARD OF GOVERNORS BA DEGREE PROGRAM AT WESTERN ILLINOIS UNIVERSITY?**

**INSTRUCTIONS:** for every statement in this portion of the questionnaire, please check the response that best represents your level of agreement with the statement. (SA = STRONGLY AGREE, A = AGREE, D = DISAGREE, SD = STRONGLY DISAGREE, N/A = NOT APPLICABLE)

**EXAMPLE:**  SA       A       D       SD       N/A

- 01. To become more effective in my current job.....[SA]    [A]    [D]    [SD]    [N/A]
- 02. To acquire new skills in order to qualify for a different job.....[SA]    [A]    [D]    [SD]    [N/A]
- 03. To enhance my earning potential by preparing for job advancement or promotion.....[SA]    [A]    [D]    [SD]    [N/A]
- 04. To develop a sense of self-confidence.....[SA]    [A]    [D]    [SD]    [N/A]
- 05. For self-improvement purposes.....[SA]    [A]    [D]    [SD]    [N/A]
- 06. To demonstrate new abilities and knowledge to my friends and associates.....[SA]    [A]    [D]    [SD]    [N/A]
- 07. To meet and interact with other people.....[SA]    [A]    [D]    [SD]    [N/A]
- 08. To make new friends.....[SA]    [A]    [D]    [SD]    [N/A]
- 09. To divert attention from personal problems.....[SA]    [A]    [D]    [SD]    [N/A]
- 10. To occupy my free personal time.....[SA]    [A]    [D]    [SD]    [N/A]
- 11. To pursue my goal of life-long learning and self-improvement.....[SA]    [A]    [D]    [SD]    [N/A]
- 12. To keep current with respect to events and information.....[SA]    [A]    [D]    [SD]    [N/A]
- 13. To learn new concepts.....[SA]    [A]    [D]    [SD]    [N/A]
- 14. To gain knowledge that is personally of value.....[SA]    [A]    [D]    [SD]    [N/A]

If there are additional reason(s) for enrolling in WIU's Board of Governors BA degree program, please provide your personalized response in the space provided below:

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WHAT DEGREE OF INFLUENCE DID EACH OF THE FOLLOWING FACTORS HAVE ON YOUR DECISION TO ENROLL IN THE BOARD OF GOVERNORS BA DEGREE PROGRAM AT WESTERN ILLINOIS UNIVERSITY?

INSTRUCTIONS: for every statement in this portion of the questionnaire, please check the degree of influence which best describes the strength of the influence. (5 = VERY INFLUENTIAL, 1 = NOT INFLUENTIAL AT ALL)

EXAMPLE:  [4] [3] [2] [1]

- |  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| 01. The encouragement of immediate family's members.....   | [5] | [4] | [3] | [2] | [1] |
| 02. The encouragement of friends and other relatives.....  | [5] | [4] | [3] | [2] | [1] |
| 03. Another Board of Governors student.....  | [5] | [4] | [3] | [2] | [1] |
| 04. The intrinsic (personal) value of education.....   | [5] | [4] | [3] | [2] | [1] |
| 05. The extrinsic (job attainment) value of education.....   | [5] | [4] | [3] | [2] | [1] |
| 06. Work experiences.....  | [5] | [4] | [3] | [2] | [1] |
| 07. Availability of free / personal time.....  | [5] | [4] | [3] | [2] | [1] |
| 08. Religious, political, and other personal interests.....  | [5] | [4] | [3] | [2] | [1] |
| 09. Turning points in my life (retirement, death of spouse, child(ren) leaving home, divorce, etc...)              | [5] | [4] | [3] | [2] | [1] |
| 10. Unemployment.....  | [5] | [4] | [3] | [2] | [1] |
| 11. Affordable tuition.....  | [5] | [4] | [3] | [2] | [1] |
| 12. Academic reputation of Western Illinois University.....  | [5] | [4] | [3] | [2] | [1] |
| 13. Availability of financial assistance.....  | [5] | [4] | [3] | [2] | [1] |
| 14. Location.....  | [5] | [4] | [3] | [2] | [1] |
| 15. Vocational personnel staff's advisement.....   | [5] | [4] | [3] | [2] | [1] |
| 16. WIU or other academic staff's advisement....   | [5] | [4] | [3] | [2] | [1] |
| 17. Flexibility in academic requirements.....  | [5] | [4] | [3] | [2] | [1] |
| 18. Acceptance of prior course work.....   | [5] | [4] | [3] | [2] | [1] |
| 19. Availability of Independent Study course work to fulfill the residency requirements.....                       | [5] | [4] | [3] | [2] | [1] |
| 20. Availability of Off-Campus (extension courses) to fulfill the residency requirements.                          | [5] | [4] | [3] | [2] | [1] |
| 21. Credits for Prior Learning Portfolio.....  | [5] | [4] | [3] | [2] | [1] |
| 22. Availability of part-time study option.....  | [5] | [4] | [3] | [2] | [1] |
| 23. Standard award for nurses with RN certificate.....   | [5] | [4] | [3] | [2] | [1] |
| 24. Credit for Program on Non-collegiate Sponsored Instruction (PONSI) by American Council on Education (ACE)..... | [5] | [4] | [3] | [2] | [1] |
| 25. Acceptance of credit for Proficiency Exams.....  | [5] | [4] | [3] | [2] | [1] |
| 26. Acceptance of credit for military experience.....  | [5] | [4] | [3] | [2] | [1] |
| 27. Reputation of the Board of Governors degree program.....   | [5] | [4] | [3] | [2] | [1] |

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