


Pfeiffer, Marie S. "A Study of the Interest of a Selected Group of Women in Continuing Education," *Continuing Education of Women*. Alumnae Council Project, The Ohio State University, Columbus, Ohio, April, 1964.


Pucel, David J., Nelson, Howard F. and Wheeler, David N. *Questionnaire Follow-up Returns as a Function of Incentives and Respond-er Characteristics*. Minneapolis, Minn.: Department of Industrial Education, University of Minnesota, February 1970.


BIBLIOGRAPHY


6. **Council of Southern Universities**

Operates a developmental program for mature women which enables those over 21 years of age who are residents of the South to engage in 1 year of intensive retraining or concentrated study on a full- or part-time basis. Stipends range from $3,000 to $6,000, depending upon the extent of financial need.

7. **Danforth Foundation**

Awards annually approximately 35 Graduate Fellowships for Women to college graduates who are interested in preparing for college or secondary school teaching. Candidates may propose either a full- or part-time program of study leading to a master's or doctor's degree. They must have experienced a continuous break of at least 3 years' duration in their earlier pattern of activity and at the time of their application may not be employed as full-time teachers nor enrolled as full-time graduate students. The awards vary according to individual needs.

8. **National Association of Women Deans and Counselors (NAWDC), Committee on Women's Continuing Education**

Seeks to promote the continuing education of women in colleges and universities by conducting workshops, symposia, and conferences designed to examine the individual and societal needs of women and to suggest ways of meeting these needs. Programs are open to nonmembers as well as members of the association.
NATIONAL PROGRAMS AND RELATED SERVICES FOR
ADULT WOMEN

1. Adult Education Association (AEA), Section on Continuing
   Education for Women
Serves as a channel for stimulating adult educators and other
interested persons in universities, colleges, high schools,
women's organizations, professional associations, business,
unions, government and other pertinent groups to establish con-
tinuing education programs responsive to adult women's needs.
Facilitates exchange of information and ideas among program
developers and encourages program experimentation at section
meetings held during annual AEA conferences and through a
newsletter.

2. American Association of University Women (AAUW)
Conducts a graduate Fellowships Program to enable women of
America and other countries to engage in advanced study and
research.

3. Association for Women's Active Return to Education (AWARE)
Encourages women to strive for excellence by promoting their
education and helping them develop their greatest potential ability.
Has established chapters in some communities to help meet the
local needs of adult women.

4. Association of University Evening Colleges (AUEC), Committee
   on Special Programs for Women
Is engaged in assessing the need for continued focus on special
programs for women in evening colleges and considering how to
extend experience gained in women's programs to all adult students.

5. Catalyst
Seeks to bring to the country's service the unused capacities of
women college graduate who want to combine family and work.
Engages in research and pilot projects to demonstrate the
effectiveness of educated family women, working on less than a
full-time basis, in meeting critical needs for able personnel.
Encourages employers to alter traditional work patterns and
establish flexible job schedules so that women can meet both home
and professional responsibilities.
VIRGINIA
Danville Community College (Danville)
George Washington University (Northern Virginia)
Mary Baldwin College (Staunton)
Medical College of Virginia (Richmond)
Northern Virginia Community College (Annandale)
Richard Bland College, College of William and Mary (Petersburg)
Roanoke College (Salem)
Sweet Briar College (Sweet Briar)
University of Virginia Center for Continuing Education (Falls Church, Fairfax)
Virginia Polytechnic Institute and State University (Blacksburg)

WASHINGTON
Bellevue Community College (Bellevue)
Highline College (Midway)
Spokane Community College (Spokane)
University of Washington (Seattle)

WEST VIRGINIA
Marshall University (Huntington)

WISCONSIN
Alverno College (Milwaukee)
Marquette University (Milwaukee)
University of Wisconsin (Green Bay)
University of Wisconsin (Madison)
University of Wisconsin (Milwaukee)
University of Wisconsin (Parkside, Racine)
Wisconsin State University (Eau Claire)
Wisconsin State University (Oshkosh)
Wisconsin State University (Platteville)
Wisconsin State University (Stevens Point)

(Wells and Magruder, 1971)
PENNSYLVANIA continued
Seton Hill College (Greensburg)
Temple University (Philadelphia)
Thomas Jefferson University (Philadelphia)
University of Pennsylvania (Philadelphia)
University of Pittsburgh (Pittsburgh)
Wilson College (Chambersburg)
Woman's Medical College of Pennsylvania (Philadelphia)

RHODE ISLAND
Bryant College (Providence)
Rhode Island Junior College (Providence)
Rhode Island School of Design (Providence)
Roger Williams College (Providence)
University of Rhode Island (Providence)

SOUTH CAROLINA
Converse College (Spartanburg)
Winthrop College (Rock Hill)

TENNESSEE
Memphis Academy of Arts (Memphis)
Memphis State University (Memphis)
Middle Tennessee State University (Murfreesboro)
University of Tennessee (Knoxville)

TEXAS
Incarnate Word College (San Antonio)
Navarro Junior College (Corsicana)
Southern Methodist University (Dallas)
Tarrant County Junior College (Fort Worth)
Texas Woman's University (Denton)
University of Houston (Houston)
University of Texas (Austin)

UTAH
Southern Utah State College (Cedar City)
University of Utah (Salt Lake City)
Utah State University (Logan)

VERMONT
Goddard College (Plainfield)
OHIO continued
Lake Erie College (Painesville)
Miami University (Middletown)
Notre Dame College (Cleveland)
Ohio Dominican College (Columbus)
Ohio State University (Columbus)
University of Akron (Akron)
University of Cincinnati (Cincinnati)
University of Dayton (Dayton)
Ursuline College (Cleveland)
Western College (Oxford)
Wright State University (Dayton)

OKLAHOMA
Bacone College (Bacone)
Oklahoma City University (Oklahoma City)
University of Oklahoma (Norman)
University of Tulsa (Tulsa)

OREGON
Chemeketa Community College (Salem)
Clackamas Community College (Oregon City)
Marylhurst College (Marylhurst)
University of Oregon (Eugene)

PENNSYLVANIA
Albright College (Reading)
Beaver College (Glenside)
Bucks County Community College (Newtown)
Cedar Crest College (Allentown)
Chesnut Hill College (Philadelphia)
Community College of Allegheny County, South Campus
(West Mifflin)
Community College of Philadelphia (Philadelphia)
La Roche College (Allison Park)
Margaret Morrison Carnegie College, Carnegie-Mellon
University (Pittsburgh)
Millersville State College (Millersville)
Moore College of Art (Philadelphia)
Northampton County Area Community College (Bethlehem)
Pennsylvania State University (Erie)
Pennsylvania State University (McKeesport)
Pennsylvania State University (Middletown)
Pennsylvania State University (Philadelphia)
Pennsylvania State University (University Park)
NEW YORK continued
Orange County Community College (Middletown)
Pace College (New York)
Postgraduate Center for Mental Health (New York)
Queensborough Community College (Bayside)
Rochester Institute of Technology (Rochester)
Rosary Hill College (Buffalo)
St. Joseph’s College (New York)
Sarah Lawrence College (Bronxville)
Skidmore College (Saratoga Springs)
State University Agricultural and Technical College (Canton)
State University Agricultural and Technical College (Farmingdale)
State University College (Oneonta)
State University of New York (Brockport)
State University of New York (Buffalo)
State University of New York (Cortland)
State University of New York (Stony Brook)
Sullivan County Community College (South Fallsburg)
Syracuse University (Syracuse)
Ulster County Community College (Stone Ridge)
Vassar College (Poughkeepsie)
Yeshiva University (New York)

NORTH CAROLINA
Duke University (Durham)
Guilford Technical Institute (Jamestown)
Lenoir Community College (Kinston)
North Carolina State University (Fort Bragg)
Peace College (Raleigh)
Pitt Technical Institute (Greenville)
Queens College (Charlotte)
University of North Carolina (Chapel Hill)
University of North Carolina (Greensboro)

NORTH DAKOTA
Mary College
University of North Dakota (Grand Forks)
University of North Dakota (Williston)

OHIO
Case Western Reserve University (Cleveland)
College of Mount St. Joseph (Mount St. Joseph)
Cuyahoga Community College (Cleveland, Parma)
Davis Junior College of Business (Toledo)
Defiance College (Defiance)
NEW JERSEY continued
Caldwell College (Caldwell)
Camden County College (Blackwood)
Mercer County Community College (Trenton)
Middlesex County College (Edison)
Newark State College (Boonton)
Newark State College (Union)
Ocean County College (Toms River)
Rutgers, The State University (New Brunswick)
Seton Hall University (South Orange)
Tombrock College (West Paterson)

NEW MEXICO
College of the Southwest (Hobbs)

NEW YORK
Adirondack Community (Glens Falls)
Bank Street College of Education (New York)
Barnard College (New York)
Bennett College (Millbrook)
Briarcliff College (Briarcliff Manor)
Brooklyn College (New York)
Broome Technical Community College (Binghamton)
College for Human Services (New York)
Community College of the Finger Lakes (Canandaigua)
Cornell University (Ithaca)
Cornell University, College of Human Ecology (Ithaca)
Cornell University, School of Industrial and Labor Relations (Albany)
Corning Community College (Corning)
Dutchess Community College (Poughkeepsie)
Herkimer County Community College (Ilion)
Hofstra University (Hempstead)
Hudson Valley Community College (Troy)
Jamestown Community College (Jamestown)
Keuka College (Keuka Park)
Long Island University, C.W. Post College (Brookville)
Manhattanville College (Purchase)
Marymount College (Tarrytown)
Nassau Community College (Garden City)
Nazareth College (Rochester)
New School for Social Research (New York)
New York Institute of Technology (Old Westbury)
New York Medical College (New York)
New York University (New York)
MINNESOTA
Golden Valley Lutheran College (Minneapolis)
Macalester College (St. Paul)
College of St. Catherine (St. Paul)
College of Saint Teresa (Winona)
University of Minnesota (Duluth)
University of Minnesota (Minneapolis)
Winona State College (Winona)

MISSISSIPPI
Mississippi State College for Women (Columbus)
University of Mississippi (University)

MISSOURI
Avila College (Kansas City)
Central Missouri State College (Warrensburg)
Culver-Stockton College (Canton)
Drury College (Springfield)
Kansas City Art Institute (Kansas City)
Lindenwood College (St. Charles)
Saint Louis University (St. Louis)
Stephens College (Columbia)
University of Missouri (Columbia)
University of Missouri (Kansas City)
University of Missouri (Ozark Gateway Area)
University of Missouri (St. Louis)
Washington University (St. Louis)

MONTANA
Eastern Montana College (Billings)

NEBRASKA
Chadron State College (Chadron)
College of Saint Mary (Omaha)
Creighton University (Omaha)
University of Nebraska (Lincoln)
University of Nebraska (Omaha)

NEW HAMPSHIRE
Notre Dame College (Manchester)
Rivier College (Nashua)

NEW JERSEY
College of Saint Elizabeth) (Convent Station)
Douglass College (New Brunswick)
Fairleigh Dickinson University (Madison, Rutherford, Teaneck)
MAINE
University of Maine (Augusta)
University of Maine (Orono)

MARYLAND
Community College of Baltimore (Baltimore)
Coppin State College (Baltimore)
Essex Community College (Baltimore)
George Washington University (Montgomery County)
Goucher College (Towson, Baltimore)
Montgomery College (Rockville)
Prince George's Community College (Largo)
Washington College (Chestertown)

MASSACHUSETTS
Anna Maria College (Paxton)
Brandels University (Waltham)
Curry College (Milton)
Garland Junior College (Boston)
Harvard Graduate School of Education (Cambridge)
Jackson College for Women (Medford)
Lesley College (Cambridge)
Northeastern University (Boston, Burlington)
Quincy Junior College (Quincy)
Radcliffe College (Cambridge)
Simmons College (Boston)
Smith College (Northampton)
State College at Framingham (Framingham)
Wellesley College (Wellesley)
Wheelock College (Boston)

MICHIGAN
Aquinas College (Grand Rapids)
Delta College (University Center)
Lake Superior State College (Sault Ste. Marie)
Macomb County Community College (Warren, Mt. Clemens)
Marygrove College (Detroit)
Michigan State University (East Lansing)
Oakland University (Rochester)
University of Detroit (Detroit)
University of Michigan (Ann Arbor)
Wayne State University (Detroit)
Western Michigan University (Kalamazoo)
ILLINOIS continued
Wilbur Wright College (Chicago)

INDIANA

Depauw University (Greencastle)
Indiana State University (Terre Haute)
Indiana University (Bloomington)
Indiana University (South Bend)
Mennonite Biblical Seminary (Elkhart)
Purdue University (Fort Wayne)
Purdue University (Lafayette)
Vincennes University (Vincennes)

IOWA

Drake University (Des Moines)
Grand View College (Des Moines)
Iowa Central Community College (Fort Dodge)
Iowa State University (Ames)
Iowa Wesleyan College (Mount Pleasant)
University of Northern Iowa (Cedar Falls)

KANSAS

College of Emporia (Emporia)
Hesston College (Hesston)
Kansas State University (Manhattan)
Marymount College (Salina)
Washburn University (Topeka)
Wichita State University (Wichita)

KENTUCKY

Bellarmine-Ursuline College (Louisville)
Berea College (Berea)
Lees Junior College (Jackson)
Spalding College (Louisville)
Thomas More College (Covington)
University of Louisville (Louisville)
Western Kentucky University (Bowling Green)

LOUISIANA

Louisiana State University (Baton Rouge)
Loyola University (New Orleans)
Our Lady of Holy Cross College (New Orleans)
Southern University and A. & M. College (Baton Rouge)
Tulane University of Louisiana (New Orleans)
FLORIDA continued
Florida Memorial College (Miami)
Florida Technological University (Orlando)
Lake-Sumter Junior College (Leesburg)
Marymount College (Boca Raton)
Miami-Dade Junior College (Miami)
Rollins College (Winter Park)
Santa Fe Junior College (Gainesville)
University of Florida (Gainesville)
University of Miami (Coral Gables)
University of South Florida (Tampa, St. Petersburg, Sarasota)
University of Tampa (Tampa)

GEORGIA
Agnes Scott College (Decatur)
Armstrong State College (Savannah)
Berry College (Mt. Berry)
Emory University (Atlanta)
Georgia State University (Atlanta)
Medical College of Georgia (Augusta)
Tift College (Forsyth)
University of Georgia (Athens)

HAWAII
University of Hawaii (Honolulu)

IDAHO
College of Southern Idaho (Twin Falls)

ILLINOIS
Bradley University (Peoria)
Central YMCA Community College (Chicago)
Columbia College (Chicago)
Illinois Central College (East Peoria)
Illinois State University (Normal)
Lincoln Land Community College (Springfield)
MacMurray College (Jacksonville)
Mundelein College (Chicago)
Roosevelt University (Chicago)
Rosary College (River Forest)
Saint Xavier College (Chicago)
Southern Illinois University (Carbondale)
Thornton Community College (Harvey)
University of Illinois (Urbana)
CALIFORNIA continued
San Francisco State College (San Francisco)
San Joaquin Delta College (Stockton)
Sana Ana College (Santa Monica)
University of California, Berkeley (San Francisco)
University of California (Davis)
University of California (Irvine)
University of California (Los Angeles)
University of California (Riverside)
University of California (Santa Barbara)
University of San Francisco (San Francisco)

COLORADO
Loretto Heights College (Denver)
Mesa College (Grand Junction)
Southern Colorado State College (Pueblo)
University of Colorado (Boulder)
University of Northern Colorado (Greenley)

CONNECTICUT
Central Connecticut State College (New Britain)
Connecticut College (New London)
Eastern Connecticut State College (Willimantic)
Hartford College for Women (Hartford)
Sacred Heart University (Bridgeport)
University of Bridgeport (Bridgeport)
University of Connecticut (Stamford)
University of Connecticut (Storrs)
University of Hartford (West Hartford)
Western Connecticut State College (Darien, Westport)

DELAWARE
Alma Moore College (Wilmington)
University of Delaware (Newark)

DISTRICT OF COLUMBIA
Georgetown University (D.C.)
George Washington University
Trinity College

FLORIDA
Barry College (Miami)
Central Florida Junior College (Ocala)
Brevard Junior College (Cocoa)
Edison Junior College (Fort Myers)
Florida Atlantic University (Boca Raton)
A PARTIAL LIST OF COLLEGES AND UNIVERSITIES WITH CONTINUING EDUCATION PROGRAMS OR SPECIAL SERVICES FOR WOMEN

ALABAMA
Auburn University (Auburn)
Enterprise State Junior College (Enterprise)
University of South Alabama (Mobile)

ARIZONA
Arizona State University (Tempe)
Arizona Western College (Yuma)
Central Arizona College (Coolidge)
Glendale Community College (Glendale)
Mesa Community College (Mesa)
Phoenix College (Phoenix)
University of Arizona (Tucson)
State College of Arkansas (Conway)

CALIFORNIA
California Lutheran College (Thousand Oaks)
California State College (Long Beach)
California State College (San Bernardino)
California State Polytechnic College (San Dimas)
Chabot College (Hayward)
Chico State College (Chico)
City College of San Francisco (San Francisco)
Claremont Colleges (Claremont)
College of Notre Dame (Belmont)
College of San Mateo (San Mateo)
De Anza College (Cupertino)
Dominican College (San Rafael)
Foothill College (Los Altos Hills)
Humboldt State College (Arcata)
Lone Mountain College (San Francisco)
Long Beach City College (Long Beach)
Los Angeles Pierce College (Woodland Hills)
Marymount College (Palos Verdes Peninsula)
Marymount College at Loyola (Los Angeles)
Merritt College (Oakland)
Mills College (Oakland)
Orange Coast College (Costa Mesa)
Pacific Oaks College (Pasadena)
Pasadena City College (Pasadena)
31. I need assistance in clarifying my educational goals.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

COMMENTS: Please write any suggestions or comments you may have regarding supportive services in the space provided below or an attachment.

BIOGRAPHICAL DATA

32. My age is ________.

33. My race is:
   a. Caucasian
   b. Afro-American
   c. Oriental
   d. American Indian
   e. Other

34. My present marital status is:
   a. single
   b. married
   c. widowed
   d. separated
   e. divorced

35. I have ___ children living at home who are not school age.

36. I am employed outside the home:
   a. full-time
   b. part-time
   c. I am not employed

37. In my opinion, my education has been interrupted?
   a. Yes
   b. No

   If no, proceed to item #39.

38. My education has been interrupted for ____ years.

39. My college of enrollment is:
   a. Continuing Education
   b. University College
   c. Other (Please specify)

40. I am currently enrolled in college coursework:
   a. full-time
   b. part-time

41. I am currently enrolled in college coursework:
   a. daytime
   b. evening

42. To the best of my knowledge, my grade point average for all college work is: ________.

43. To the best of my knowledge, I have earned a total of _____ credit hours at Ohio State University.

44. To the best of my knowledge, I have sufficient college credits to be classified as:
   a. Freshman
   b. Sophomore
   c. Junior
   d. Senior
   e. Post Graduate
SUPPORT SERVICES – ATTITUDES

Please indicate your feelings about the following items by placing a check mark (✓) in the appropriate box.

22. The University should expand its child care program to provide services for children of more students, both full-time and part-time.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

23. Campus child care centers would allow me to take more courses.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

NOTE: If you have suggestions or comments on child care, please feel free to write them below.

24. The University should make more scholarships and/or grants available for mature women students.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

25. Financial assistance should be available to female students pursuing a degree on a part-time basis.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

26. The University should provide academic credit for life and/or work experience.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

27. Physical education should be required of mature women students.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

28. University job referral services could assist me a great deal in seeking employment.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

29. I believe a study skills course would improve my grades.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○

30. The University should provide a lounge or facility on campus for mature men and women students to meet, eat, and share resources.

   Strongly Agree ✓ Agree ○ Neutral ○ Disagree ○
### Child Care continued

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. I am aware of the University Child Care Program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. My child is currently enrolled in an off-campus child care program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. I postponed return to college until my children were school age.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. I have difficulty securing a baby sitter during my class hours.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. I would be interested in participating in a baby-sitting co-op on campus.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Financial Assistance

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>12. I have applied to the University for financial assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. I have been denied financial assistance by the University. If yes, please give reasons why below.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. I have applied and received financial assistance from the University.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 15. My education is presently being financed by: (Please check those which apply) If more than one source, rank order with 1 denoting highest financial source received, 2 denoting second highest source of financial aid, etc.  
a. University scholarship                                                 |     |    |     |
| b. Parents                                                               |     |    |     |
| c. Work-Study                                                            |     |    |     |
| d. Myself                                                                |     |    |     |
| e. Husband                                                               |     |    |     |
| f. University loan (please specify kind of loan)                         |     |    |     |
| g. Other (please specify)                                                |     |    |     |

### Vocation

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I am aware of sources for securing financial assistance.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I am presently satisfied with my career choice.</td>
<td></td>
<td></td>
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<tr>
<td>18. If not satisfied with career choice, would you be interested in obtaining vocational/career counseling?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I need assistance locating the vocational/career counseling service on campus.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I am currently using (have used) University counseling and consultation services. If so, which ones?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. My family is supportive of me furthering my education.</td>
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</tr>
</tbody>
</table>
A NEEDS ASSESSMENT OF
WOMEN STUDENTS
AT THE OHIO STATE UNIVERSITY

Directions: Please respond to each of the following questions by placing a check mark (✓) by the most important reason or item. Check only one item.

1. I am enrolled in courses:
   a. for self enrichment  
   b. to improve self in present job  
   c. to prepare self for future job  
   d. for a degree  
   e. to meet other people  
   f. because friends are enrolled  
   g. to enhance acceptance into graduate school  
   h. other __________________

2. I am currently working toward: (Check one Item)
   a. Bachelor's Degree  
   b. Teaching Certificate (not currently enrolled in Bachelor's Program)  
   c. no degree (Continuing Education)  
   d. improving cumulative point hour ratio  
   e. satisfying prerequisites for graduate or professional school  
   f. other (please specify)  

3. My decision to enter or return to college is attributed to the following: (Check one)
   a. always wanted college education  
   b. to find a more independent lifestyle of my own  
   c. unemployment  
   d. obtain desirable job after children are in school  
   e. death of spouse or parent  
   f. marriage  
   g. increased leisure time makes education possible  
   h. update past education  
   i. divorce  
   j. other (please specify)  

SUPPORT SERVICES

Please respond to the following questions by placing a check mark (✓) in the appropriate column. If you have no children at home below school age, check "N/A" for items #4 through #11. If you have no children, proceed to item #12.

Child Care

4. My child is currently enrolled in the University Child Care Program. ( ) ( ) ( )

5. I would like for my child to be enrolled in the University Child Care Program. ( ) ( ) ( )

6. My child was denied acceptance into the University Child Care Program. ( ) ( ) ( )

[ ] For follow-up only
March 31, 1977

Dear Friend:

Two weeks ago I sent out 200 questionnaires to women students enrolled in University College and the Division of Continuing Education to obtain data for a research study. The purpose of the research is to determine whether the supportive needs of mature women students will be significantly different from those of traditional aged women students at Ohio State University.

This communication is to kindly request you to complete the questionnaire mailed to you on March 10, 1977 if you have not yet had an opportunity to do so. The success of this research and the validity of the results obtained depend upon your response. If you have misplaced the first questionnaire, I have enclosed another and a self-addressed stamped envelope.

Again, may I emphasize that all respondents will be kept in strict confidence and that the completion of the questionnaire will only take 10 minutes or less of your time.

Thank you for your cooperation and assistance in this research endeavor.

Kind regards.

Yours truly,

Denise F. Mahone
Graduate Research Associate

Enclosure

P. S. "The Academic Life You Save May Be Mine!"
Dear Friends:

You have been selected to participate in a research study designed to determine how the needs and attitudes of mature women students (25 years of age and over) enrolled in the Continuing Education Division will differ from those of traditional aged women students enrolled in University College at Ohio State University. This study is being conducted under the close supervision of Drs. William Dowling, William Moore, Jr., and Clarence Cunningham.

Your completion of the enclosed questionnaire will aid the Women's Program, Continuing Education Division, in developing more pertinent programs for mature women students and supportive services to better facilitate their re-entry to college. Further, the data gathered will provide the Division of Continuing Education and University College a descriptive profile of its women students.

I shall be most grateful for your assistance in this phase of my study and hope you will consider this a personal opportunity to participate in improving the programs and supportive services for both mature women students and traditional-aged women students.

The completion of this questionnaire should take no more than 10 minutes from your schedule. To assure the reliability of the results of this study, it is vital that I get your response. Therefore, for your convenience and expediency in returning the questionnaire (within 3 days), I am enclosing a self-addressed stamped envelope. The information you provide will be kept confidential and no individual will be identified in any published reports.

Thank you, in advance, for your assistance and cooperation in this study.

Kind regards and best of luck in pursuit of your educational endeavors.

Sincerely yours,

[Signature]

Denise F. Mahone
Graduate Research Associate

Enclosure

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interrupted education of these adults would be solicited through telephone interviews. This study is recommended since the findings concerning mature women students' need for supportive services did not confirm the researcher's beliefs based on the literature. Thus, the researcher has reason to believe that many mature women interested in continuing their education postpone entry into or return to college until 1) their children are school age, 2) they can identify a point of entry within the university, such as Continuing Education, supportive of their interest in pursuing college coursework for a variety of reasons--personal growth, self-fulfillment, improve self in present job, prepare self for future job, up-date earlier education, for a degree, or to take prerequisites for graduate school and 3) they become confident about their ability to undertake college studies.

6. That a longitudinal study be conducted tracing the mature women students from initial enrollment through graduation to shed light on the extent of their retention in college. Those women students experiencing interruptions between entering college and graduating would be interviewed to determine reasons for interruptions. The results of this study would provide a basis for determining support services needed at the University. The sample for the study would be representative of all mature women students enrolled at The Ohio State University.
2. That a study be conducted comparing the support needs of men and women students 25 years of age and older enrolled at OSU. The results of such a study would establish whether a center for both men and women would be feasible as debated in the review of literature.

3. That a study be conducted investigating the differences between Black women 25 years of age and over and White women 25 and older in their need for supportive services and their attitudes toward those supportive services provided by the University. The enrollment unit for this sample would be all colleges at the University.

4. That a study be conducted to determine the level of sensitivity among learning facilitators at OSU toward adult students 25 and older. Teachers would be notified by the investigator prior to the quarter of interview questions. Data would be collected at the end of the quarter eliciting responses from the teachers in the following areas: How they perceived adults different from traditional college-aged students in the classroom regarding 1) attention span, 2) attendance, 3) grades, 4) promptness of assignments, 5) participation in class discussion, 6) level of motivation, 7) test scores, 8) course options (audit, pass/non-pass), 9) seating in class (implications for visual and hearing acuity).

5. That a community-wide survey be conducted on potential adult students to determine the extent of supportive services desired for re-entry in higher education. Reasons for non-attendance or
5. It is recommended that the University adopt a system whereby credit can be awarded to adult students for life and/or work experience. One such method utilized by some institutions of higher education in awarding credit for life experience is the evaluation of a student's portfolio exhibiting sufficient evidence of knowledge acquired in a subject area.

6. It is recommended that physical education for mature women students be an optional University requirement. Alternatives to enrollment in a physical education activity should be provided such as health education courses or lecture-type courses in physical education.

7. It is recommended that a lounge or facility on campus be provided for mature students to meet, eat, and share resources. The data obtained from this study suggested that both traditional-aged women students and mature women students were supportive of such a facility.

Recommendations for Further Research Studies

1. That the study be replicated using a sample of women 25 years of age and older enrolled at The Ohio State University. This will provide a comparison of mature women enrolled for a variety of reasons and in a variety of colleges such as CED, UVC, Graduate School, Professional School (Law, Medicine, Pharmacy, Denistry, Veterinary Medicine) and undergraduate colleges.
here are that counselors should be provided with in-service training on how mature college students differ from the traditional-aged college students. Because of the variety of support services needed by the returning adult students, both female and male, counselors should familiarize themselves with existing university support services which are available.

3. It is further recommended that the Office of Financial Aid explore all financial sources (federal, state and local) available to them for mature women students returning to college after an interrupted education. Women who have completed an undergraduate degree program and who wish to pursue further coursework leading to an eventual degree, and women who just want course enrollment on a part-time basis for personal enrichment are those most often plagued by their ineligibility for financial assistance.

4. Teachers of adult students who have utilized teaching methods and techniques in the classroom effective with traditional-aged college students should be aware of the fact that different methods and techniques may be more feasible in teaching adult students. It is therefore recommended that University teachers become knowledgeable of effective adult education teaching methods and adult characteristics through enrollment in short courses and seminars sponsored by adult education agencies or through enrollment in University adult education classes.
Recommendations for University Support Programs

A necessary first step in building a more effective support program at The Ohio State University is recognition of the unique problems and needs that are intrinsic to the return of mature women to OSU. Ohio State must begin to recognize its obligation to this new student who has suddenly become an answer to declining enrollment on many campuses. Thus, the following recommendations are made based on the data obtained for this study:

1. Even though the data obtained from the sample in this study on child care did not strongly suggest the need for an expanded child care program, it is recommended that the University initiate a babysitting program on campus utilizing its college students such as those enrolled in Early and Middle Childhood Education or work-study students. Women students with minor children would be encouraged also to lend their services during free time. It is felt that the publicity on such a program would attract women with child care problems to the University. This program would also allow an earlier re-entry for those women who postpone continuing their formal education until their children are school age.

2. University counselors traditionally committed to the advisement of traditional-aged students should understand that their role now includes the advisement of a different kind of student. The implications
cumulative grade point average. Some, however, were currently working toward the bachelor's degree as explained earlier.

On the basis of the findings for respondents reasons for entering or returning to college, it was concluded that mature women students at OSU enter or return to college for a variety of reasons while traditional-aged women students at OSU generally enter college because they "always wanted a college education" or "to find a more independent lifestyle of their own."

There could be implications from those women in CED who indicated they postponed return to college until their children were in school and from those women in CED who indicated they had difficulty securing baby-sitters during class hours. The implications here are that a large percentage of potential mature women students with child care problems are not aware of university child care services available to them. Those who are aware of such services may find they cannot afford both child care tuition and tuition for university enrollment.

The fact that more traditional-aged women students than mature women students were aware of sources for securing financial assistance could help explain why so few mature women students apply to the University for financial assistance.
many hours to remain in UVC but who have not completed the requirements necessary for transfer into their desired degree-granting college, or 2) transferred to OSU from another college and were deficient in course requirements for transfer into a degree-granting college, or 3) completed a degree program earlier for which there was little demand in the job market and were therefore satisfying prerequisites for a second undergraduate degree or for graduate school.

The current educational goal given by most traditional-aged women students was the bachelor's degree. Even though most indicated they were currently working toward the bachelor's degree, the current educational goals of some were not consistent with the purposes of their college of enrollment--UVC. Some, for example, indicated their current educational goal was to obtain a teaching certificate, to satisfy prerequisites for graduate school, to satisfy requirements for a nursing program and/or to work toward a commission in the Marine Corps.

The responses obtained from mature women students on their current educational goals revealed they were 1) taking courses in CED for self-enrichment or to update past skills for job purposes, 2) satisfying prerequisites for graduate school, 3) satisfying requirements for the teaching certificate, or 4) taking courses to improve their
Many mature women students who return to college after an interrupted education initially take courses on a part-time basis to get oriented to the university environment or as some women say, "to get their feet wet." After taking courses for several quarters and experiencing successful levels of achievement, they begin to entertain the possibility of working toward a degree. This decision is usually a result of counseling received whereby they are encouraged to apply the credits earned toward some goal, particularly if they are not satisfied with their present career.

After the decision to pursue a degree is made, many mature women students are undecided on a major area of study. Because of the flexibility in CED, it is the consensus of the counseling staff that students who are undecided on a major area of study remain in CED to explore areas of study available to them. The staff further feels that CED may be more sensitive to the needs of non-traditional students and that perhaps more personalized counseling is provided by that office as opposed to UVC. For these reasons, students who decide to work for a degree after enrolling in CED are encouraged to remain in CED. Once their college requirements have been satisfied, they transfer into their desired degree-granting college.

Other groups of mature women students who are degree-oriented and enrolled in CED consist of students who have either 1) acquired too
Very little difference existed between mature women students and traditional-aged women students' attitude toward 1) university job referral services assisting them greatly in seeking employment, 2) a study skills course improving their grades, 3) the provision of a lounge or facility on campus for mature women and men, and 4) the need for assistance in clarifying their educational goals. However, more traditional-aged women students than mature women students responded positively to all of the above except for the provision of a lounge or facility on campus for mature women and men. The number of respondents in favor of a lounge or facility, in both UVC and CED, were almost equal.

Discussion

The responses obtained from mature women students concerning reasons for course enrollment were somewhat indicative of the purposes of the Credit Non-Degree Program in Continuing Education—-to serve as an enrollment unit for non-traditional (adult) students who wish to take college-level undergraduate courses whether for personal, occupational, or professional reasons without pursuing a degree. The majority of the mature women students were enrolled for the above reasons. Some, however, were enrolled for a degree, despite the fact that CED is not a degree-granting college. It is felt that these results warrant some explanation.
might be attributed to their work and life experiences, whereas, most traditional-aged women students have not began their working careers. These conclusions help explain why so few UVC women students were interested in obtaining vocational and career counseling.

It was concluded that families of traditional-aged women students were more supportive of them furthering their education than families of mature women students. There is the possibility that those mature women students whose families were not supportive of them furthering their education were the women students in CED most in need of University support services--child care, financial aid, counseling and job referral.

The following conclusions were made based on the findings concerning respondents' attitude toward supportive services desired and those services provided by the University: More mature women students than traditional-aged women students felt that 1) the University should expand its child care program to provide services for children of students, both full-time and part-time, 2) the University should make more scholarships and grants available for mature women students, 3) financial assistance should be available to female students pursuing a degree on a part-time basis, 4) the University should provide academic credit for life and work experience and 5) physical education should not be required of mature women students.
than mature women students apply to the University for financial assistance, 2) More traditional-aged women students than mature women students are denied financial assistance by the University and 3) More traditional-aged women students than mature women students apply and receive financial assistance from the University.

It was further concluded that the majority of traditional-aged women students' education is financed by their parents while a large percentage of mature women students either finance their own education or receive financial support from their husbands. Some women in CED indicated their education was being financed by: 1) the Columbus Board of Education, 2) their employer, 3) the Basic Opportunity Grant, 4) University fee reimbursement or 5) a bank loan.

On the basis of the data obtained concerning respondents vocation, it was concluded that more mature women students than traditional-aged women students were 1) not satisfied with their present career choice, 2) interested in obtaining vocational/career counseling and 3) needed assistance locating the vocational and career counseling service. There was very little difference in the number of mature women students and traditional-aged women students who had used the University's counseling and consultation services.

The fact that more mature women students than traditional-aged women students were not satisfied with their present career choice
wanted a college education, 3) to find a more independent lifestyle of my own and 4) to obtain a desirable job after children are in school. The majority of traditional-aged women students indicated they entered college because they always wanted a college education. Others responded they entered college to find a more independent lifestyle of their own.

The findings concerned with child care could not strongly substantiate the need for an expanded child care program at OSU. Only a few CED women students indicated they had children at home who were too young for school while none of the UVC respondents had children. Of those mature women students with minor children, none had children who had been denied acceptance in the university child care program and none had children who were enrolled in the program. Some respondents in CED expressed a desire to enroll their child in the university child care program. However, since none of the CED women students had been denied enrollment in the program, it can be concluded that either their first knowledge of the program's existence was when responding to the questionnaire for this study or they were aware of the program but could not afford the tuition or further, they didn't want to enroll their children in the program.

The data obtained on financial assistance provided a basis for the following conclusions: 1) More traditional-aged women students
Even though the obtained significance level was .0505, the researcher accepted the stated hypothesis of no significant difference at the established .05 level of confidence.

Conclusions

On the basis of the findings, the researcher concluded that:

1) reasons given by mature women students for course enrollment were different from those of traditional-aged women students, 2) the educational goals of mature women students were different from those of traditional-aged women students and 3) the reasons given by mature women students for entering or returning to college were different from those of traditional-aged women students.

The most frequent reasons given by mature women students for course enrollment were 1) to prepare for future job and 2) for self-enrichment. The majority of traditional-aged women students indicated they were enrolled in courses to 1) prepare self for future job and/or 2) for a degree. The educational goal for an overwhelming majority of the respondents in UVC was obtaining the bachelor's degree while most of the mature women in CED were not working toward a degree but just taking courses for self-fulfillment. Some, however, were satisfying prerequisites for graduate school. The most frequent reasons given by mature women students for returning or entering college were 1) to update past education, 2) always
Questionnaire

Item 30 . . . The University should provide a lounge or facility on campus for mature women and men students to meet, eat and share resources.

There was very little difference in the total number of mature women students (6) and traditional-aged women students (7) who were against the University providing a lounge or facility on campus solely for mature women and men students. The total percentage of mature women students (58%) and traditional-aged women students (60.8%) in favor of a facility or lounge on campus for mature students also showed little difference. Thus, these differences did not prove significant at the .05 level of confidence.

Questionnaire

Item 31 . . . I need assistance in clarifying my educational goals.

The largest percentage obtained for women students in both groups was for the response "neutral." A total percentage of 39.7 for mature women students compared to 25.3% of the traditional-aged women students felt they needed assistance in clarifying their educational goals. On the other hand, 32% of the mature women students indicated they did not need assistance in clarifying their educational goals. The data revealed similar findings for traditional-aged women students—a total 35.4% of the traditional-aged women students did not feel they needed assistance in clarifying their educational goals.
Questionnaire

Item 28 . . . University job referral services could assist me a great deal in seeking employment.

There was very little difference between the number of mature women students (43.2%) and traditional-aged women students (46.8%) who responded "agree" to item 28. More traditional-aged women students (31.6%) than mature women students (17.3%) strongly agreed that job referral services could assist them a great deal in seeking employment. However, more mature women students (30.9%) than traditional-aged women students (17.7%) were neutral. These differences did not prove to be significant at the .05 level of confidence.

Questionnaire

Item 29 . . . I believe a study skills course would improve my grades.

The findings revealed that there was little difference between the percentage of mature women students (14.8%) and traditional-aged women students (17.7%) who strongly felt a study skills course would improve their grades. There was also little difference in the percentage of mature women students (18.5%) and traditional-aged women students (17.7%) who responded "disagree" to item 29. There were, however, more traditional-aged women students (32.9%) than mature women students (19.8%) who responded "agree." These differences were not significant at the .05 level of confidence.
Because none of the traditional-aged women students had children, it was not possible to statistically analyze differences between the two groups on the item concerned with campus child care allowing them to take more courses. Thus, only responses obtained from mature women students in CED were reported.

Of the 72 mature women students who responded to item 23—"Campus child care centers would allow me to take more courses"—a total of 14 (19.4%) were in agreement. The majority of respondents (52.8%) were neutral and 27.7% did not feel that campus child care centers would allow them to take more courses.

Since these findings did not strongly support the findings of other studies presented in the literature section, the investigator feels that most mature women students postponed their education until their children were school age. Another factor, however, contributing to the small percentage of mature women students in need of campus child care services is the decline in birth rates, as suggested in the review of literature.

For the remaining items concerned with supportive services, the investigator found that mature women students and traditional-aged women students did not differ significantly in their attitudes. These questionnaire items follow:
Questionnaire
Item 26 . . . The University should provide academic credit for life and/or work experience.

Almost half of the mature women students (49.4%), compared to only 17.7% of the traditional-aged women students, strongly agreed to the provision of University academic credit for life or work experience. On the other hand, more traditional-aged women students (41.6%) than mature women students (23.5%) expressed feelings of mere agreement. It was interesting to note that more mature women students (17%) than traditional-aged women students (7.6%) responded negatively to item 26. These differences proved to be significant at the .01 level.

Questionnaire
Item 27 . . . Physical education should be required of mature women students.

More traditional-aged women students (49.4%) than mature women students (33.3%) felt that physical education should be required of mature women students. On the other hand, more mature women students (41.9%) than traditional-aged women students (23%) expressed negative feelings toward physical education as a requirement for mature women students. Twenty-seven percent of the UVC respondents were indifferent while 19.8% of the respondents in CED were also neutral. These differences were significant at the .01 level.
position. Two respondents from each college expressed negative feelings toward item 22. These differences were significant at the .01 level of confidence.

Questionnaire
Item 24 . . . The University should make more scholarships and grants available for mature women students.

The majority of both mature women students (79%) and traditional aged women students (74.6%) felt that more University scholarships and grants should be available to mature women students. Only one traditional-aged woman student responded negatively while no negative responses were obtained for mature women students. These differences were significant at the .04 level.

Questionnaire
Item 25 . . . Financial assistance should be available to female students pursuing a degree on a part-time basis.

A total of 74 mature women students (92.5%) responded positively to item 25 while a total of three traditional-aged women students (3.8%) responded negatively. A large percentage of traditional-aged women students, however, did express feelings of agreement (83.6%). More traditional-aged women students then mature women students were indifferent. These differences in respondents attitude concerning the availability of financial assistance to female students pursuing a degree on a part-time basis were significant at the .01 level.
H_{0C11} There will be no significant difference between mature women students and traditional-aged women students concerning whether their family is supportive of them furthering their education.

Findings:

This hypothesis was rejected at the .01 level as a result of computing the chi square statistic. One hundred percent (100%) of the traditional-aged women students and 88% of the mature women students indicated their families were supportive of them furthering their education.

H_{0D} There will be no significant difference between mature women students and traditional-aged women students' attitude toward supportive services provided by the University and those services needed.

Findings:

The investigator found that significant differences existed between mature women students and traditional-aged women students in their attitudes toward the following items concerned with supportive services:

Questionnaire

Item 22. . . . The University should expand its child care program to provide services for children of more students, both full-time and part-time.

More mature women students (32.9%) than traditional-aged women students (11.7%) strongly agreed to item 22. A large percentage of respondents in both CED (44.3%) and UVC (50.6%) took a neutral
There will be no significant difference between mature women students and traditional-aged women students' need for assistance in locating the vocational/career counseling services on campus.

The findings revealed there was a greater need among mature women students (30) than traditional-aged women students (20) for assistance in locating the offices which provide vocational and career counseling. However, forty-one respondents in CED and forty-six respondents in UVC indicated they did not need assistance. These differences were not significant at the .05 level, thereby, accepting $H_{O C9}$.

There will be no significant difference between mature women students and traditional-aged women students concerning their utilization of the University counseling and consultation services.

**Findings:**

The findings revealed that no significant difference existed between the number of mature women students and traditional-aged women students who had used the counseling and consultation services at the University. Twenty-two percent (22%) of the mature women students and twenty-six (26%) percent of the traditional-aged women students indicated they had previously used the counseling and consultation services. Since these differences were not significant at the .05 level of confidence, $H_{O C10}$ was accepted.
percent of the traditional-aged women students in UVC indicated they were aware of sources for securing financial assistance while only 41% of the mature women students in CED were knowledgeable of financial assistance available to them.

\textbf{HOC7} There will be no significant difference between mature women students and traditional-aged women students concerning their present satisfaction with career choice.

\textbf{Findings:}

The findings revealed that more traditional-aged women students (83%) than mature women students (52%) were satisfied with their career choice. The chi square value obtained was significant at the .01 level, therefore, \( H_{OC7} \) was rejected.

\textbf{HOC8} There will be no significant difference between mature women students and traditional-aged women students concerning their interest in obtaining vocational/career counseling.

\textbf{Findings:}

As a result of computing the chi square value for this hypothesis, the researcher found no significant difference between the mature women students and traditional-aged women students' interest in obtaining vocational/career counseling. However, more mature women students (32) than traditional-aged women students (19) expressed an interest in receiving vocational/career counseling. These differences were not significant at the .05 level. \( H_{OC8} \) was accepted.
A large percentage of mature women in CED (33%) indicated their education was being financed by their husbands while the majority of traditional-aged women students (64%) indicated their education was being financed by their parents. Thirty-one percent of the mature women students and 11% of the traditional-aged women students said they were paying for their own education. Twenty-seven percent of the mature women students and 18% of the traditional-aged women students responded their education was being financed by "other" sources. These specific sources for financial assistance were found to be 1) Columbus Board of Education (CED), 2) Employer (CED), 3) Local or private scholarship (UVC), 4) Basic Education Opportunity Grant (CED and UVC), 5) University reimbursement (CED), and 6) Bank Loan (CED and UVC).

The hypothesis of no significant difference between the two groups concerning the source of financial assistance for their education proved to be significant at the .01 level, therefore, rejecting $H_{OC6}$. There will be no significant difference between mature women students and traditional-aged women students concerning their awareness of sources for financial assistance.

**Findings:**

The chi square test of independence computed for this hypothesis proved significant at the .01 level, thereby rejecting $H_{OC6}$. Eighty-five
HOC3 There will be no significant difference between mature women students and traditional-aged women students concerning denial of financial assistance by the University.

Findings:

The findings revealed that only two respondents in CED and four respondents in UVC had been denied financial assistance by the University. The total number of cases in this analysis was 52 for CED and 48 for UVC. These differences were not significant at the .05 level of confidence. Therefore, HOC3 was accepted.

HOC4 There will be no significant difference between mature women students and traditional-aged women students concerning whether application was made to the University for financial assistance and received.

Findings:

Of 68 respondents in CED, seven or 10.3% indicated they had applied and received financial assistance from the University while 21 of 62 respondents in UVC (33.9%) had applied and received financial assistance. The chi square value obtained for this analysis proved to be significant at the .01 level, thereby, rejecting HOC4.

HOC5 There will be no significant difference between mature women students and traditional-aged women students concerning their source of financial assistance for their education.
24 cases, only five mature women students indicated they would like their child enrolled in UCCP. 3) None of the 18 respondents said their child had been denied acceptance into the UCCP. 4) Only nine of 26 respondents in CED said they were aware of UCCP. 5) Six of 24 respondents in CED said their child was enrolled in an off-campus child care program. Eighteen were not enrolled in an off-campus child care program. 6) Eleven of 28 respondents in CED postponed return to college until their children were in school. 7) Less than a third (8) of 27 respondents in CED indicated they had difficulty securing a baby-sitter during class hours. 8) Eight of 26 mature women students expressed an interest in participating in a baby-sitting co-op on campus. Respondents for the items concerning child care consisted only of those mature women students who had small children.

\( H_{0C2} \) There will be no significant difference between the mature women students and traditional-aged women students concerning applications made to the University for financial assistance.

**Findings:**

The findings revealed that more traditional-aged women students (38%) than mature women students (11%) had applied to the University for financial assistance. The chi square value of 14.29 proved significant at the .01 level, thereby, rejecting \( H_{0C2} \).
The most frequent responses given by mature women students for entering or returning to college were: 1) "other"—reasons other than those listed (28%), 2) to update past education (19%), 3) always wanted a college education (15%), 4) to find a more independent lifestyle for self (14%), and 5) to obtain a desirable job after children are in school (12%).

The majority of traditional-aged women students (61%) indicated they always wanted a college education. Twenty-nine percent responded "to find a more independent lifestyle." Responses to "update past education" accounted for three percent of the traditional-aged women students and the six respondents who had reasons other than those listed accounted for eight percent of the sample in UVC.

$H_0$ There will be no significant difference between the mature women students and traditional-aged women students concerning child care services.

Findings:

The data related to this hypothesis revealed that none of the respondents in UVC had children, therefore, it was not possible to statistically test the differences between the two groups. The data obtained from mature women students concerning child care, however, was interesting. The findings were as follows: 1) Of 23 cases, 23 mature women students said their child was not enrolled in the University Child Care Program, hereafter referred to as UCCP. 2) Of
Thirty-one percent of the mature women students did not have specific educational goals—they were not working for a degree but were taking courses that were either of interest to them or that were job related. Twenty-seven percent indicated that obtaining the bachelor's degree was their current educational objective; sixteen percent were currently satisfying prerequisites for graduate school; sixteen percent responded "other" and thus had more specific and individual goals than those items provided in the instrument. Six percent of the respondents in CED indicated they were taking courses to satisfy state requirements for the teaching certificate and four percent said they were improving their cumulative grade point average. These differences between the two groups concerning current educational goals were reflected in a chi square significance at the .01 level of confidence. Therefore, the evidence rejected $H_{OB2}$.

$H_{OB3}$ There will be no significant difference between the mature women students and traditional-aged women students concerning their reasons for entering or returning to college.

**Findings:**

As a result of computing the chi square value on data received for this hypothesis, the differences in reasons between the two groups for entering or returning to college proved to be significant at the .01 level of confidence. The evidence, therefore, rejected $H_{OB3}$. 
The reasons most frequently given by mature women students for course enrollment were: 1) To prepare self for future job (32%), 2) For self-enrichment (28%), and 3) for a degree (21%). Seven percent of the respondents in CED indicated they were enrolled to improve themselves in their present job and six percent responded "to enhance acceptance into graduate school." The majority of traditional-aged students (64%) indicated they were enrolled in courses to prepare themselves for future jobs. Thirty-one percent were enrolled for a degree.

H0B2 There will be no significant difference between the mature women students and traditional-aged women students concerning their educational goals.

Findings:

The findings revealed that there was a significant difference between the current educational goals of mature women students and traditional-aged women students. Eighty percent of the traditional-aged women said that obtaining the bachelor's degree was their current educational goal while four percent said they were working toward improving their cumulative grade point average. Further data obtained from respondents in UVC concerning current educational goals seemed somewhat spurious. For example, six percent responded "teaching certificate," and five percent responded "satisfying prerequisites for graduate school."
sufficient credit hours to be classified as 'post graduate' while all of the traditional-aged women students were classified as either freshmen or sophomores. 9) The mean number of credit hours earned by mature women enrolled in CED was 66 while for traditional-aged women students enrolled in UVC it was 47. 10) The mean grade point average obtained for women in CED was significantly higher than that for traditional-aged women students in UVC--3.01 for CED and 2.80 for UVC.

The mean age for women enrolled in CED was 34 while for UVC women students the mean age was 19. The racial composition for CED was found to be 94% Caucasian and 6% Afro-American. Similiar findings were obtained for UVC--95% were Caucasian and 5% were Afro-American.

It was not possible to statistically analyze responses to the variable concerning number of children at home who were too young for school since none of the respondents in UVC had children.

\[ H_{OB1} \] There will be no significant difference between the mature women students and traditional-aged women students concerning reasons for course enrollment.

**Findings:**

The differences in reasons given by respondents for course enrollment proved significant at the .01 level of confidence as a result of computing a chi square value. Therefore, \[ H_{OB1} \] was rejected.
credit hours earned, and cumulative grade point average. These differences proved to be significant at the .05 level of confidence. Therefore, \( H_{OA} \) was rejected except for race.

More specifically, the findings in the profile analysis revealed the following: 1) The majority of mature women students were married (58%) whereas almost all of the traditional-aged women students were single (96%); 2) Even though only twenty percent of the mature women students in CED had children at home who were not school age, none of the traditional-aged women students had children. 3) More mature women students than traditional-aged women students were employed full-time. Fifty-four percent of the traditional-aged women students indicated they were not employed. 4) Thirty-three mature women students experienced interrupted educations ranging from 3 to 22 years with an obtained mean of 9.94. There were no valid cases for UVC since none of the respondents in UVC felt they had experienced an interruption in their education. 5) Almost all of the traditional-aged women students were enrolled full-time (99%) while only 18% of the mature women students were enrolled full-time. 7) The majority of traditional-aged women students were enrolled in courses during the day (96%) while about half of the mature women students were enrolled during the day (49%) and the other half enrolled evenings only (47%). 8) The majority of mature women students felt they had
Four major hypotheses were tested. Statistical procedures used to accept or reject the stated null hypotheses were the t-test and chi square. The null hypotheses of no significant difference between the samples were rejected at the .05 level of confidence.

This section of Chapter V presents the null hypotheses that were tested for this study and the findings.

\( H_0^A \) There will be no significant difference in the characteristics of mature women students enrolled in CED and traditional-aged women students enrolled in UVC except for age.

**Findings:**

The responses obtained revealed that except for race, a significant difference existed in the profile of mature women students enrolled in CED and traditional-aged women students enrolled in UVC at The Ohio State University. The characteristics composing the profile were questionnaire items appearing in the biographical data section of the instrument for this study.

Characteristics on which a significant difference existed between the two groups were marital status, employment status, respondents' opinion of whether their education had been interrupted, years education had been interrupted, course enrollment status (full-time or part-time), course enrollment time (day, evening or both), academic classification according to college credit hours earned, number of
workshops, conferences and bag lunches. A needs assessment was further perceived as having implications for counseling in CED.

Traditional-aged women students in UVC were selected to participate in this study to determine if students aged 25 and older had significantly different support needs and attitudes toward supportive services from those of traditional college women students aged 18 to 22.

The method used to collect data was a mailed, color-coded questionnaire consisting of 44 items which elicited data in four areas: 1) reasons for attending college, 2) support services desired, 3) attitudes toward support services, and 4) biographical data. Data were gathered for this study between March and April of 1977.

The returned questionnaires were coded and keypunched on data processing cards. These cards were then analyzed by computer utilizing the SPSS—Statistical Package for the Social Sciences.

The sample for this study consisted of 200 women students enrolled at The Ohio State University Autumn Quarter, 1976. Of the 200 women students randomly selected from UVC and CED, 80% response was obtained. Eighty-one respondents were mature women students, 25 years of age and older enrolled in CED and 79 respondents were traditional-aged women students, 18 to 22 years of age, enrolled in UVC.
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

A purpose of this study was to determine whether the self-perceived support needs of mature women students enrolled in CED would be different from those of traditional-aged women students enrolled in UVC at The Ohio State University. A comparison of mature women students and traditional-aged women students was made in the following areas: reasons for attending college, support services desired and attitudes toward support services provided by the University. The support needs and/or services in this study referred to those self-perceived needs of women students which were felt to be obstacles to successful levels of achievement or continued studies such as child care, financial assistance, counseling and consultation, and employment.

In addition, it was the purpose of this study to provide the Office of Women's Programs in The Division of Continuing Education a descriptive profile of its women students 25 years of age and older. A profile of women 25 years of age and older in CED was desired by that office to assist in the development of support programs such as
Table 36 presents responses to the item concerning respondents' need for assistance in clarifying their educational goals. The data revealed that, overall, more mature women students (39.7%) than traditional-aged women students (25.3%) expressed a need for assistance in clarifying their educational goals. There was very little difference in the total percentage of mature women students (32%) and traditional-aged women students (35.4%) who felt they did not need assistance in clarifying their educational goals. The chi square value of 9.46 with 4 degrees of freedom was not significant at the established .05 level of confidence. Therefore, \( H_{010} \) was accepted.

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=78)</td>
<td>11 14.1</td>
<td>20 25.6</td>
<td>22 28.2</td>
<td>16 20.5</td>
<td>9 11.5</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>5  6.3</td>
<td>15 19.0</td>
<td>31 39.2</td>
<td>25 31.6</td>
<td>3  3.8</td>
</tr>
<tr>
<td>Total</td>
<td>16 20.4</td>
<td>35 44.6</td>
<td>53 67.4</td>
<td>41 52.1</td>
<td>12 15.3</td>
</tr>
</tbody>
</table>

Chi Square = 9.462 4 degrees of freedom  Not Significant at .05 level
Table 35 summarizes responses to the item concerning the University's provision of a lounge or facility on campus for mature women and men students to meet, eat and share resources. More mature women students (28.4%) than traditional-aged women students (12.7%) tended to "strongly agree" to item 30 while more traditional aged women students (48.1%) than mature women students (29.6%) agreed moderately. There was very little difference in the way both groups responded to the remaining choices on the scale. The chi square value of 8.677 with 4 degrees of freedom did not prove to be significant at the .05 level, therefore, H_0\textsubscript{Dg} was accepted.

Table 35

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Strongly Agree No.</th>
<th>Strongly Agree %</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Neutral No.</th>
<th>Neutral %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>Strongly Disagree No.</th>
<th>Strongly Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=81)</td>
<td>23</td>
<td>28.4</td>
<td>24</td>
<td>29.6</td>
<td>28</td>
<td>34.6</td>
<td>4</td>
<td>4.9</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>10</td>
<td>12.7</td>
<td>38</td>
<td>48.1</td>
<td>24</td>
<td>30.4</td>
<td>5</td>
<td>6.3</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>Total</td>
<td>33</td>
<td>41.1</td>
<td>62</td>
<td>77.7</td>
<td>52</td>
<td>65.0</td>
<td>9</td>
<td>11.2</td>
<td>4</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Chi Square = 8.677  4 degrees of freedom  Not Significant at .05 level
Presented in Table 34 is the chi square test of independence for respondents' attitude toward item 29—"I believe a study skills course would improve my grades." More traditional-aged women students (32.9%) than mature women students (20%) believed a study skills course would improve their grades. Eighteen percent of the sample in UVC and 15% of the sample in CED "strongly" believed their grades would improve as a result of a study skills course. More mature women students (40.7%) than traditional-aged women students (30.4%) were indifferent to item 29. Six percent of the mature women students, compared to one percent of the traditional-aged women students, "strongly" believed a study skills course would not improve their grades. The chi square value of 6.633 with 4 degrees of freedom was not significant at the .05 level, therefore, $H_{0\Delta}$ was accepted.

Table 34

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Strongly Agree No.</th>
<th>Strongly Agree %</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Neutral No.</th>
<th>Neutral %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>Strongly Disagree No.</th>
<th>Strongly Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=81)</td>
<td>12</td>
<td>14.8</td>
<td>16</td>
<td>19.8</td>
<td>33</td>
<td>40.7</td>
<td>15</td>
<td>18.5</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>14</td>
<td>17.7</td>
<td>26</td>
<td>32.9</td>
<td>24</td>
<td>30.4</td>
<td>14</td>
<td>17.7</td>
<td>1</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>32.5</td>
<td>42</td>
<td>52.7</td>
<td>57</td>
<td>74.1</td>
<td>29</td>
<td>36.2</td>
<td>6</td>
<td>7.5</td>
</tr>
</tbody>
</table>

Chi Square = 6.63 4 degrees of freedom Not Significant at .05 level
responded "agree" while 46.8% of the traditional-aged women students also responded "agree." Three respondents in UVC, compared to seven respondents in CED, indicated that job referral services could not assist them in seeking employment. The data obtained indicated there was no significant difference between the mature women students and the traditional-aged women students in their attitudes toward the University job referral services assisting them a great deal in seeking employment. Therefore, the chi square value of 9.38 with 4 degrees of freedom accepted $H_{0D}$ at the .052 level.

Table 33

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' ATTITUDE TOWARD "UNIVERSITY JOB REFERRAL SERVICES COULD ASSIST ME A GREAT DEAL IN SEEKING EMPLOYMENT"

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Strongly Agree No.</th>
<th>Strongly Agree %</th>
<th>Agree No.</th>
<th>Agree %</th>
<th>Neutral No.</th>
<th>Neutral %</th>
<th>Disagree No.</th>
<th>Disagree %</th>
<th>Strongly Disagree No.</th>
<th>Strongly Disagree %</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=81)</td>
<td>14</td>
<td>17.3</td>
<td>35</td>
<td>43.2</td>
<td>25</td>
<td>30.9</td>
<td>4</td>
<td>4.9</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>25</td>
<td>31.6</td>
<td>37</td>
<td>46.8</td>
<td>14</td>
<td>17.7</td>
<td>3</td>
<td>3.8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
<td><strong>48.9</strong></td>
<td><strong>72</strong></td>
<td><strong>90.0</strong></td>
<td><strong>39</strong></td>
<td><strong>48.6</strong></td>
<td><strong>7</strong></td>
<td><strong>8.7</strong></td>
<td><strong>3</strong></td>
<td><strong>3.7</strong></td>
</tr>
</tbody>
</table>

Chi Square = 9.38  4 degrees of freedom  Not Significant at .05 level
These differences proved to be significant at the .01 level of confidence, thereby rejecting $H_{0DG}$. The chi square value obtained was 13.74 with four degrees of freedom.

Table 32
CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' ATTITUDE TOWARD "PHYSICAL EDUCATION SHOULD BE REQUIRED OF MATURE WOMEN STUDENTS"

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>CED (N=81)</td>
<td>7</td>
<td>8.6</td>
<td>20</td>
<td>24.7</td>
<td>16</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>9</td>
<td>11.4</td>
<td>30</td>
<td>38.0</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>20.0</td>
<td>50</td>
<td>62.7</td>
<td>37</td>
</tr>
</tbody>
</table>

Chi Square = 13.743  4 degrees of freedom  Significant at .01 level

Table 33 illustrates the chi square analysis of independence for respondents' attitude concerning whether job referral services could assist them a great deal in seeking employment. The responses to this questionnaire item revealed that more traditional-aged women students than mature women students had a need for job referral services. Thirty-two percent of the traditional-aged women students, compared to 17.3% of the mature women students, responded "strongly agree." However, a large percentage of mature women students (43.2%)
Table 31

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' ATTITUDE TOWARD "THE UNIVERSITY SHOULD PROVIDE ACADEMIC CREDIT FOR LIFE AND/OR WORK EXPERIENCE"

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=81)</td>
<td>40 49.4</td>
<td>19 23.5</td>
<td>8 9.9</td>
<td>11 13.6</td>
<td>3 3.7</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>14 17.7</td>
<td>33 41.8</td>
<td>26 32.9</td>
<td>6 7.6</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Total</td>
<td>54 66.1</td>
<td>52 65.3</td>
<td>34 42.8</td>
<td>17 21.2</td>
<td>3 3.7</td>
</tr>
</tbody>
</table>

Chi Square = 30.267  4 degrees of freedom  Significant at .01 level

Table 32 shows the chi square test of independence for UVC and CED respondents' attitude toward item 27--physical education should be required of mature women students. More traditional-aged women students (38%) than mature women students (24.7%) felt that physical education should be required of mature women students. On the other hand, more mature women students (28.4%) than traditional-aged women students (21.5%) felt that physical education should not be a requirement for mature women students. Nineteen percent of the mature women students, compared to only 2.5% of the traditional-aged women students, expressed feelings of strong disagreement to item 26.
Table 30

**CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' ATTITUDE TOWARD "FINANCIAL ASSISTANCE SHOULD BE AVAILABLE TO FEMALE STUDENTS PURSUING A DEGREE ON A PART-TIME BASIS"

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>CED (N=80)</td>
<td>42 52.5</td>
<td>32 40.0</td>
<td>6 7.5</td>
<td>0 0.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>21 26.6</td>
<td>45 57.0</td>
<td>10 12.7</td>
<td>2 2.5</td>
<td>1 1.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>63 79.1</strong></td>
<td><strong>77 97.0</strong></td>
<td><strong>16 20.2</strong></td>
<td><strong>2 2.5</strong></td>
<td><strong>1 1.3</strong></td>
</tr>
</tbody>
</table>

Chi Square = 13.189  4 degrees of freedom  Significant at .01 level

Table 31 presents the chi square analysis of independence for respondents' attitude toward item 26 concerning academic credit for life or work experience. Almost half of the mature women students (49.4%) compared to 17.7% of the traditional-aged women students, agreed to the provision of university academic credit for life or work experience. Forty-two percent of the traditional-aged women students responded "agree" while 23.5% of the mature women students also expressed feelings of agreement. More mature women students (17%) than traditional-aged women students (7.6%) responded negatively to item 26. These differences were significant at the .01 level. \( H_0 \) was therefore rejected.
available to female students pursuing a degree on a part-time basis.

More mature women students (52.5%) than traditional-aged women students (26.6%) responded 'strongly agree' to item 25, while the majority of traditional-aged women students (57%) tended to take a less stronger position on the scale by responding 'agree.' Forty percent of the mature women students also responded 'agree.' Three respondents in UVC expressed negative feelings toward financial assistance being available to women students pursuing a degree on a part-time basis. Table 30 presents a summary of these data. The chi square value of 13.18 with 4 degrees of freedom was significant at the .01 level of confidence. Therefore, $H_0$ was rejected.

**Table 29**

**CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' ATTITUDE TOWARD "THE UNIVERSITY SHOULD MAKE MORE SCHOLARSHIPS AND/OR GRANTS AVAILABLE FOR MATURE WOMEN STUDENTS"**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>CED (N=81)</td>
<td>39 48.1</td>
<td>25 30.9</td>
<td>17 21.0</td>
<td>0 .0</td>
<td>0 .0</td>
</tr>
<tr>
<td>UVC (N=79)</td>
<td>22 27.8</td>
<td>37 46.8</td>
<td>19 24.1</td>
<td>1 1.3</td>
<td>0 .0</td>
</tr>
<tr>
<td>Total</td>
<td>61 75.9</td>
<td>62 77.7</td>
<td>36 45.1</td>
<td>1 1.3</td>
<td>0 .0</td>
</tr>
</tbody>
</table>

Chi Square = 8.147  3 degrees of freedom  Significant at .05 level
Table 28

CED RESPONDENTS' ATTITUDE TOWARD CAMPUS CHILD CARE CENTERS ALLOWING THEM TO TAKE MORE COURSES

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=72)</td>
<td>9 12.5</td>
<td>5 6.9</td>
<td>38 52.8</td>
<td>14 19.4</td>
<td>6 8.3</td>
</tr>
</tbody>
</table>

Table 29 illustrates the differences between respondents in CED and UVC regarding their attitude toward item 24—"the University should make more scholarships and/or grants available for mature women students." An analysis of the data revealed that almost half of the mature women students (48.1%) had strong feelings of agreement concerning item 24, while 30.9% responded 'agree' and 21% responded 'neutral.' Forty-seven percent of the traditional-aged women students felt the University should avail more scholarships and grants to mature women students while 27.8% had even stronger feelings of agreement. Twenty-four percent of the respondents in UVC were indifferent. The chi square value of 8.147 with 3 degrees of freedom proved to be significant at the .05 level, thus, rejecting $H_{O3}$. The chi square analysis was used to determine if there was a difference in the mature women students and traditional-aged women students' attitude toward item 25—"financial assistance should be
Table 27

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' ATTITUDE TOWARD EXPANSION OF UNIVERSITY CHILD CARE PROGRAM TO PROVIDE SERVICES FOR CHILDREN OF MORE STUDENTS, BOTH FULL-TIME AND PART-TIME

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CED (N=79)</td>
<td>26 32.9</td>
<td>16 20.3</td>
<td>35 44.3</td>
<td>2 2.5</td>
<td>0 0.0</td>
</tr>
<tr>
<td>UVC (N=77)</td>
<td>9 11.7</td>
<td>27 35.1</td>
<td>39 50.6</td>
<td>1 1.3</td>
<td>1 1.3</td>
</tr>
<tr>
<td>Total</td>
<td>35 44.6</td>
<td>43 55.4</td>
<td>74 94.9</td>
<td>3 3.8</td>
<td>1 1.3</td>
</tr>
</tbody>
</table>

Chi Square = 12.597  4 degrees of freedom Significant at .01 level

Table 28 presents responses of mature women students to item 23 concerned with whether campus child care centers would allow them to take more courses. Because none of the traditional-aged women students had children, it was not possible to test the independence of the two groups on this item. Of the 72 mature women students who responded to item 23, nine responded 'strongly agree' while five responded 'agree.' As revealed in Table 5, 16 respondents in CED indicated they had children at home who were too young for school. Apparently the other two cases were satisfied with their present child care arrangements or were indifferent.
HOD8 There will be no significant difference between the mature women students and traditional aged women students' attitude toward "I believe a study skills course would improve my grades."

HOD9 There will be no significant difference between the mature women students and traditional aged women students' attitude toward "The University should provide a lounge or facility on campus for mature women and men students to meet, eat, and share resources."

HOD10 There will be no significant difference between the mature women students and traditional aged women students' attitude toward "I need assistance in clarifying my educational goals."

Table 27 presents the chi square analysis of independence between respondents' college of enrollment and their attitude concerning item 22—The University should expand its child care program to provide services for children of more full-time and part-time students. A large percentage of women in CED (44.3%) and UVC (50.6%) took a neutral position when asked to rate their feeling toward item 22 on a scale from 'strongly agree' to 'strongly disagree.' More mature women students (32.9%) than traditional-aged women students (11.7%) strongly agreed that the University child care program should be expanded to provide services for children of more full-time and part-time students. The chi square value of 12.597 with 4 degrees of freedom proved significant at the .01 level, thereby rejecting HOD1.
HOD1 There will be no significant difference between the mature women students and traditional-aged women students' attitudes toward expansion of the University child care program to provide services for children of more students, both full-time and part-time.

HOD2 There will be no significant difference between the mature women students and traditional-aged women students' attitudes toward campus child care centers allowing them to take more courses.

HOD3 There will be no significant difference between the mature women students and traditional aged women students' attitudes toward "the University should make more scholarships and/or grants available for mature women students."

HOD4 There will be no significant difference between the mature women students and traditional aged women students' attitudes toward "financial assistance should be available to female students pursuing a degree on a part-time basis."

HOD5 There will be no significant difference between the mature women students and traditional aged women students' attitudes toward "the University should provide academic credit for life and/or work experience."

HOD6 There will be no significant difference between the mature women students and traditional aged women students' attitudes toward "physical education should be required of mature women students."

HOD7 There will be no significant difference between the mature women students and traditional aged women students' attitude toward "University job referral services could assist me a great deal in seeking employment."
freedom which proved to be significant at the .01 level. $H_{0C10}$ was therefore rejected. Table 26 presents a summary of these data.

Table 26

<table>
<thead>
<tr>
<th>Family Supportive of Me Furthering My Education</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=75)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>66</td>
</tr>
<tr>
<td>No</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>75</strong></td>
</tr>
</tbody>
</table>

Chi Square = 8.005  1 degree of freedom  Significant at .01 level

The remaining part of this section presents an analysis pertaining to mature women students in CED and traditional-aged women students in UVC and their attitude toward supportive services provided by the University and those services needed. The following null hypotheses were tested.

$H_{0D}$ There will be no significant difference between the mature women students and traditional-aged women students' attitudes toward supportive services provided by the University and those services needed in regard to the following:
than 75% of the sample responding to this item (111) indicated they had not used this service. Of the 111 respondents who had not used this service, 57 were mature women students in CED. The chi square value of .15 did not prove to be significant at the .05 level, thereby, accepting $H_0$.

Table 25

CHI SQUARE TEST OF INDEPENDENCE FOR WHETHER RESPONDENTS HAVE USED THE UNIVERSITY COUNSELING AND CONSULTATION SERVICES

<table>
<thead>
<tr>
<th>Have Used the University Counseling and Consultation Services</th>
<th>College of Enrollment</th>
<th></th>
</tr>
</thead>
</table>
|                                                             | CED (N=73)  | UVC (N=73)
|                                                             | No.  | Percent  | No.  | Percent  |
| Yes                                                        | 16   | 21.9      | 19   | 26.0      |
| No                                                        | 57   | 78.1      | 54   | 74.0      |
| Total                                                     | 73   | 100.0     | 73   | 100.0     |

Chi Square = .150 1 degree of freedom Not Significant at .05 level

For the variable, 'my family is supportive of me furthering my education,' all 79 traditional-aged women students in UVC responded "yes." Nine mature women students in CED indicated their families were not supportive of them furthering their education. These differences were reflected in a chi square value of 8.0 with 1 degree of
Table 24 presents the chi square analysis for respondents' need for assistance locating vocational/career counseling services on campus. The findings revealed there was no significant difference between mature women students in CED and traditional-aged women students in UVC concerning their need for assistance locating the vocational/career counseling service on campus. The chi square value of 1.62 with 1 degree of freedom was not significant at the .05 level, thereby rejecting $H_{0C9}$.

Table 24

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS NEED FOR ASSISTANCE LOCATING THE VOCATIONAL/CAREER COUNSELING SERVICES ON CAMPUS

<table>
<thead>
<tr>
<th>Need Assistance Locating Vocational/Career Counseling Service</th>
<th>College of Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=71)</td>
<td>UVC (N=66)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
<td>42.3</td>
<td>20</td>
</tr>
<tr>
<td>No</td>
<td>41</td>
<td>57.7</td>
<td>46</td>
</tr>
<tr>
<td>Total</td>
<td>71</td>
<td>100.0</td>
<td>66</td>
</tr>
</tbody>
</table>

Chi Square = 1.623  1 degree of freedom  Not Significant at .05 level

Table 25 presents an analysis of mature women students in CED and traditional-aged women students in UVC who are currently using or have used University counseling and consultation services. More
counseling, to the fact that all students entering UVC participate in an orientation, testing, and scheduling program. This orientation program is designed to acquaint students with the numerous resources at the University, help them prepare class schedules and inform them about other educational opportunities. Also, for those students who are undecided about their degree program, a special advisement program, the General Baccalaureate Curriculum exists to help students learn about career opportunities and make decisions concerning their educational and career goals.

The chi square value of .361 with 1 degree of freedom did not prove to be significant. Therefore, the evidence presented in Table 23 accepted \( H_0 \) and there is no difference between the two groups in their interest in obtaining vocational/career counseling.

Table 23

<table>
<thead>
<tr>
<th>Interested in Vocational/Career Counseling</th>
<th>College of Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=56)</td>
<td>UVC (N=39)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.  Percent</td>
<td>No.  Percent</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>32 57.1</td>
<td>19 48.7</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>24 42.9</td>
<td>20 51.3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>56 100.0</td>
<td>39 100.0</td>
<td></td>
</tr>
</tbody>
</table>

\[ \text{Chi Square} = 0.361 \text{ 1 degree of freedom  Not Significant at .05 level} \]
thirteen respondents in UVC were not satisfied with their present career choice. \( H_{O_C} \) was therefore rejected.

Table 22

**CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS SATISFACTION WITH PRESENT CAREER CHOICE**

<table>
<thead>
<tr>
<th>Satisfied with Career Choice</th>
<th>College of Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=79)</td>
<td>UVC (N=76)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>41</td>
<td>51.9</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>38</td>
<td>48.1</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>79</td>
<td>100.0</td>
<td>76</td>
</tr>
</tbody>
</table>

Chi Square = 15.482  1 degree of freedom  Significant at .01 level

Table 23 summarizes the difference between the women who expressed an interest in obtaining vocational/career counseling. Thirty-two mature women students in CED indicated they were interested in obtaining vocational/career counseling while twenty-four were not. Nineteen traditional-aged women students in UVC indicated they were interested in obtaining vocational/career counseling while twenty were not interested. Of the 65 cases missing from this observation, 40 cases were enrolled in UVC. The researcher attributed the large number of missing cases in UVC, in addition to the 20 respondents who indicated they were not interested in obtaining vocational/career
Table 21

**CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' AWARENESS OF SOURCES FOR SECURING FINANCIAL ASSISTANCE**

<table>
<thead>
<tr>
<th>Aware of Sources for Securing Financial Assistance</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=73)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>30</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>73</td>
</tr>
</tbody>
</table>

Chi Square = 29.92  1 degree of freedom  Significant at .01 level

Vocation

Table 22 exhibits the chi square analysis of independence for respondents' satisfaction with present career choice. The corrected chi square (2 x 2 table) value of 15.48 with 1 degree of freedom was significant at the .01 level of confidence. The data revealed that there was a significant difference between respondents in CED and respondents in UVC concerning satisfaction with career choice. Forty-one respondents in CED (51.9%) were presently satisfied with their career choice in comparison to sixty-three respondents in UVC (82.9%) who indicated they were presently satisfied with their career choice. Thirty-eight CED respondents were not satisfied with their career choice while
To determine if any differences existed between the two groups concerning their awareness of sources available for securing financial assistance, the chi square value was computed. The obtained chi square value of 15.48 proved significant at the .01 level of confidence. Therefore, $H_{0,6}$ was rejected.

Table 20

**CHI SQUARE TEST OF INDEPENDENCE FOR FINANCIAL SOURCES OF RESPONDENTS EDUCATION**

<table>
<thead>
<tr>
<th>Education Financed By</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=81)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>University Scholarship</td>
<td>1</td>
</tr>
<tr>
<td>Parents</td>
<td>2</td>
</tr>
<tr>
<td>Self</td>
<td>25</td>
</tr>
<tr>
<td>Husband</td>
<td>27</td>
</tr>
<tr>
<td>University Loan</td>
<td>4</td>
</tr>
<tr>
<td>Other</td>
<td>22</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
</tr>
</tbody>
</table>

Chi Square = 81.06  5 degrees of freedom  Significant at .01 level
Respondents were asked to indicate how their education was being financed. Table 20 presents a summary of the differences between respondents' financial sources for their education according to their college of enrollment. A large percentage of women in CED indicated their education was being financed by their husbands (33%). More than half of the respondents in UVC (64%) indicated their parents were the primary source of finance for their education.

Thirty-six respondents indicated their education was being financed by sources other than those listed on the questionnaire, such as 1) Columbus Board of Education (fee waiver reciprocal of student teaching program at OSU), 2) employer, 3) local or private scholarship, 4) Basic Education Opportunity Grant, 5) University reimbursement (for employees), and 6) Bank Loan.

The chi square value of 81.06 with 5 degrees of freedom proved significant at the .01 level, thereby, rejecting the null hypothesis of no significant difference between respondents' college of enrollment and the source of financial assistance for their education.

Table 21 presents responses given by subjects in CED and UVC concerning their awareness of sources for securing financial assistance. The findings revealed that only 30 respondents in CED were aware of sources for securing financial assistance while more than twice as many UVC respondents (65) indicated they were aware of these sources.
Table 19 shows how the subjects responded to the questionnaire item concerned with whether they had applied to the University for financial assistance and received it. The findings revealed that seven of the nine respondents in CED who applied for financial assistance received it while 16 of the 24 respondents in UVC who applied received financial assistance. The missing three subjects in UVC responded 'N/A' and indicated they were awaiting the decision of the Financial Aids Office on their eligibility to receive financial assistance. The chi square value of 9.31 was significant at the .01 level of confidence, thereby, rejecting $H_0$. 

Table 19

<table>
<thead>
<tr>
<th></th>
<th>College of Enrollment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=68)</td>
<td>UVC (N=57)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>Yes</td>
<td>7</td>
<td>10.3</td>
</tr>
<tr>
<td>No</td>
<td>61</td>
<td>89.7</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Chi Square = 9.317 1 degree of freedom Significant at .01 level
Therefore, $H_{0C_3}$ was accepted. Table 18 presents a summary of this analysis. Two (3.8%) of the nine respondents in CED had been denied financial assistance by the University while five (10.21%) of the 24 respondents in UVC indicated they had been denied financial assistance.

Table 17

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS WHO MADE APPLICATIONS TO THE UNIVERSITY FOR FINANCIAL ASSISTANCE

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Applied for Financial Assistance</th>
<th>CED (N=77)</th>
<th>UVC (N=71)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>9</td>
<td>11.5</td>
<td>24</td>
</tr>
<tr>
<td>No</td>
<td>68</td>
<td>88.5</td>
<td>47</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>77</td>
<td>100.0</td>
<td>71</td>
</tr>
</tbody>
</table>

Chi Square = 14.289 1 degree of freedom Significant at .01 level

Table 18

CHI SQUARE TEST OF INDEPENDENCE FOR WHETHER RESPONDENTS WERE DENIED FINANCIAL ASSISTANCE BY THE UNIVERSITY

<table>
<thead>
<tr>
<th>Denied Financial Assistance by the University</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=52)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Yes</td>
<td>2</td>
</tr>
<tr>
<td>No</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>52</td>
</tr>
</tbody>
</table>

|                                               | UVC (N=49)            |
|                                               | No. | Percent   |
| Yes                                           | 5   | 10.21     |
| No                                            | 44  | 89.79     |
| **Total**                                     | 49  | 100.00    |

Chi Square = .273 1 degree of freedom Not Significant at .05 level
Financial Assistance

Table 17 presents a summary of responses to questionnaire item 12 which was concerned with whether respondents had applied to the University for financial assistance. The findings revealed that nine respondents in CED (11.5%) had applied to the University for financial assistance while 24 respondents in UVC (33.8%) had applied. It should be noted here that 47 of the respondents in CED who indicated earlier they were post graduates, would not be eligible for most of the financial assistance available to other students who are undergraduates and pursuing a degree. Another criterion for ascertaining eligibility for most financial assistance is that students be enrolled for at least six credit hours during a quarter. To be considered also are those respondents in CED who received fee waivers from their school system or employer to pay tuition for their education.

The chi square value obtained proved to be significant at the .01 level, thereby rejecting the null hypothesis of no significant difference between the two groups concerning whether they had applied to the University for financial assistance.

The chi square square value was computed to determine if a significant difference existed between those respondents in CED and UVC who had been denied financial assistance by the University. The chi square value did not prove to be significant at the .05 level.
**Child Care**

Table 16 summarizes how subjects responded to the questionnaire items concerned with child care. None of the respondents in UVC had children, therefore, Table 16 reflects only those "yes" and "no" responses of women students enrolled in CED. The 'total' column represents the total number of cases for each item.

**Table 16**

CED RESPONSES TO ITEMS CONCERNED WITH CHILD CARE

<table>
<thead>
<tr>
<th>Variables Concerned With Child Care</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED</td>
</tr>
<tr>
<td></td>
<td>Yes No.</td>
</tr>
<tr>
<td></td>
<td>No. No.</td>
</tr>
<tr>
<td></td>
<td>Total Cases</td>
</tr>
<tr>
<td>Child enrolled in University</td>
<td>0 23 23</td>
</tr>
<tr>
<td>Child Care Program (UCCP)</td>
<td></td>
</tr>
<tr>
<td>Would like child enrolled in UCCP</td>
<td>5 19 24</td>
</tr>
<tr>
<td>Child denied acceptance into UCCP</td>
<td>0 18 18</td>
</tr>
<tr>
<td>Aware of UCCP</td>
<td>9 17 26</td>
</tr>
<tr>
<td>Child enrolled in off-campus child</td>
<td>6 18 24</td>
</tr>
<tr>
<td>care program</td>
<td></td>
</tr>
<tr>
<td>Postponed return to college until</td>
<td>11 17 28</td>
</tr>
<tr>
<td>children were in school</td>
<td></td>
</tr>
<tr>
<td>Have difficulty securing baby-sitter during class hours</td>
<td>8 19 27</td>
</tr>
<tr>
<td>Interested in participating in baby-sitting co-op</td>
<td>8 18 26</td>
</tr>
</tbody>
</table>
These differences in reasons between the two groups for entering or returning to college were reflected in a chi square significance at the .01 level of confidence.

Table 15

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS REASONS FOR ENTERING OR RETURNING TO COLLEGE

<table>
<thead>
<tr>
<th>Reasons</th>
<th>College of Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=81)</td>
<td>UVC (N=79)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>Always wanted college education</td>
<td>12</td>
<td>14.8</td>
<td>48</td>
</tr>
<tr>
<td>To find a more independent lifestyle</td>
<td>11</td>
<td>13.6</td>
<td>23</td>
</tr>
<tr>
<td>Unemployment</td>
<td>4</td>
<td>4.9</td>
<td>0</td>
</tr>
<tr>
<td>Obtain desirable job after children in school</td>
<td>10</td>
<td>12.3</td>
<td>0</td>
</tr>
<tr>
<td>Death of spouse</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
</tr>
<tr>
<td>Increased leisure time</td>
<td>7</td>
<td>8.6</td>
<td>0</td>
</tr>
<tr>
<td>Update past education</td>
<td>15</td>
<td>18.5</td>
<td>2</td>
</tr>
<tr>
<td>Divorce</td>
<td>1</td>
<td>1.2</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>24.7</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>100.0</td>
<td>79</td>
</tr>
</tbody>
</table>

Chi Square = 66.30  8 degrees of freedom  Significant at .01 level
Reasons for Entering or Returning to College

Table 15 presents a summary of reasons given by respondents for their decision to enter or return to college. The most frequent responses given by mature women students in CED, in rank order, were 1) to update past education (18.5%), 2) always wanted a college education (14.8%), 3) to find a more independent lifestyle of my own (13.6%), and 4) to obtain a desirable job after children are in school (12.3%). Twenty-five percent of the mature women in CED had reasons other than those presented on the questionnaire. An analysis of reasons specified by respondents under the Item "other" showed that CED women, in general, returned to college to update past education. More specifically, their reasons were 1) "to obtain or update teaching certificate," 2) "keep aware of new teaching trends," 3) "employer encouraged continuing my education," 4) "take required courses for Certified Public Accountant Exam," 5) "learn more about area," 6) "wanted degree in Theatre Arts," 7) "to study theatre," 8) "complement past education," 9) "re-educate in a new field," 10) "complete trainee course for job," and 11) "boredom and like school."

The majority of respondents in UVC indicated they entered college because they always wanted a college degree. Twenty-nine percent said they entered college to find a more independent lifestyle of their own.
Table 14

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS' CURRENT EDUCATIONAL GOALS

<table>
<thead>
<tr>
<th>Educational Goals</th>
<th>CED (N=81)</th>
<th>UVC (N=79)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>Bachelor's Degree</td>
<td>22</td>
<td>27.2</td>
</tr>
<tr>
<td>Teaching Certificate</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td>No Degree (CED)</td>
<td>25</td>
<td>30.9</td>
</tr>
<tr>
<td>Improving Cumulative Grade Point Average</td>
<td>3</td>
<td>3.7</td>
</tr>
<tr>
<td>Satisfying Prerequisites for Graduate School</td>
<td>13</td>
<td>16.0</td>
</tr>
<tr>
<td>Other</td>
<td>13</td>
<td>16.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>81</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Chi Square = 54.289  5 degrees of freedom  Significant at .01 level
Current Educational Goals

Table 14 presents a summary of respondents' current educational goals. Twenty-two mature women students or 27.2% of the respondents in CED indicated they were currently working toward a bachelor's degree while almost three times as many respondents enrolled in UVC--63 (79.7%)--were pursuing a bachelor's degree. Five (6.2%) respondents in CED said they were taking courses to satisfy requirements for a teaching certificate. Even though five (5) respondents in UVC indicated they were also currently working toward a teaching certificate, the facts seemed to be somewhat spurious since a bachelor's degree is usually obtained first. Four (4) respondents in UVC were satisfying prerequisites for graduate school which also seemed questionable. On the other hand, these nine (9) respondents may have interpreted current educational goals to mean long-range educational goals.

Twenty-five (30.9%) of the respondents in CED were not working toward a degree or certification but just taking courses of interest to them. Thirteen (16%) were currently satisfying prerequisites for graduate school. These differences in respondents' current educational goals were significant at the .01 level of confidence.
self enrichment while 17 were interested in pursuing a degree. The majority of respondents in UVC (64.1%) indicated they were enrolled in courses to prepare themselves for a future job. Twenty-four traditional-aged women students responded they were enrolled in courses for a degree. The differences in reasons given by respondents for course enrollment proved significant at the .01 level of confidence as a result of computing a chi square value. Thus, $H_0$ was rejected.

Table 13

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS REASONS FOR COURSE ENROLLMENT

<table>
<thead>
<tr>
<th>Reasons for Course Enrollment</th>
<th>CED (N=81)</th>
<th>UVC (N=78)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
</tr>
<tr>
<td>Self Enrichment</td>
<td>23</td>
<td>28.4</td>
</tr>
<tr>
<td>Improve Self in Present Job</td>
<td>6</td>
<td>7.4</td>
</tr>
<tr>
<td>Prepare Self for Future Job</td>
<td>26</td>
<td>32.1</td>
</tr>
<tr>
<td>For a Degree</td>
<td>17</td>
<td>21.0</td>
</tr>
<tr>
<td>Enhance Acceptance Into Graduate School</td>
<td>5</td>
<td>6.2</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>4.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>81</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Chi Square = 36.78 5 degrees of freedom Significant at .01 level
There will be no significant difference between the mature women students and traditional-aged women students concerning present satisfaction with career choice.

There will be no significant difference between the mature women students and traditional-aged women students concerning their interest in obtaining vocational/career counseling.

There will be no significant difference between the mature women students and traditional-aged women students' need for assistance in locating the vocational/career counseling services on campus.

There will be no significant difference between the mature women students and traditional-aged women students concerning use of the University counseling and consultation services.

There will be no significant difference between the mature women students and traditional-aged women students concerning whether their family is supportive of them furthering their education.

There will be no significant difference between the mature women students and traditional-aged women students' attitude toward supportive services provided by the University and those services needed.

**Reasons for Course Enrollment**

Table 13 contains reasons given by respondents for enrollment in courses at The Ohio State University. The largest percentage of women in CED indicated they were enrolled in courses to prepare themselves for a future job. Twenty-three respondents in CED were enrolled for
HOB2 There will be no significant difference between the mature women students and traditional-aged women students concerning their educational objectives.

HOB3 There will be no significant difference between the mature women students and traditional-aged women students concerning their reasons for entering or returning to college.

HOC There will be no significant difference between the mature women students and traditional-aged women students' need for assistance by the University in the following support areas: child care, financial assistance, vocational and career counseling.

HOCl There will be no significant difference between the mature women students and traditional-aged women students concerning child care services.

HOC2 There will be no significant difference between the mature women students and traditional-aged women students concerning applications to the University for financial assistance.

HOC3 There will be no significant difference between mature women students and traditional-aged women students concerning denial of financial assistance by the University.

HOC4 There will be no significant difference between the mature women students and traditional-aged women students concerning whether application was made to the University for financial assistance and received.

HOC5 There will be no significant difference between mature women students and traditional-aged women students concerning their source of financial assistance for their education.

HOC6 There will be no significant difference between the mature women students and traditional-aged women students concerning their awareness of sources for financial assistance.
students enrolled in UVC at OSU. These differences proved to be
significant at the .05 level of confidence, therefore, $H_{O_{A}}$ was rejected
except for race.

The characteristics on which a significant difference existed
between the two groups were: marital status, employment status,
enrollment time (day, evening, or both), enrollment status (full-time
or part-time), academic classification according to college credit
hours earned, number of credit hours earned, cumulative grade point
average. It was not possible to analyze responses to the item con­
cerning number of children at home who were too young for school
since none of the traditional-aged women students in UVC had children.
Nor was it possible to statistically analyze any differences between
the two groups regarding interrupted educations since none of the
respondents in UVC had incurred an interruption in their education.

Section II

This section of Chapter IV presents findings and statistical
analysis for the following null hypotheses:

$H_{O_{B}}$ There will be no significant difference between the mature
women students and traditional-aged women students in their
reasons for attending college.

$H_{O_{B1}}$ There will be no significant difference between the mature
women students and traditional-aged women students
concerning why they are enrolled in courses.
Table 12

**t-TEST FOR CUMULATIVE GRADE POINT AVERAGES OF RESPONDENTS**

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>S.D.</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED</td>
<td>78</td>
<td>3.01</td>
<td>0.48</td>
<td>Between groups (1)</td>
</tr>
<tr>
<td>UVC</td>
<td>79</td>
<td>2.80</td>
<td>0.49</td>
<td>Within groups (155)</td>
</tr>
</tbody>
</table>

\[ t = 2.687 \] Significant at the .05 level

**Summary**

This section has presented a comparative analysis of respondents enrolled in CED and UVC. Answers provided by respondents to the questionnaire items appearing in the biographical data section were the source of this profile analysis (See Appendix A). Missing responses were coded as "missing data" and were not considered in the analysis.

Data obtained were presented in the form of frequency distributions, percentages and/or mean scores. Chi square and t values were obtained where appropriate to find the significance of the difference between the two groups.

The findings revealed that, except for race, a significant difference existed in the profile of mature women students enrolled in CED at The Ohio State University and traditional-aged women...
This difference in credit hours earned was to be expected since University College is responsible only for the academic advisement of all freshmen and sophomore students at The Ohio State University. Like the Division of Continuing Education, University College is not a degree granting college but an enrollment unit. However, unlike UVC, students may remain in CED indefinitely as a result of the "Lifelong Learning" concept.

**Grade Point Averages**

The t-test was employed to determine if a significant difference existed between mature women students and traditional-aged women students on their cumulative grade point average. The mean score obtained for grade point averages for UVC was 2.84 while the mean score for women enrolled in CED was 3.01. These differences in mean scores obtained indicated that women in CED had cumulative grade point averages .21 higher than women in UVC. An analysis of the t value computed between the groups proved to be significant at the .05 level. The results are summarized in Table 12.
was 77.91 and 20.33 for women in UVC. An analysis of the t value computed between the groups with 1 and 152 degrees of freedom proved to be significant at the .05 level of confidence.

Table 10

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS ACADEMIC CLASSIFICATION ACCORDING TO COLLEGE CREDIT HOURS EARNED

<table>
<thead>
<tr>
<th>Academic Classification</th>
<th>CED (N=78) No.</th>
<th>Percent</th>
<th>UVC (N=79) No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>11</td>
<td>14.1</td>
<td>42</td>
<td>53.2</td>
</tr>
<tr>
<td>Sophomore</td>
<td>9</td>
<td>11.5</td>
<td>37</td>
<td>46.8</td>
</tr>
<tr>
<td>Junior</td>
<td>8</td>
<td>10.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Senior</td>
<td>3</td>
<td>3.8</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Post Graduate</td>
<td>47</td>
<td>60.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>78</strong></td>
<td><strong>100.0</strong></td>
<td><strong>79</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Chi Square = 93.17  4 degrees of freedom  Significant at .01 level

Table 11

t-TEST FOR NUMBER OF CREDIT HOURS EARNED BY RESPONDENTS

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Number of Cases</th>
<th>Mean</th>
<th>S. D.</th>
<th>df</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED</td>
<td>75</td>
<td>66.07</td>
<td>77.91</td>
<td>Between groups (1)</td>
</tr>
<tr>
<td>UVC</td>
<td>79</td>
<td>46.79</td>
<td>20.33</td>
<td>Within groups (152)</td>
</tr>
</tbody>
</table>

\[ t = 2.125 \]  Significant at the .05 level
students enrolled in UVC only remain in that college until basic university requirements are fulfilled, none of the respondents in UVC had sufficient credits to be classified beyond the sophomore status. (See definition of UVC on page 7) In fact, a student is transferred out of UVC into CED once they acquire more than 90 credit hours and are still deficient in courses required of their desired degree-granting college or if they have not maintained the grade point average required for transfer into the degree-granting college. Thus, the remaining 58 subjects were enrolled in CED and perceived their classification as follows: Juniors - eight (10.3%); Seniors - three (3.8%); Post Graduates - 47 (60.3%). Forty-seven women in CED who indicated they had sufficient credit to be classified as post-graduates also indicated earlier (Table 7) that their educations had not been interrupted. The chi square analysis computed between women in CED and UVC on academic classification was significant at the .01 level of confidence.

**College Credit Hours Earned**

Table 11 shows the number of credit hours earned by respondents in CED and UVC. A mean value of 66.07 was obtained for women enrolled in CED while a mean score of 46.79 was obtained for respondents enrolled in UVC. The standard deviation for women in CED
CED and one respondent in UVC indicated they were enrolled for both day and evening courses. These differences were significant at the .01 level. The chi square value obtained was 47.07.

Table 9

CHI SQUARE TEST OF INDEPENDENCE FOR RESPONDENTS COURSE ENROLLMENT TIME--DAY, EVENING OR BOTH

<table>
<thead>
<tr>
<th>Course Enrollment Time</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=75)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Day-time</td>
<td>37</td>
</tr>
<tr>
<td>Evening</td>
<td>35</td>
</tr>
<tr>
<td>Day and Evening</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
</tr>
</tbody>
</table>

Chi Square = 47.07  2 degrees of freedom  Significant at .01 level

Academic Classification

Table 10 presents responses to item 44 which asked "To the best of my knowledge, I have sufficient college credits to be classified as..." Of the 157 subjects who responded to this item, 53 indicated they were freshmen. Eleven of the respondents with freshman classification were enrolled in CED while 42 were enrolled in UVC. Forty-six respondents had sufficient college credits to be classified as sophomores with nine enrolled in CED and 37 enrolled in UVC. Because
the respondents in CED were enrolled full-time. These differences in full-time or part-time enrollment were significant at the .01 level of confidence. Seven cases in CED indicated they were not currently enrolled and thus, did not respond to this questionnaire item.

Table 8

<table>
<thead>
<tr>
<th>Enrollment Status</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=74)</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Full-time</td>
<td>13</td>
</tr>
<tr>
<td>Part-time</td>
<td>61</td>
</tr>
<tr>
<td>Total</td>
<td>74</td>
</tr>
</tbody>
</table>

Chi Square = 101.10 1 degree of freedom Significant at .01 level

Course Enrollment Time

As reflected in Table 9, a total of 114 respondents were enrolled during the day while only 36 were enrolled during the evening. Seventy-seven (97.5%) of the respondents enrolled in UVC indicated they were day students while less than half that number—37 (49.3%)—enrolled in CED were attending classes during the day. Only one respondent in UVC was enrolled evenings while 35 (46.7%) of the respondents in CED were enrolled evenings. Three respondents in
Years Education Interrupted

There were only 33 valid cases with interrupted educations, all of which enrolled in CED. As shown in Table 7, the years of interruptions for those who had experienced interruptions in their education ranged from 3 to 22 years. The obtained mean score was 9.94.

Table 7

NUMBER OF YEARS CED RESPONDENTS EDUCATION INTERRUPTED

<table>
<thead>
<tr>
<th>Years Education Interrupted</th>
<th>College of Enrollment CED (N=81)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>None</td>
<td>48</td>
</tr>
<tr>
<td>1 to 4 Years</td>
<td>6</td>
</tr>
<tr>
<td>5 to 9 Years</td>
<td>9</td>
</tr>
<tr>
<td>10 to 14 Years</td>
<td>12</td>
</tr>
<tr>
<td>15 to 22 Years</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
</tr>
</tbody>
</table>

Enrollment Status

Table 8 shows the number of respondents enrolled full-time and part-time by college of enrollment. Seventy-eight (98.7%) of the respondents in UVC were enrolled full-time while only 13 (17.6%) of
Employment Status

Table 6 illustrates the employment status of respondents. Of the 66 respondents who were not employed, 24 (30%) were enrolled in CED and 42 (53.9%) were enrolled in UVC. A total of 40 respondents or 50% of the sample in CED were employed full-time while only four (5.1%) of those enrolled in UVC were employed full-time. Sixteen (20%) of the respondents in CED were employed part-time while twice as many UVC respondents--32 or 41%--were employed part-time. These differences in employment status between the two groups were significant at the .01 level of confidence.

Table 6

CHI SQUARE TEST OF INDEPENDENCE FOR EMPLOYMENT STATUS OF RESPONDENTS

<table>
<thead>
<tr>
<th>Employment Status</th>
<th>College of Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED (N=80)</td>
<td>UVC (N=78)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>Full-time</td>
<td>40</td>
<td>50.0</td>
<td>4</td>
</tr>
<tr>
<td>Part-time</td>
<td>16</td>
<td>20.0</td>
<td>32</td>
</tr>
<tr>
<td>Not Employed</td>
<td>24</td>
<td>30.0</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>80</td>
<td>100.0</td>
<td>78</td>
</tr>
</tbody>
</table>

Chi Square = 39.677 2 degrees of freedom Significant at .01 level
Number of Children at Home Too Young for School

When asked how many children were living at home who were too young for school, nine women in CED indicated they had one child at home and seven women in CED indicated they had two children at home who were too young for school, as can be seen in Table 5. Only 19.7% of the respondents in CED had children at home who were not school age. Sixty-five respondents in CED either had children at home of school age or no children at all. None of the respondents enrolled in UVC had children, therefore, an analysis between the two groups was not possible.

Table 5

DISTRIBUTION OF RESPONDENTS IN CED WITH CHILDREN AT HOME TOO YOUNG FOR SCHOOL

<table>
<thead>
<tr>
<th>Number of Children at Home Too Young for School</th>
<th>CED (N=81)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>One Child</td>
<td>9</td>
</tr>
<tr>
<td>Two Children</td>
<td>7</td>
</tr>
<tr>
<td>None</td>
<td>65</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
</tr>
</tbody>
</table>
Marital Status

The majority of students in UVC were single (Table 4). In fact, only three (3.8%) of the traditional-aged women students were married. Seventy-six respondents in UVC indicated they were single which accounted for 96.2% of the respondents in UVC. None were separated or divorced. Of the eighty mature women students in CED who responded to this item, 18 (22.5%) were single, 46 (57.5%) were married, five (6.3%) were separated and eleven (13.8%) were divorced. These differences in marital status between the two groups were significant at the .01 level of confidence.

Table 4

CHI SQUARE TEST OF INDEPENDENCE FOR MARITAL STATUS OF RESPONDENTS

<table>
<thead>
<tr>
<th>Marital Status</th>
<th>College of Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Single</td>
<td>18</td>
</tr>
<tr>
<td>Married</td>
<td>46</td>
</tr>
<tr>
<td>Separated</td>
<td>5</td>
</tr>
<tr>
<td>Divorced</td>
<td>11</td>
</tr>
</tbody>
</table>

Total 80 100.0 79 100.0

Chi Square = 89.519 3 degrees of freedom Significant at .01 level
Race

The racial composition of respondents was somewhat indicative of the University's racial distribution of students (Blacks and Whites). Ninety-four percent of the respondents in CED were Caucasians and six percent were Afro-American while 95% of the subjects in UVC were Caucasians and five percent Afro-American. Table 3 presents the racial distribution of respondents by college of enrollment. There was no significant difference in the racial composition of women in CED and women in UVC.

Table 3

CHI SQUARE TEST OF INDEPENDENCE FOR RACIAL COMPOSITION OF RESPONDENTS

<table>
<thead>
<tr>
<th>Race</th>
<th>College of Enrollment</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CED</td>
<td>UVC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>Percent</td>
<td>No.</td>
</tr>
<tr>
<td>Caucasian</td>
<td>76</td>
<td>94</td>
<td>75</td>
</tr>
<tr>
<td>Afro-American</td>
<td>5</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>81</td>
<td>100</td>
<td>79</td>
</tr>
</tbody>
</table>

Chi Square = 0.00149  1 degree of freedom  Not Significant at .05 level
from 25 to 56. Respondents between the ages 25 and 34 comprised 70% of the sample in CED while those 35 years of age and older comprised 30% of the sample in CED. Table 2 does not include subjects aged 23-24. This age group was eliminated because they would have experienced a distinct interruption in their education if enrolled in UVC and/or because they would not meet the criteria for being a mature women (25 and older) and enrolled in CED. The mean age of women in CED was 33.7 with a standard deviation of 7.23. Traditional aged women students in this study had a mean score of 19.02 and a standard deviation of 1.01. For the entire sample, the mean was 26.49 and the standard deviation was 9.03.

Table 2

DISTRIBUTION OF RESPONDENTS BY AGE

<table>
<thead>
<tr>
<th>Age (Years)</th>
<th>UVC No.</th>
<th>Percent</th>
<th>Age (Years)</th>
<th>CED No.</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>29</td>
<td>36.7</td>
<td>25-29</td>
<td>29</td>
<td>35.8</td>
</tr>
<tr>
<td>19</td>
<td>27</td>
<td>34.2</td>
<td>30-34</td>
<td>28</td>
<td>34.6</td>
</tr>
<tr>
<td>20</td>
<td>17</td>
<td>21.5</td>
<td>35-39</td>
<td>9</td>
<td>11.1</td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td>5.1</td>
<td>40-56</td>
<td>15</td>
<td>18.5</td>
</tr>
<tr>
<td>22</td>
<td>2</td>
<td>2.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>79</strong></td>
<td><strong>100.0</strong></td>
<td></td>
<td><strong>81</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Record of Responses

The number of women students contacted and the number responding, by college of enrollment, are presented in Table 1. Of the 200 women students contacted through mail questionnaire, a total of 160 responded. Eighty-one were enrolled in CED and 79 were enrolled in UVC. Women in CED comprised 50.6% of the total sample for the study and women in UVC comprised 49.4%.

Table 1

SAMPLE AND RECORD OF RESPONSE

<table>
<thead>
<tr>
<th>College of Enrollment</th>
<th>Total Questionnaires Mailed</th>
<th>Total Returned</th>
<th>Unuseable Returns</th>
<th>Percent Useable Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>CED</td>
<td>100</td>
<td>85</td>
<td>4</td>
<td>81</td>
</tr>
<tr>
<td>UVC</td>
<td>100</td>
<td>84</td>
<td>5</td>
<td>79</td>
</tr>
</tbody>
</table>

As revealed in the above table, nine returns were eliminated. This was done because of the age of the respondent (over 22 in UVC) or considerable amounts of missing data.

Section I

Characteristics of the Respondents

As illustrated in Table 2, 71% of the respondents in UVC were 18 or 19 years of age. Women students enrolled in CED ranged in age
CHAPTER IV

ANALYSIS OF DATA

The purpose of this chapter is to present the results of the statistical analyses. The chapter has been divided into two sections. Preceding the first section, however, is a record of responses to the mail questionnaire to provide a foundation for further analysis of data.

The first section will present a profile of respondents by college of enrollment—CED and UVC. Questionnaire items appearing in the biographical data section are utilized to present a comparison of the characteristics of women students in the study. Characteristics used to describe respondents are as follows: age, race, marital status, number of children at home too young for school, employment status, whether education has been interrupted, number of years education has been interrupted, whether enrolled part-time or full-time, whether enrolled days, evenings, or both, grade point average, total credit hours earned. Appropriate statistical procedures are employed to present these data and test null hypothesis A.

Section two will present the findings and statistical analysis for null hypotheses B, C and D. Inferential statistics used to accept or reject the stated null hypotheses of no significant differences between samples were the t-test and chi square.
earned; the chi square test of statistical significance was used to
determine if a significant difference existed between the two groups,
thus, establishing whether the two groups were homogeneous; the
t-test was used to determine if any differences existed between group
mean scores for the dependent variables which were interval level
data—cumulative grade point averages, and total credit hours earned.
The independent variable for the above tests was college of enrollment—
UVC and CED.

Chi square was used to determine if the two independent groups
differed significantly on their responses to the following dependent
variables which were nominal data—reasons for attending college—as
reasons for course enrollment, educational objectives, and reasons
for entering or returning to college; need for assistance by the Uni-
versity in support areas such as financial assistance, vocational and
career counseling and the set of items concerned with respondents
attitudes toward support services provided by the University and those
services they perceived as needed.
There will be no significant difference between the mature women students and traditional-aged women students' need for assistance by the University in the following support areas: child care, financial assistance, and vocational/career counseling.

There will be no significant difference between the mature women students and traditional-aged women students' attitudes toward supportive services provided by the University and those services needed.

Statistical Procedures

Data obtained from questionnaires were keypunched on data processing cards by means of the computer system at The Ohio State University. These cards were then analyzed utilizing the SPSS—Statistical Package for the Social Sciences computer program. (Nie, 1975)

Appropriate inferential statistics were applied as a basis for rejecting the stated hypotheses. The null hypothesis of no significant differences between the samples was rejected at the .05 level of confidence.

Biographical data obtained from respondents provided a profile of women students studied. Participants were described utilizing the following statistics: a frequency distribution and percentages were obtained for the dependent variables that were nominal—race, marital status, employment status, whether or not education had been interrupted, enrolled part-time or full-time, enrolled day, evening, or both, and academic classification according to total credit hours.
was administered to 15 women students between the ages of 19 and 48. Some respondents suggested that the number of returns would increase if the section on biographical data appeared last. The rationale was that soliciting personal data in the first part of a questionnaire may be threatening to some mature women.

A Likert-type scale was used to provide the researcher with a rating mechanism for respondents' attitudes toward items concerned with supportive services needed and those University services desired. The purpose of the forced-choice method was to restrict responses of subjects to alternatives given in the questionnaire. In an effort to avoid difficulty in stereotyping subjects, open-ended responses were not utilized.

Hypotheses

The following null hypotheses were tested:

$H_0A$ There will be no significant difference in the characteristics of mature women students enrolled in CED and the characteristics of traditional-aged women students enrolled in UVC except for age.

$H_0B$ There will be no significant difference between the mature women students enrolled in CED and traditional-aged women students enrolled in UVC in their reasons for attending college—reasons for course enrollment, educational objectives, and reasons for entering or returning to college.
Instrumentation

The method used to collect data was a mailed, color-coded questionnaire. Questionnaires sent to UVC students were pink and those sent to CED students were yellow. A cover letter accompanied each questionnaire explaining the purpose of the study. (See Appendix A) Each respondent was assured of anonymity. A return stamped addressed envelope was included rather than a printed business reply envelope to increase returns. (Pucel, 1970)

A code number was assigned participants by placing the number at the bottom left corner of the questionnaire. The purpose of the code number was to identify non-respondents. Subjects who failed to respond after two weeks were mailed follow-up letters and a second questionnaire. Campus mail was utilized for all subjects having a campus address.

The items for this questionnaire were derived from several sources--related literature, the Director of Women's Studies at OSU, the former coordinator of Women's Programs at OSU, and the researcher.

The instrument was then submitted to a panel of judges for feedback and modification. The panel consisted of the researcher's reading committee--Drs. Dowling, Cunningham and Moore. Some previous changes were made after conducting a pilot study in 1975 during an activity sponsored by Women's Programs. The questionnaire
such returns are lacking, the researcher should learn something of the characteristics of the nonrespondents. Since this researcher's target response of 80 percent was obtained, it was not necessary to obtain biographical data from the nonrespondents.

**Design**

This is a descriptive study. Survey research was employed to enable the researcher to accurately assess, through a mail questionnaire, the characteristics, support needs and attitudes of traditional-aged women students and mature women students toward support services.

A profile of women students 25 years of age and older enrolled in CED and traditional-aged women students, 18 to 22 years of age, enrolled in UVC was obtained. The profile consisted of data obtained from respondents in the biographical section of the questionnaire. This study further provided a comparison of mature women students and traditional-aged women students in the following areas: reasons for course enrollment, educational goals, reasons for entering or returning to college; self-perceived support needs; and attitudes toward support services provided by the University and those support services needed or desired.
from both CED and UVC, 100 was divided into 503 (population for CED mature women students) and into 8,000 (population for UVC women students) to determine the interval size for each group. The interval obtained for CED was five and for UVC it was 80. A starting number was then randomly picked for each group and each 5th and 80th name thereafter was selected until the desired 100 names from each group were drawn. Since the names on the lists were randomized at the beginning, this method was equivalent to the random-sampling technique. (VanDalen, 1973)

Respondents

The sample for this study consisted of 200 women students enrolled at The Ohio State University Autumn Quarter, 1976. Of the 200 women students randomly selected from UVC and CED, 80% response was obtained. Eighty-one respondents were mature women students, 25 years of age and older enrolled in CED and 79 respondents were traditional-aged women students, 18 to 22 years of age, enrolled in UVC.

Kerlinger (1973) stated that, at best, the researcher must content himself with returns as low as 50 to 60 percent. Low returns, however, can result in invalid generalizations. Therefore, Kerlinger contends that when mail questionnaires are used, every effort should be made to obtain returns of at least 80 to 90 percent or more. If
CHAPTER III

PROCEDURES AND METHODOLOGY

Selection of Sample

A computerized list of names and addresses of women 25 years of age and older enrolled at The Ohio State University was obtained from the Women's Programs Office. One hundred mature women students were randomly selected from the total population of women (503) 25 years of age and older enrolled in the Credit Non-Degree Program of the Division of Continuing Education. According to the Office of Records in UVC, approximately 8,000 women students enrolled for Autumn Quarter 1976 in UVC. A random sample of 100 was taken from the total population of traditional aged women students enrolled in UVC. Since no computerized list of UVC women students by age, name and address existed, the researcher randomly selected the sample for UVC from the 14th day report for Autumn Quarter, 1976. This report listed all students in UVC by academic advisors. The investigator then obtained addresses for these students through use of the Cathode Ray Terminal--computer bank storing student information--in UVC Records Office.

The procedure used in sampling was the systematic sampling technique. Since the investigator wanted to select a sample of 100
The research studies reviewed indicated that even though mature women adjust more successfully to a university environment than traditional-aged women students, most mature women students are dissatisfied with the existing support services and the adult treatment received on college campuses. The most frequent reasons given by respondents for returning to college were 1) personal growth; 2) self-improvement, 3) to find own identity; self-fulfillment, 4) to find a meaningful career, 5) to up-date earlier education, 6) need for constructive interest outside the home, and 7) seek financial independence.

The inadequacy of financial support is a problem experienced by most continuing education programs for women and women themselves. One of the financing problems facing centers for women revolves around sexual preference—whether continuing education centers should provide programs for both women and men. The major financial problem encountered by most women, however, is the inadequacy of funds for students pursuing coursework on a part-time basis and/or students who are not degree oriented.
deterrent to others. Nevertheless, maintaining adequate financial support continues to plaque women's centers. The problem is further complicated by the precarious future of Title I funds.

The Carnegie Commission favors the appointment of an advisory committee by continuing education centers, one of whose functions will be continuous fund-raising efforts.

Summary

The related literature for this study was presented in three parts. Part one included the development of continuing education programs for women; part two presented related research studies; and part three dealt with the financing of continuing education programs for women.

Based on the data in the review of literature, the researcher concluded that an overwhelming number of universities and colleges, voluntary organizations and others have responded to the strong interest and expressed wishes of mature women students by developing continuing education programs to meet their needs. Some of these needs are flexible scheduling of courses at convenient hours, child care services, job placement or referral services, counseling, financial assistance for part-time study, course content and methodology oriented for adults, group orientations and support.
One of the financing problems revolves around whether centers for continuing education should not be established solely for women. This question of sexual preference was debated by a committee appointed to consider a proposal for establishing a center at the University of California, Berkley. The committee, appointed by former Chancellor Roger W. Heyns, decided in favor of a center for women. The Center would serve as a "visible" welcome sign to women who wished to return to higher education but who were wary of the problems and difficulties they might encounter.

One of the most well-known centers that serves women is the Claremont University Center at Claremont College, open to both men and women. However, the majority of those seeking its services are women.

The Carnegie Commission believes that universities and colleges faced with proposals for a center for continuing education of women should take into consideration whether a single-sex center is the preferable solution or whether it might not be more desirable to serve women in a broader center for continuing education of adults, perhaps with a special office for women.

The problem of finance is almost always the re-occurring factor in any decision about whether there should be a separate center for women. Even though the concept of a separate center for women tends to be an attraction to some potential private donors, it is a
of their criteria for eligibility, these sources do not solve the problem of financial assistance to mature women returning to the classroom. Scholarships and fellowships for adult women, especially those attending college on a part-time basis, have been extremely scarce. A few colleges and universities do provide some kind of financial aid to encourage mature women to resume their education. Such aid may consist of reduced tuition and fees, small grants and partial or full scholarships and fellowships. In addition, scholarships for full or part-time study are made available to mature women by some campus and county chapters of the Association for Women's Active Return to Education (AWARE).

At The Ohio State University, some of the scholarships for women are provided by the following organizations: Majorie Fawcett's Women's Club, Mortar Board Alumnae (scholarships for women over 25 years of age), and Alumnae Scholarship House. National scholarships are also provided. Nevertheless, this writer can document the inadequacy of available funds through her numerous counseling sessions with mature women students enrolled at OSU.

Wells (1973) cites the Congressional proposal for women's educational equity as a potential source of funding. Intended to help eliminate sex discrimination in education, it would provide for a program of grants and contracts to finance pertinent demonstration and pilot projects for the education of women students.
study habits. More specifically, her findings revealed that: 1) Older women students did not perceive themselves as having significantly more academic difficulties than women of traditional college age; 2) Mature students felt they had more difficulty in concentration, in reading rapidly and taking effective class notes; 3) Younger women students believed poor retention of material read was the major source of academic difficulty; 4) Mature women reported spending significantly more time studying and preparing term papers than did younger women; 5) A greater proportion of older than younger women felt they should perform at a superior level to younger women students; 6) The mean number of hours spent writing each term paper was four hours for the younger women students and ten hours for the mature women students; and 7) More mature than younger women students reported that they studied daily, at a regularly scheduled time and place and systematically reviewed and outlined materials.

Financing Continuing Education Program for Women

Even though some institutions may not be burdened with the problem of finance, most educational institutions and women themselves are continually inquiring about potential sources of financial assistance for continuing education programs for women. Funding for programs and new courses has come from two outside sources: Title I monies of the Higher Education Act of 1965 and private foundations. But because
The 1975 survey indicated that less than 25 percent of the women had dropped out of school. The reasons listed for withdrawal were family, children, and financial problems.

Ferguson (1970) conducted a study examining 134 adult students ranging in age from 24 to 52 who were enrolled in the Chicago Undergraduate Division of the University of Illinois in the Spring of 1964. The study revealed that the majority of the students had stopped school because of financial problems and the need to work. The most frequent reasons given by the respondents for returning to college were to improve their occupation and for self-improvement.

In assessing the students' needs for university support services, Ferguson found the following: 1) dissatisfaction with the curricula, rules, grading system and testing methods, 2) wanted to be treated as adults, 3) felt discriminated against because of their age, 4) desired more help from their instructors, 5) felt a need for more personal attention such as counseling, and 6) desired a group organization.

A study conducted by Doty (1969) at North Central College disclosed that mature women were able to adjust successfully to a university environment. The subjects for this study included 80 women with one half of the women ranging in age from 18 to 21 and the remaining subjects 25 to 51 years of age. Her findings further indicated that mature women are highly motivated to achieve academically and are able to overcome their learning handicaps by applying effective
marriage and family situations as a result of their returning to school. Two important needs suggested by the women studied involved 1) assistance in reestablishing basic academic skills and in scheduling time, 2) financial aid, 3) adequate child care, and 4) academic and vocational counseling.

A study conducted by O'Connor (1973) examined certain elements in the lives of 245 non-traditional undergraduate women students, aged 25 and over, at the University of Cincinnati. Twenty-five percent of the sample was black, and a large proportion low income. Questionnaire items were related to their motivation to return to school; relationships between domestic and child care responsibilities and family income, age, race; and changes in family responsibilities and attitudes when a married woman returns to school and/or employment. A follow-up study was done two years later, in 1975, to determine changes in life and in school, changes in marriage relationship and in allocation of housework.

Responses to the first survey revealed that 72 percent of the women had planned their work after graduation, although only 37 percent indicated they absolutely needed to work. Husbands of white women students were more likely than husbands of black women students to increase their child care responsibilities but not necessarily their domestic chores.
of 1964 and included the date of birth, marital status, academic success, test scores, grade point average, units of study, major area of study and schools of transfer. (Sensor, 1964)

Brandenburg (1974) conducted a study on "The Needs of Women Returning to School." The sample for her study consisted of 200 women who, after an interruption in their formal education returned to school as matriculated day session students at Queens College. These women were members of the regular undergraduate student population. Their ages ranged from 23 to 53 with an average age of 38. Almost all of the women were married and had children. Data obtained was based on observations through individual interviews, group discussions and questionnaires.

In her discussion of observations of re-entering women at Queens College, Brandenburg stated that many of them indicated they had discontinued their education in order to marry and raise children. Some said it was because of a lack of interest in school or because of financial need. Some of the goals or reasons given for returning to school were: to find own identity; self-fulfillment; to find a meaningful career; need for constructive interest outside the home; and seek financial independence.

Most of the women in this study experienced some degree of resistance from husbands, families and friends to their returning to school. Many, however, stressed the eventual improvements of their
Very few indicated they wanted to continue their education to escape household routine. Perhaps they were hesitant about expressing any negative feelings they had regarding this area of responsibility. (Pfeiffer, 1964)

A historical study completed by Fought in 1966 revealed that the movement toward developing special programs providing continuing education for women expanded at such an unprecedented rate that in 1962, the AAUW conducted a study entitled "Survey of What Colleges are Doing and Thinking About Women's Education." As a result of this survey, the AAUW published, in 1963, a list of colleges providing programs especially for mature women. (Fought, 1966)

A study of "Mature Women Students Attending Day Classes at Riverside City College," conducted by Sensor in 1964, revealed that one of the basic problems encountered by women subjects was lack of time for both home duties and study. Their grade point average was 0.5 higher than that of the total student body, and most indicated no financial problem. The majority of women participating in this study indicated that 1) more classes from 10:00 a.m. to 2:00 p.m. and more 1 and 1/2 hour classes should be offered and 2) a school nursery should be available to students. Sensor defined a mature woman as being 25 years of age or older, or married. Data collected for this study were from 225 mature women attending Riverside City College in the Spring
Students enrolled in the two-year, child-care worker program assist professional childcare specialists in caring for the three, four and five-year-old children.

Related Research Studies

The purpose of a study conducted by Pfeiffer at The Ohio State University in 1964 was to determine the extent of interest among a selected group of women in the greater Columbus area in continuing their education. Of five thousand questionnaires sent, approximately forty percent (1942) were returned. Seventy percent (70%) of the respondents were between 30 and 59 years of age. Eighty percent (80%) indicated they were interested in continuing their education. Fourteen percent (14%) were not interested and six percent (6%) failed to respond to the question. The primary reasons cited by the majority of women for continuing their educations were 1) personal growth; self-fulfillment, 2) to update earlier education, and 3) prepare for a future career. Several others indicated reasons such as "an insurance policy in case of husband's death," "to make a contribution to preserve and continue American ideals of personal worth and democratic government," "to take courses one couldn't work into a full schedule while in school," "to help educate the children," "to understand the present job more thoroughly," "the love of learning and natural curiosity," "to prepare for years when family demands are lessened," ... and "to keep up with husband."
on Dual Career Marriage—for couples, and The Emerging Woman—co-sponsored by the Office of Women's Studies. The Emerging Woman Workshop included a film which presented a history of women in the United States showing the varied economic, social and cultural experiences of the American women, and how sex, race and class have often determined her priorities.

The Office of Women's Programs at OSU schedules an orientation each quarter for mature women who are enrolled or who are thinking about enrolling to provide them an opportunity to get together and discuss what it is like to be an older student, to ask questions and obtain answers. A panel of women students, counselors and representatives from various services for women at OSU are present at the orientation to serve as role models or resources.

A mid-day non-credit course is offered by Catonsville Community College in Maryland, at four neighborhood centers for housewives returning to college. The program, in its eighth year, refreshes the study skills of prospective students and succeeds in sending most participants on to regular college curricula.

Day care and child development clinics are operating on many community college campuses. William Rainey Harper College, Palatine, Illinois, accommodates pre-school children during their mothers' classes as part of the college's child care curriculum.
The community college is in a favorable position to offer continuing education for those women who marry and have families early in their lives. Pfiffner (1972) contends that community colleges should actively recruit for retraining and developing the potential talents of women who have been solely involved in domesticity and motherhood for the first portion of their adult lives. Many wives experience a deep void when their children leave home and the husband is caught up in his career. These women, it is felt, could fill this void as some do now, by attending their community college, if conveniently assessable, getting involved in new interests, and preparing for the next stage in their lives.

In the Spring of 1972, ten community colleges in cooperation with the University of Maryland offered a series of women's workshops providing professional counseling on job opportunities as well as curriculum offerings.

During Spring of 1977, Women's Programs at The Ohio State University co-sponsored a workshop with the Career Counseling and Placement Services on job skills. The workshop focused on such topics as, job search strategies, job market information, identifying strengths and weaknesses of participants' job seeking skills, interviewing, and resumes and cover letters. Other workshops provided by Women's Programs for women students and/or their spouse have included Workshop of Divorce: Adjustment and Re-Entry, Workshop
Programs developed for women in the early 1960's varied considerably depending on such factors as the expressed needs of mature women, the special talents of interested faculty members or concerned community leaders, or the demands of the local labor market. According to Wells, continuing education programs for women had one or more of the following features:

- Strong emphasis on education and job counseling
- Individual assessment and counseling
- Group orientation and support
- Information about opportunities for training and employment
- Liberal provision for transfer of credits
- Flexible scheduling of courses at convenient hours
- Enrollment on a part-time basis
- Limited course loads
- Course content and methodology oriented for adults
- Financial assistance, especially for part-time study
- Provision of job leads or referral services

Pfiffner (1972) characterized a segment of women in our society as fearful—"fearful of pursuing their own personal development lest it damage their relationship with men; fearful of being unfeminine; fearful they won't be able to get married if they reveal talents beyond a home and family; and fearful of being different." (Pfiffner, 1972)

How can women overcome some of the fears which interfere with their self-development? One method, cited by Pfiffner, is to expand their awareness of themselves and the world in which they live. Community colleges have the potential to assist women in elevating their self-confidence, improving their self-image, and stimulating their initiative to a level which would be more in keeping with our changing technological society.
addition, many educational institutions are experiencing or anticipating a drop in the enrollment of younger aged students. Consequently, the thought of filling empty classroom space with mature women students has become increasingly appealing.

In an attempt to answer the demands of women and educators for more continuing education programs for women, several professional associations have scheduled workshops at conventions in order to discuss and encourage its development. Three of these are the Adult Education Association, the National Association of Women Deans and Counselors and the American Association of Community and Junior Colleges. In addition, the National University Extension Association has not only formed a Continuing Education for Women Section but has also sponsored an award to give recognition to outstanding programs or services established in behalf of adult women.

According to Wells (1973), innovative efforts are underway in Texas to establish a statewide program of continuing education for women with financial support from the Texas legislature. If the plan is approved, funds provided by the State will act as incentives to the institutions of higher education to establish programs of continuing education and community services, loans and scholarships for part-time students, child development services, job counseling, and related research.
interest is even greater among women than among men over 35 years of age. These factors include women's early age at marriage—median age of 20.8 years in 1970, the frequent changes in women's pattern of living and the lengthened lifespan—an increase of 26 years between 1900 and 1968. (Well and Magruder, 1971)

In a speech by Keyserling, colleges and universities were challenged to respond to the special needs of mature women. She contended that standard college courses often present difficulty—they are oriented to teenagers in both content and pace, the hours are inconvenient and counselors are not sufficiently aware of the problems of mature women or facilities and services to help them. She further cited numerous ways in which many colleges and universities are responding to these special needs of women—by developing programs incorporating limited course loads, in degree or non-degree programs, by providing for flexible scheduling of courses at hours convenient for housewives, liberal provision for transfer of credits, counseling, financial assistance for part-time study, child care services, and job placement or referral services. (Keyserling, 1967)

Numerous colleges and universities, voluntary organizations and others have responded to the growing pressure from mature women by developing educational programs designed or scheduled to suit their needs. Educators who have had experience with mature women as students are convinced that they are serious and well-motivated. In
cited as the most important factors. Numerous women who are homemakers have a yearning, as their children enter school or leave home, to seek new and meaningful activities, often as part of the work force. However, these women often find that close confinement to home and family has curtailed their self-confidence in working outside the home. As reinforcement, they seek learning opportunities that help strengthen their personal identity, present options for fulfilling individual potential, and provide useful job preparation.

Contributing also to the increase in the number of women returning to the classroom and work force is the nation's declining birth rate. Because of the concern about overpopulation depleting our natural resources, more couples have limited the size of their families thus providing more wives with time to devote to alternative activities outside the home. Other factors supporting the trend are the liberalization of abortion laws, higher standards and cost of living, and the women's rights movement. (Wells, 1973)

According to Wells and Magruder (1971), the number of mature women seeking a college education has risen markedly. Between 1950 and 1969, school enrollment rose from 26,000 to 311,000 among women 25 to 29 years of age and from 21,000 to 215,000 among women 30 to 34 years of age.

Various demographic factors help to explain the great interest of mature women in college attendance, and they indicate why the
Development of Continuing Education Programs for Women

Continuing education for women appeared on the campuses of universities and colleges in the early 1960's. Two of the first programs were initiated by Raushenbush at Sarah Lawrence College in New York and Connie Smith at Radcliffe College in Massachusetts. These pilot programs were developed for alumnae who had completed only one or two years at the college. Special courses were developed specifically for the returning students—often women who had spent their previous years as wife, mother and volunteer.

The pioneers of continuing education programs for women throughout the United States in the 1960's included women careerists like Rosalind Loring in California; Jane Berry in Kansas City, Missouri; Priscilla Jackson in Michigan; Esther Westerfelt in New York; Catherine Strong in Minnesota; Betty Kaynor in Miami and Jean Wells in Washington, D.C.

As related by Wells (1973), several factors help explain the gaining momentum of the continuing education-for-women movement. The strong interests and wishes of mature women themselves are
in the study, 2) the cover letter and follow-up letter which accompanied the mail questionnaire, 3) a partial list of colleges and universities with continuing education programs or special services for women, and 4) national programs and related services for adult women.
and to provide input for Women's Programs. Further, the sensitivity of this writer toward developing programs for adults, based on their needs, generated from a commitment to the field of adult education.

The data received from mature women students were perceived by both the Coordinator of Women's Programs and the Assistant Director of the Continuing Education Division as being important in developing directions and further goals for the program.

**Organization of the Dissertation**

Chapter II of this study presents the review of related literature.

Chapter III explains the procedures and methodology. Included in this section are 1) description of population, 2) selection of the sample, 3) the design of the study, 4) data and instrumentation, 5) null hypotheses, and 6) statistical procedures used in the study.

Chapter IV includes an analysis of the data. This chapter is divided into two sections. The first section presents a profile of respondents according to college of enrollment and statistically analyzes, where appropriate, null hypothesis A. Section two presents the results of statistical analyses for null hypotheses B, C, and D.

Chapter V presents the summary, summary of findings, conclusions, discussion, and recommendations.

The final section of this dissertation contains the references in the bibliography and the appendices exhibiting 1) the instrument used
age group were eliminated because a distinct interruption in their education would have taken place if they were enrolled in UVC and/or because they would not be defined as mature women--25 years of age and older.

This investigation was limited to the self-perceived needs for supportive services by mature and traditional-aged women students at The Ohio State University.

Significance of the Problem

The results of this study will provide the Women's Programs a descriptive profile of the CED woman student in higher continuing education and provide UVC a profile of the University College woman student. The results will further aid other offices and/or special groups on campus which are concerned with the needs of women, e.g., Student Services, Affirmative Action, Women's Studies, and Counseling and Consultation Services, in the coordination of their efforts.

The initiative to conduct this study was rooted in the investigator's job responsibilities as counselor to continuing education students and involvement with Women's Programs in the Division of Continuing Education at OSU. This writer, along with the coordinator of Women's Programs, was responsible for organizing the monthly 'Lunch Bunch' forum in 1974. This was Women's Programs first effort to bring returning women students together to share information, experiences,
adult women students such as the provision of academic credit for life
and/or work experience and the elimination of physical education as a
requirement for mature women students.

**Traditional-Aged Women Students** - That group of women whose
education has not been interrupted. The age range for the group
studied is 18 to 22 with their enrollment unit as University College.
They may or may not be married.

**University College** - University College, hereafter referred to
as UVC, is the point of entry at The Ohio State University for fresh-
men students who are degree oriented. Academic advisement and
remediation, if necessary, are received by both freshmen and sopho-
mores through the Developmental Education Program. There are no
degrees awarded by UVC. Thus, the staff of UVC focuses on pre-
paring students for academic work in one of the 16 other colleges at
the University which are degree-granting.

**Limitations**

This study was limited to two groups of women students: 1) mature
women students 25 years of age and older enrolled in the Division of
Continuing Education whose education had been interrupted and 2)
traditional-aged women students, aged 18 to 22, enrolled in University
College whose education had not been interrupted. A third group--
women aged 23 and 24--was not included in this study. Women in this
Interrupted Education - A break in the continuity of one's education as a result of marriage, having children, working, unclear goals, and/or financial reasons. For purposes of this study, a break or interrupted education will refer to three (3) or more years, and the enrollment unit within the University for women students experiencing an interrupted education will be CED. The break may have occurred between high school and college or after entrance into an institution of higher education.

Mature Women - The term mature women is used in this study to describe those women who are age 25 and older, married or single, and who are continuing an interrupted education. They may or may not possess a college degree.

Support Needs - The term support needs in this study refers to those self-perceived needs of women which are felt to be obstacles to successful levels of achievement or continued studies. Examples are child care, financial aid, counseling and consultation, and job referral.

Supportive Services - Those existing University services and/or desired services by women students which would eliminate obstacles to successful levels of achievement. For purposes of this study, supportive services refers to child care, study skills courses, job referral or placement, financial assistance, counseling and consultation, and flexible rules or policies to meet the needs of returning
3. What are the differences between mature women students and traditional aged women students concerning self-perceived support needs, such as child care, financial assistance, and vocational and career counseling?

4. What are the differences between mature women students and traditional aged women students according to their attitudes toward existing and/or needed supportive services at The Ohio State University?

Definition of Terms

Due to the ambiguity of words in the English language, the writer finds it necessary to define the following terms so that each reader will have the understanding intended by the writer.

Continuing Education - The term continuing education is used in reference to programs which provide women with interrupted educations the opportunity to further their education beyond high school, more specifically, into higher education. The idea of continuing education could apply to men as well as to women but this study is limited in scope to the investigation of the area of continuing education for women. The Division of Continuing Education at The Ohio State University, hereafter referred to as CED, is one such program serving as a point of entry for women returning to college. CED is not a degree-granting unit.
student. Further, the results of this study will assist the Office of Women's Programs in the development of support programs, such as workshops, conferences, and/or bag luncheons to disseminate information. The results will also assist appropriate units at the University, concerned with mature women students, in developing supportive services such as child care, financial aid, vocational and career counseling, and convenient scheduling.

More specifically, the problem stated as questions to be researched are as follow:

1. How will the profile of mature women students differ from that of traditional aged women students enrolled at The Ohio State University on the following variables: race, marital status, number of children at home who are too young for school, employment status, enrolled part-time or full-time, enrolled day, evening, or day and evening, cumulative grade point average, total credit hours earned, and academic classification according to credit hours earned?

2. What are the differences between reasons given by mature women students and reasons given by traditional aged women students for attending college according to the following variables:

   a. Their reasons for course enrollment
   b. Their educational objectives
   c. Their reasons for entering or returning to college?
variety of purposes at a variety of course levels, 2) To provide educational and vocational counseling, 3) To provide information about the University's procedures and policies, 4) To identify resources within the University for referral purposes and 5) To develop supportive programs to assist adult women re-examine their goals in light of a changing society and new opportunities.

A necessary task of Women's Programs at The Ohio State University is viewed by the coordinator to be assessing the support needs, interest, goals and academic success of mature women who have returned to college. Thus, it is the purpose of this study to assess the support needs, interests and goals of mature women students enrolled in Continuing Education at The Ohio State University.

The Problem

The purpose of this study was to determine whether the self-perceived support needs of women students 25 years of age and over enrolled in Continuing Education at The Ohio State University would be different from those of traditional aged women students enrolled in University College at OSU. These two groups were compared to determine if mature women students had significantly different support needs from those of traditional aged women students. Data received from mature women subjects will provide the Office of Women's Programs a descriptive profile of the continuing education woman
outlets for mature women following their undergraduate work. The keystone in each of these programs has been the counseling facilities available to women.

A center developed for women returning to college to resume interrupted educations was founded at the University of Michigan in 1964. Jean Campbell, the center's first director, cited in her Newsletter (Summer, 1974) that the Center had grown ten-fold in ten years, a decade marked by profound changes for women.

The Center for the Continuing Education of Women at the University of Michigan has counseled individually more than 8,000 women. It has involved thousands more in programs and courses and through its publications. It is primarily designed to facilitate the return of women into higher education and the marketplace, but beyond this it serves as a continuing support base for women already in school. The Center has been used as a model for many women's education centers throughout the country.

Women's Programs was founded in September, 1974 at The Ohio State University. This program was initiated under the auspices of the Division of Continuing Education--Credit Non-Degree Program. The purposes of Women's Programs, as related by its first coordinator, Patricia Pohlman, were as follows: 1) To serve as a point of entry for adult women students who want higher education for a
CHAPTER I

INTRODUCTION

Programs developed primarily for the education of women are among the most recent additions to the field of adult/continuing education. Because of the changing role of women in the 1960's, specialized programs have surfaced in an effort to relate educational goals to the reality of women's lives in contemporary America.


Each of these programs was designed to serve unique local needs in respect to the university facilities, needs of women students, philosophies of the universities and planners, and sources of financial aid. The common reasons for the development of these programs have been to contribute to the national supply of woman-power, to supplement the critical shortage areas, or to provide additional
Table 36. Chi Square Test of Independence for Respondents' Attitude Toward a Need for Assistance in Clarifying Their Educational Goals ........................................... 80
<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>26. Chi Square Test of Independence for Whether Respondents Families Were Supportive of Them Furthering Their Education</td>
<td>68</td>
</tr>
<tr>
<td>27. Chi Square Test of Independence for Respondents Attitude Toward Expansion of University Child Care Program to Provide Services for Children of More Students, Both Full-time and Part-time</td>
<td>71</td>
</tr>
<tr>
<td>28. CED Respondents' Attitude Toward Campus Child Care Centers Allowing Them to Take More Courses</td>
<td>72</td>
</tr>
<tr>
<td>29. Chi Square Test of Independence for Respondents' Attitude Toward &quot;The University Should Make More Scholarships and/or Grants Available for Mature Women Students&quot;</td>
<td>73</td>
</tr>
<tr>
<td>30. Chi Square Test of Independence for Respondents' Attitude Toward &quot;Financial Assistance Should Be Available to Female Students Pursuing a Degree on a Part-time Basis&quot;</td>
<td>74</td>
</tr>
<tr>
<td>31. Chi Square Test of Independence for Respondents' Attitude Toward &quot;The University Should Provide Academic Credit for Life and/or Work Experience&quot;</td>
<td>75</td>
</tr>
<tr>
<td>32. Chi Square Test of Independence for Respondents' Attitude Toward &quot;Physical Education Should Be Required of Mature Women Students&quot;</td>
<td>76</td>
</tr>
<tr>
<td>33. Chi Square Test of Independence for Respondents' Attitude Toward &quot;University Job Referral Services Could Assist Me a Great Deal in Seeking Employment&quot;</td>
<td>77</td>
</tr>
<tr>
<td>34. Chi Square Test of Independence for Respondents' Attitude Toward &quot;I Believe a Study Skills Course Would Improve My Grades&quot;</td>
<td>78</td>
</tr>
<tr>
<td>35. Chi Square Test of Independence for Respondents' Attitude Toward &quot;The University Should Provide a Lounge or Facility on Campus for Mature Women and Men Students.&quot;</td>
<td>79</td>
</tr>
<tr>
<td>Table</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td></td>
</tr>
<tr>
<td>14. Chi Square Test of Independence for Respondents Current Educational Goals</td>
<td>54</td>
</tr>
<tr>
<td>15. Chi Square Test of Independence for Respondents Reasons for Entering or Returning to College</td>
<td>56</td>
</tr>
<tr>
<td>16. CED Responses to Items Concerned With Child Care</td>
<td>57</td>
</tr>
<tr>
<td>17. Chi Square Test of Independence for Respondents Who Made Applications to the University for Financial Assistance</td>
<td>59</td>
</tr>
<tr>
<td>18. Chi Square Test of Independence for Whether Respondents Were Denied Financial Assistance by the University</td>
<td>59</td>
</tr>
<tr>
<td>19. Chi Square Test of Independence for Whether Respondents Applied and Received Financial Assistance From the University</td>
<td>60</td>
</tr>
<tr>
<td>20. Chi Square Test of Independence for Financial Sources of Respondents Education</td>
<td>62</td>
</tr>
<tr>
<td>21. Chi Square Test of Independence for Respondents Awareness of Sources for Securing Financial Assistance</td>
<td>63</td>
</tr>
<tr>
<td>22. Chi Square Test of Independence for Respondents Satisfaction with Present Career Choice</td>
<td>64</td>
</tr>
<tr>
<td>23. Chi Square Test of Independence for Respondents Interest in Obtaining Vocational/Career Counseling</td>
<td>65</td>
</tr>
<tr>
<td>24. Chi Square Test of Independence for Respondents Need for Assistance Locating the Vocational/Career Counseling Services on Campus</td>
<td>66</td>
</tr>
<tr>
<td>25. Chi Square Test of Independence for Whether Respondents Have Used the University Counseling and Consultation Services</td>
<td>67</td>
</tr>
<tr>
<td>Table</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>1.</td>
<td>Sample and Record of Responses</td>
</tr>
<tr>
<td>2.</td>
<td>Distribution of Respondents by Age</td>
</tr>
<tr>
<td>3.</td>
<td>Chi Square Test of Independence for Racial Composition of Respondents</td>
</tr>
<tr>
<td>4.</td>
<td>Chi Square Test of Independence for Marital Status of Respondents</td>
</tr>
<tr>
<td>5.</td>
<td>Distribution of Respondents in CED with Children at Home Too Young for School</td>
</tr>
<tr>
<td>6.</td>
<td>Chi Square Test of Independence for Employment Status of Respondents</td>
</tr>
<tr>
<td>7.</td>
<td>Number of Years CED Respondents Education Interrupted</td>
</tr>
<tr>
<td>8.</td>
<td>Chi Square Test of Independence for Respondents Enrollment Status--Full-time or Part-time</td>
</tr>
<tr>
<td>9.</td>
<td>Chi Square Test of Independence for Respondents Course Enrollment Time--Day, Evening or Both</td>
</tr>
<tr>
<td>10.</td>
<td>Chi Square Test of Independence for Respondents Academic Classification According to College Credit Hours Earned</td>
</tr>
<tr>
<td>11.</td>
<td>t-Test for Number of Credit Hours Earned by Respondents</td>
</tr>
<tr>
<td>12.</td>
<td>t-Test for Cumulative Grade Point Averages of Respondents</td>
</tr>
<tr>
<td>13.</td>
<td>Chi Square Test of Independence for Respondents Reasons for Course Enrollment</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------</td>
<td>------</td>
</tr>
<tr>
<td>A</td>
<td>113</td>
</tr>
<tr>
<td>B</td>
<td>120</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>134</td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>VITA</td>
<td>iv</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>viii</td>
</tr>
<tr>
<td>CHAPTER .</td>
<td></td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>The Problem</td>
<td>3</td>
</tr>
<tr>
<td>Definition of Terms</td>
<td>5</td>
</tr>
<tr>
<td>Limitations</td>
<td>7</td>
</tr>
<tr>
<td>Significance of the Problem</td>
<td>8</td>
</tr>
<tr>
<td>Organization of the Dissertation</td>
<td>9</td>
</tr>
<tr>
<td>II. REVIEW OF RELATED LITERATURE</td>
<td>11</td>
</tr>
<tr>
<td>III. PROCEDURES AND METHODOLOGY</td>
<td>28</td>
</tr>
<tr>
<td>Selection of Sample</td>
<td>28</td>
</tr>
<tr>
<td>Respondents</td>
<td>29</td>
</tr>
<tr>
<td>Design</td>
<td>30</td>
</tr>
<tr>
<td>Instrumentation</td>
<td>31</td>
</tr>
<tr>
<td>Hypotheses</td>
<td>32</td>
</tr>
<tr>
<td>Statistical Procedures</td>
<td>33</td>
</tr>
<tr>
<td>IV. ANALYSIS OF DATA</td>
<td>35</td>
</tr>
<tr>
<td>V. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</td>
<td>81</td>
</tr>
<tr>
<td>Summary</td>
<td>81</td>
</tr>
<tr>
<td>Conclusions and Discussion</td>
<td>100</td>
</tr>
<tr>
<td>Recommendations</td>
<td>108</td>
</tr>
</tbody>
</table>
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To:

My Mother, Helen

My Father, Eddie

and

My Brother, Edward L.
AN ASSESSMENT OF SUPPORTIVE NEEDS OF MATURE AND TRADITIONAL AGED WOMEN STUDENTS AT THE OHIO STATE UNIVERSITY

DISSERTATION

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Denise Felicia Mahone, B.S., M.Ed.

* * * * * *

The Ohio State University

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