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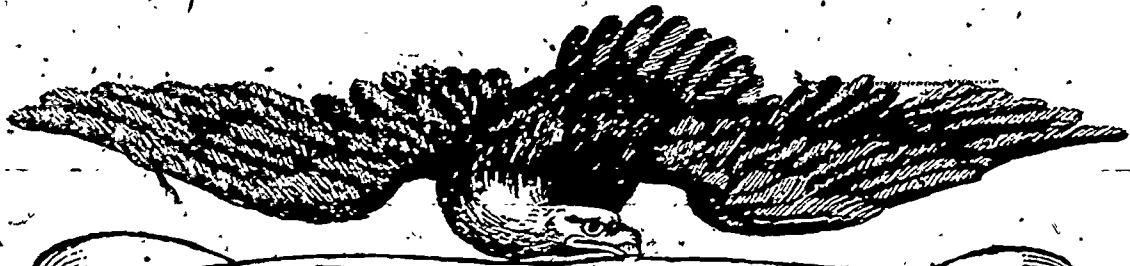
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ABSTRACT

A statewide study of the needs of continuing education opportunities for persons motivated toward further study but unable to take advantage of conventional delivery systems of postsecondary education is reported. Four data collective activities were utilized: a learning interest interview field poll of 800 respondents; an inventory of current programs in Iowa for nontraditional students; a 3 to 5 percent sample survey of adult and part-time nontraditional learners currently enrolled in programs; and a series of eight group interviews of nonenrolled adults in separate geographical regions. Data were also gathered first-hand from the institutions themselves. Trends in other states were studied as well. Conclusions and recommendations are outlined regarding policies, balance, expansion, Iowa Commonwealth College, services, cooperation, and data. Projections of the learning population in the year 2000 were used to emphasize the potential magnitude of the national enrollment, and it was found that in Iowa an even larger percentage of the population will be adults and/or retired. It is suggested that if Iowa is successful in adapting its educational enterprises, the nontraditional learner will not only be well-served but will have become the traditional learner by the year 2000. (LBH)

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# THE THIRD CENTURY

## Preparing for the Future

**A REPORT PREPARED FOR THE  
HIGHER EDUCATION FACILITIES COMMISSION  
OF THE STATE OF IOWA**

**I. Bruce Hamilton  
Office of New Degree Programs  
May 1976**

COLLEGE ENTRANCE EXAMINATION BOARD • EDUCATIONAL TESTING SERVICE

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I really feel that all people at all times should have access to educational opportunities. Men; women, young, old and anyone else who wishes to learn or makes a commitment to want to learn should have the opportunity. All modes of communication should be used and all segments of life and living problems should be offered.

-- Ottawa housewife



Support for this study was provided by a grant to the Iowa Higher Education Facilities Commission from the United States Office of Education under Section 1203 of the 1972 Amendments to Title I of the Higher Education Act of 1966 for Comprehensive Planning.

Office of New Degree Programs

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*Why is there nowhere I can turn?*

— Guthrie County widow and  
mother of three living on  
social security

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## PREFACE

This report has been sponsored by the Iowa Higher Education Facilities Commission (HEFC), Iowa's designated "1202" postsecondary planning body, and prepared by the Office of New Degree Programs, the College Entrance Examination Board and Educational Testing Service.

In its statement and charge to the study directors, the Commission said:

The Commission proposes to conduct a statewide study of the needs for continuing education opportunities for persons motivated toward further study but unable to take advantage of conventional delivery systems of postsecondary education.

The present postsecondary system is designed, in general, for young persons who are able to devote full time to education. The system places obstacles in the path of many persons who desire college level education but do not fit the traditional mold. The objective of the proposed study would be the development of a coordinated plan to assist such persons in realizing their educational goals.

The study project would include

- identification of the target population and definition of their varying needs
- an inventory of the non-traditional programs of study currently being offered by Iowa postsecondary institutions
- recommendation and evaluation of possible methods of building fuller public awareness and utilization of existing programs.

- recommendation and evaluation of alternative or additional delivery systems to meet the needs identified.
- assessment of the Iowa Commonwealth College as a workable instrument for meeting the demonstrated needs of the population to be served.

The Iowa Commonwealth College is an inter-institutional model for an external degree program which has been developed by the Iowa Coordinating Commission for Continuing Education.

The study team responded to this charge and began work in the fall of 1975 on the following four data collection activities:

- a statewide, demographically-based learning interest interview field poll of 800 respondents chosen to represent the adult population in the state.
- an inventory of programs in Iowa postsecondary institutions designed to serve the part-time, adult, or other non-traditional learner in the state.
- a 3-5 percent sample survey of the adult and part-time non-traditional learners currently enrolled in learning programs.
- a series of eight group interviews of non-enrolled adults in the following locations: Calmar, Council Bluffs, Creston, Davenport, Estherville, Mason City, Ottumwa, and Sioux City.

In addition, members of the study team visited several institutions to gather first-hand information from program

directors and others engaged in running educational programs, and reviewed the literature and events over the last half-decade in other states which might indicate trends relevant to Iowa's present planning.

As a supplemental activity, twenty multi-state non-traditional programs were queried to discover how many Iowa residents were currently enrolled in their programs.

These activities were organized to answer a set of research questions posed by the study directors and aimed at assisting the HEFC deal with the questions raised in the charge.

We believe the Commission raised these questions at a propitious time. The 1970's are marked by a rising concern for the learning needs of adults who, for a variety of reasons, find their previous education and training inadequate to meet the challenges of a changing economy and world.

Since 1970 there have been three national surveys of adults with respect to their learning interests and activities (USOE, 1972; Carp, Peterson, and Roelfs, 1972; National Opinion Research Center, 1974) and several notable state and regional studies (Becker Research Corp., 1972;

Central Surveys, 1973; University of Wisconsin System, 1973; Hunter, 1975; Peterson, et. al., 1975). In addition, the states of Florida, Connecticut, and Indiana are currently conducting studies of their citizenry to determine the extent of need and demand for further learning opportunities.

This interest and activity has come about as a result of a realization that the democratizing thrust of higher education, begun soon after World War II and expressed principally in the dramatic growth of community colleges, was not keeping pace with the rapidity with which occupations and technological needs were changing, particularly for the adult, and to some degree with economic and physical constraints imposed by isolation, cost, time restrictions, poor preparation, or excessive mobility. Several states, notably New York, Illinois, Minnesota, and New Jersey, created entirely new institutions designed to reach the largely disenfranchised populations; and others, for example California, Massachusetts, and Pennsylvania, strengthened their existing outreach and service programs to better meet these new learning needs and interests.

A good deal of credit for the orderly advance of institutional responses to the learning needs of the general

population in the early years of the decade must be given to the pioneering work of the Commission on Non-traditional Study, a joint College Entrance Examination Board and Educational Testing Service activity supported by the Carnegie Corporation of New York. The Commission's report, Diversity by Design (1973), provides the most comprehensive analysis of the issues and recommendations of appropriate responses by the educational community to existing unmet educational needs identified by a series of studies conducted by the Educational Testing Service for the Commission. This set of studies has provided the basis and rationale for many of the state-wide efforts undertaken since 1972.

In the heat of this publicity and national attention, a number of new programs and institutions were launched, as Chapter III clearly demonstrates. Some of these have grown and prospered; others have had a hard go of it and are either discontinued or under serious question. The year of 1976 is, therefore, propitious in more than the sense that we as a nation are entering our third hundred years of existence. For Iowa educators, it is an appropriate time to stand back from the programs established and proposals raised in recent years, including the Iowa Commonwealth College proposal, and survey the best and worst of the ideas.



and program developments which dominate the literature of the early decade, and decide what coordinated and cooperative approach might be taken to meet the needs unearthed by this research. The history of inter-institutional cooperation in other states as revealed in Chapter III is not particularly reassuring, but Iowa's reputation as a state whose institutions have traditionally worked together is distinctly encouraging. We believe a sound and rational set of approaches for Iowa can be devised which draw upon the experiences of the last half decade, and may provide a unique model pattern for the rest of the nation to follow -- as is only appropriate and proper for Iowa. We hope this report will materially contribute to that end.

We are indebted to a number of people without whose help it would have been impossible to conduct this study. Our first and greatest debt is to Willis Ann Wolff and her staff at the Commission, particularly Patricia Conway. Their unflagging support, encouragement, and assistance are in no small part responsible for the successful conclusion of our mission.

The HEFC Advisory Committee and its chairman, Philip D. Langerman of Drake University, were also instrumental in advising us and guiding us through the maze of institutional

programs in Iowa. They were particularly helpful in the inventory phase of the study, and in opening the doors of many busy people which otherwise would have remained closed to us. For their continuing support and advice we owe much thanks.

To those whose unhappy task it was to fill out our questionnaires or arrange for our visits or group interviews with adults, we also owe a large debt of gratitude. Little in life is more devoid of pleasure than filling out questionnaire surveys, particularly long and complicated ones as are ours. We thank you all for your kind indulgence. Your answers are indeed the basis for all else that this report says.

And finally to our colleagues at the College Board -- Charles Gavin, Leo Gilchrist, and John Valentine -- and at ETS -- John Valley -- we owe thanks for their assistance, advice, and wisdom.

And we would be remiss not to also acknowledge the expert assistance of Martha Stocking at ETS and Edmund Jacobson at the College Board for their virtuosity with computer programming, and Mary Alderson, Linda Böhmner, and Barbara Kleinhans for their wizardry at the typewriter keyboard. Without their dedicated assistance, not a word would have emerged.

We cheerfully take full responsibility for the content of this report, including errors, blunders, and omissions which we should have thought about: We admit to all human failings.

Roy E. Halladay

I. Bruce Hamilton

April 15, 1976

THE THIRD CENTURY

## INTRODUCTION

- The sixty three year old wife of a retired minister in a small town would be willing to spend \$1,000 to earn a bachelor's degree in home economics by TV or radio. She is interested in a registry to gather the evidence of her three years of college taken intermittently over the last 20 years.
- A twenty year old married tavern owner in rural Ida Grove, with a high school education, is willing to spend \$5,000 to learn commercial art and advertising part-time while supporting a family.
- A nineteen year old collection clerk whose husband works in a production plant is eager to spend \$2,000 for a correspondence course in wildlife conservation, but lacks information on how she can go about finding a program leading to a certificate in conservation.
- A fifty year old farmer's wife from a southern border county could devote 12 hours a week to learn touch typing, and could spend \$100. She knows where to sign up (an area college) but the distance for her is too great. She can get a job as a part-time librarian if she can type. What should she do?
- A Franklin County woman, thirty three, with two years of college, wants to study journalism at University of Northern Iowa, and would spend \$5,000 to gain a bachelor's degree. But she can only devote 20 hours a week. She feels frustrated by the system which prevents her from attaining this goal.
- A thirty five year old accountant wants to change his career and needs information, counseling, and self-evaluation. He desires skills and certification as a builder -- possibly

also in architecture -- and would spend \$12,000 to become a qualified contractor-builder. But presently he can only devote 15 hours a week to the enterprise. He doesn't feel there is any way he can realize his ambition.

- A single secretary in her late fifties living in Monona County would like to try her hand at writing short stories. She can spend \$500 to take creative writing, and could devote 12 hours a week to it, but doesn't know where to go or whom to see to get instruction.
- A twenty four year old black cleaning lady living with her mother who is a nurse's aid, completed high school and would like to become a bookkeeper, using her local high school as the place of instruction (they have no car). She has \$25 saved up but can only devote four hours a week to instruction. She doesn't know if an appropriate course is available or not, and worries that the teachers might not understand her learning needs and problems.

These are the people for whom this report is written.

There are thousands like them throughout Iowa -- in the towns and villages, in the countryside, and some right next to a university but unable to take advantage of it.

- A twenty one year old secretary from Davenport with almost three years of college wants a bachelor's degree in business administration, and is willing to pay \$3,000 to achieve it. But it is hard:

"Currently in this area there is no higher education institution that is state maintained. The private college's tuition is prohibitive if there is already one student in the family who has obtained educational loans."



Some of them are older, uneasy about their ability to compete with the young:

- A retired man taking the fundamentals of electricity at an area college feels the strain of trying to keep up with younger students:

"I feel that the present course in which I am enrolled is too complex to be covered satisfactorily in the 12 sessions allotted. It seems that if only one-half or one-third the subject matter were covered it would have more value to me. An additional course or even two following in the right sequence would enable me to get a firmer grasp of the subject."

But the courage and perseverance of most older learners in the face of adversity and an uncertain future is humbling.

- A fifty four year old homemaker taking a course at the University of Iowa says:

"Have found it very exciting -- but difficult to find it possible to keep up with the class so far. (Basic Math skills is the course I am currently taking.) When a friend heard what I was taking, she asked what I was 'going into' -- my answer was -- 'old age with confidence!!!'"

- An older man who wants to study genealogy as an independent study project writes:

"I'm old and need to keep active and alert, both physically and mentally. At my age a career or credit in courses is not my primary interest."

- A practical sixty two year old farm housewife taking *The History of Iowa* through extension wonders about her future. She quit a business school 45 years ago because of the high cost and the onset of the depression. Now she's making plans, and needs advice. She writes:

"This 'History of Iowa' is for directed reading and discipline on the topic. I had six hours English from Literature of Old Testament and Literature of New Testament as I did not feel churches furnished solid background for Sunday School teaching. This when my children were small. Now I could take individual study classes. Many people do not know whether or not I have a college degree, and for daily living now it makes no difference. If, however, I should become a widow I have wondered whether some evaluation of college competency might not be helpful. I was a stenographer and secretary, but after five children, I wonder if an area such as remedial reading aide might be possible. I think that I could probably achieve junior level in more than one area after a unit of independent study."

Some are young; hopeful, perhaps naive.

- A commonly expressed hope is reflected in the following statement by a homemaker with young children:

"I hope there will be a four year college program soon in north central Iowa. If that is not possible, I sincerely wish for more extension courses in this area. Thank you."

• An eighteen year old high school graduate -- now farming -- takes a basic math course in the evening, aspires to a graduate degree but has little discretionary income to apply toward school. He suggests the state offer an external degree program for people in his circumstances.

• A twenty three year old woman from a small village in Franklin County needs counseling help:

"I have a B.S. in biological science, and am not working for two reasons. The small town we live in does not have work for women with college degrees besides teaching. My husband and I would also like to have children sometime soon. In ten or fifteen years I will probably go back to school for teacher certification or another specialization."

And often lack the resources.

• A twenty year old garbage man with one year of college who wants a B.S. in Business can't afford it:

"I need money to continue my desired education."

But most are not young or old, most of those who are not well served by the existing programs in Iowa are 25 to 45 -- in the mid-stream of life -- productive, responsible, beset by frustration and barriers, but looking for ways to better themselves.

Listen to a few more of their voices. Some of them are enrolled in adult classes now. Put yourself in their place. Think of what resources there are in Iowa for you.

- A forty year old bookkeeper in Harrison County with two years of college said:

"I have taken several adult education courses given at our local high school and have benefited by these; however, I wish there would be a way to earn some credit through these to use for job advancement and placement. I have taken script writing and bookkeeping but since no credits were earned I cannot use these to count as additional credit beyond high school."

- A thirty six year old woman attending Marycrest College preparing to teach in elementary school said:

"I have to drive ~~25~~ miles to get my hours at an accredited four year college and this influenced some of my answers. It is very difficult for me to make special trips for counseling, library work, etc. I have four small children so that doesn't leave me as much time to pursue my education as I would like, but doing it my way I plan on having my degree in three to four years when they are all in school."

- A thirty year old social worker faces a dilemma:

"I would like to continue education throughout my life even after reaching a personal goal. The primary problem I have faced and expect to face again is the lack of appropriate educational program anywhere near my residence. The extension program of the School of Social Work has been particularly helpful, but my desire for continuing formal education seems to be attainable only in a large city, an area of residence

that is not particularly appealing to me. Educational opportunities must be made available somehow in less densely populated areas. The necessity of moving my family to avail myself of further educational opportunities forces me to choose between the two very undesirable alternatives, either moving them or ceasing further pursuance of education."

- A forty one year old black sand slinger operator with a tenth grade education is taking a free basic education mathematics course though he lists a family income in excess of \$25,000. His wife is a factory worker. His goals are unclear but he wants to discuss his career ideas with an adult education staff member.
- A thirty nine year old divorced salesclerk with a high school education worries that she hasn't the energy or stamina to continue her education. Yet she is taking a real estate course and brightly states:

"Really gives me a boost to learn something new and interesting."

How many of these people are out there? What kinds of educational and counseling services do they need? What programs are in place to help them? And under what circumstances can they pursue their educational goals? These are the questions the study team hopes to answer in this report.

It is good to keep these people and their statements in mind as we proceed. Statistics and percents have a way of leeching the life out of a study, draining it of its human significance. There are real people out there, with real



needs. Those we saw were remarkably candid, open about their lives and fortunes, and skeptical of the role established education might have in their lives. One young man of thirty three, a real estate salesman taking marketing by correspondence, reflects what many feel about their present opportunities:

- *"It has always amazed me that with the state of Iowa always ranking high in educational achievements it has been so far behind other states (specifically Colorado and Alabama) in providing [adult] education on the college level. I speak specifically of Colorado and Alabama as I have attended extension service classes at both. In Colorado the University of Colorado had extension services at Lowry AFB -- using their classroom facilities in the evening when base personnel was not using them. It was convenient, inexpensive and offered a wide range of classes. In Montgomery, Alabama, the extension services of Auburn University expanded to the point that a small, but beautiful campus evolved which has now become the University of Auburn at Montgomery. Again, it was convenient and inexpensive. I have now accumulated three years worth of college credits and all of them but nine semester hours have been taken at out-of-state colleges, because of the unreasonable expense of the private universities in the Des Moines area, and because extension services are not available from out-state universities.*

*"Granted, we now have the Area Colleges, and I applaud their existence even if I do question their budgets -- however, I can no longer acquire credits from*



them that will apply to my degree. Hence, I am going to try and take 12 credits via correspondence from the University of Iowa so that I may someday (if I can save up enough money and raise a family at the same time) complete my degree at Drake with two majors and only have to take the minimum 30 hours to graduate. Ames is too far for me to drive and still keep my family functioning and work, Iowa City is out of the question for resident classes.

"I certainly am not for driving out the private universities, I just feel that people like myself could more than benefit from extension services. I swear I would be a Ph.D. by now if the facilities were such that I could afford to attend classes because I truly enjoy the learning process and feel school to be a challenge. I also realize that there are more Ph.D's than necessary, but the philosophy of the possibility is what I think should be available."

#### Research Questions

The study team developed several formal research questions to focus the team's activities. These are given as follows:

- What is the extent and nature of the educational interests and needs among Iowa adults? (What are those needs currently being met, as well as the unmet needs?)
- What is the extent and nature of the existing capacity for meeting adult learning needs and interests in the State of Iowa?

- What is the extent and effective coverage of existing ancillary student services available for adults? What counseling and information sources -- formal and informal -- are accessible to adults in various areas of the state? Is financial aid available to part-time learners? Are existing learning resources effectively publicized? Are they available in a flexible enough format to meet time and scheduling constraints imposed by the lives of usually married, employed persons?
- Are adult Iowans aware of the existing opportunities for continuing education, and do they know what to do to enter a program?
- How are the existing extension, continuing education, and external degree and non-degree programs accepted by the State of Iowa and its colleges and universities?
- What may be learned from events and trends in non-traditional study programs in other states?

Several methods were used to collect the data. A state-wide, demographically representative field-poll of 800 adults eighteen years and older who were interviewed in face-to-face sittings by a professional polling firm, The Iowa Market/Opinion Survey, a commercial division of The Des Moines Register and Tribune Company, was the primary source for determining the dimensions of adult interest and need for further learning and other services. This poll is carefully designed to represent all Iowa adults within a three percent margin of error.

Second, all public and private colleges and universities, and private business schools received the "Survey of Iowa Institutional Resources for Non-traditional Education," a

complex questionnaire designed to elicit the programs, policies and practices in Iowa's institutions presently in service of the non-traditional learner.

A third activity was the distribution of sets of The Enrolled Student form of an "Iowa Postsecondary Alternatives Questionnaire" to each institution serving the non-traditional student population. A total of 3,000 questionnaires were mailed to 65 institutions, which subsequently distributed them to a randomized sample of currently enrolled adult and part-time students, gathered completed surveys, and returned them to the study team.

In October, 1975, a member of the study team also visited a number of smaller regional communities and conducted group interviews with adults who are not currently enrolled in educational programs; or arranged for group interviews by local community college personnel. Groups gathered for these sessions include librarians (Council Bluffs area), a chatauqua group (Creston), a church Bible class (Calmar), a nurses-aid meeting group (Mason City), etc. In addition, the Adult Resident forms of the Iowa Postsecondary Alternatives Questionnaire were completed by those present in the group meetings, as well as by a small sample of local library users. (Extra copies of the questionnaire were mailed to 25 small libraries in outlying towns in the hope that adult users of the library facilities would complete them.

Some did, and these replies were added to those gathered from the group meetings.)

Finally, members of the study team visited several institutions to observe programs in action, met on several occasions with the HEFC Advisory Committee, conducted an informal poll of multi-state programs which are located outside of Iowa, but which might have Iowa residents enrolled, and reviewed the literature of the non-traditional study movement.

All questionnaire forms, including whenever possible the frequency of responses for each question asked, are reproduced in Appendix I, beginning on page 257.

#### Definitions -- definitions

The person of primary interest to this report is the adult (18 years and older) who is or may become enrolled part-time in a formal educational activity. Formal education is defined as a coherent set of learning activities leading to a commonly agreed upon goal or objective, whether for academic credit or not. This definition excludes extremely short exposures, one-shot seminars or conferences, and unstructured learning situations.

The non-traditional learner is defined as nearly synonymous with the adult engaged in part-time formal educational activities. Or, put another way, the non-traditional learner is anyone engaged in a formal learning activity who is not 18-22 and pursuing education on a full-time basis.

In a practical setting such as a multi-program area college, this definition appears to include the majority of its students, as indeed it does. Thus some confusion occurs when such persons are called "non-traditional". However, it must be remembered that the term non-traditional evolved during a time when higher education was thought to serve (wrongly, even then) only the full-time 18-22 year old student, and among educational leaders whose entire professional lives had been spent in institutions engaged in the education of the young. Thus it came as a shock to many in proprietary business schools, community colleges, technical and trade schools and other post-secondary institutions who for many years had been serving just "students," who are suddenly labeled "non-traditional" students by these educational leaders. Yet it was the case.

The study team and Iowa institutions are living with the legacy of this situation, and it makes the terminology uncomfortable for some. The term "non-traditional learner" is used more frequently in the report than "part-time adult student" because it tends to be more comprehensive (a full-time student octogenarian is indeed a non-traditional learner), and implies that there are many ways to be non-traditional, whereas there is only one way to be an adult, to be one. Subsequent chapters will speak of various kinds of non-traditional learners -- from prison inmates to retired schoolteachers.

Non-traditional programs, learning experiences, or methods of instruction are also ambiguous terms. The report tends to view nearly all programs, experiences, and methods of instruction which are different from the typical, campus and classroom-bound, teacher-led, face-to-face, lecture or seminar-type of instruction as non-traditional, while knowing full well that many instructional elements which fit this definition are ancient and time honored. The ambiguity is unavoidable and the study team is sorry for any confusion the survey of institutional programs may have caused.

Differences between the non-traditional learner and the typical student

A brief typology of differences between those typically thought of as traditional students and the new clients for learning services who are addressed in this report follows:

TABLE 1

Typology of Learners<sup>1</sup>

<u>Dimension</u>	<u>Students</u>	
	<u>Traditional</u>	<u>Non-traditional</u>
Age of student	18-22 years	ca 20-80 years
Age range for learning	ca 5 years	ca 40-50 years
Career objective or orientation	initial or introductory	second or concluding

(Continued on following page)

1. Source: John R. Valley, 1976.



Typology of Learners (Continued)

<u>Dimension</u>	<u>Students</u>	
	<u>Traditional</u>	<u>Non-traditional</u>
Economic status	parent-dependent	independent self-supporting
Educational mobility	open	limited to local area
Educational objectives	career	varied (career, leisure, self-development, etc.)
Employment background	limited, short-term	diverse, frequently rich
Learning mode	group	independent
Learning resource	formal schooling	formal schooling plus work-life experience
Previous educational attainment	high school graduate	varies: less than high school graduate through post-doctoral
Psycho-social development	in transition narrow band	evolving -- wide band

There are a number of implications imbedded in this typology. Most post-secondary institutions simply open their regular classes to adults and then feel, quite rightly, that they are serving the adult learner. But completely satisfactory results do not always follow. Consider these quotations:

- *One young woman -- housewife and mother -- prefers to use a community location -- YWCA, church, library, etc. -- to learn, and has a clear notion of why she wants to study:*



"I am primarily interested in studying subjects in which I already have an interest but wish to approach in a disciplined manner in order to really learn or at least be aware of all aspects of the subject. Each subject I choose to study has some practical application to my life and I am only incidentally working towards a degree. Being in an otherwise foreign social environment and forming relationships with others in the class is also important but not a reason for taking a class."

- A work crew foreman in his late thirties taking a course at Coe College feels adults should not be given the same routine as typical college students -- in no uncertain terms:

"Courses and text books are geared for 18-20 year olds who have never been in "real" world to earn a living. Teachers stress memorization (in exact text book terms) of theoretical data which has no practical application outside of class. Last, and foremost, my latest teacher who is fresh out of master's program at state university assigns extra readings which apparently are used as "busy work" such as kindergarten teachers use. Most have no theme; make no sense; and are a total waste of everyone's time. Possibly youth have time for this; older pupils or those earning a living do not."

- A thirty six year old police officer with a year of college taking criminal justice is unhappy with the presentations he is given:

"Upper level education seems to be in a rut whereby there seems to be more interest in the practice of busy work or make work instead of presentation and the application of what has been

presented. Vast amounts of time are wasted in the presentation and discussion of insignificant material. The tangled mess that our present criminal justice system finds itself in may be the reason that teachers teaching in this area seem confused while presenting the material."

- A frustrated forty year old part-time reading teacher wrote:

"I would like to see Continuing Ed. Evening Program set up more practically. That is, at my age, take courses that really apply towards my specialization area. I have to take certain electives just to add hours for graduating. Most of these I've never used for 40 years, and most likely will never use in the next 40. I would like to see courses offered in the evening that are only offered in the day because then I could keep my job also. At my age, if I have to quit teaching in order to take these daytime courses, there is no guarantee that I can get back to work."

- A forty year old hospital chaplain taking a course at a satellite center offered at a V.A. hospital pleads for more flexibility in taking graduate work:

"I would like to see the University offer complete curriculum for graduate degrees in evening and/or weekend classes.

"Many professional, executive and middle management people would earn graduate degrees -- and often several master degrees, or study towards Ph.D. if only the University would serve the people beyond the '40 hour academic week'. Please!!!"

One by-product of this report may be a greater sensitivity to the special needs and circumstances of many kinds

of non-traditional learners. The report identifies some groups who are very underrepresented in the educational programs in the state. Perhaps programs designed especially for them may result.

#### Organization of this report

Chapters in this report follow the sequence of steps taken in the study. The first describes the results of the statewide field poll, and compares it to the population of non-traditional learners presently engaged in study. It answers the first and fourth research questions. Chapter II describes the results of the institutional survey and answers the second, third, and fifth research questions. And Chapter III reviews the events in other states and discusses the implications of those trends for Iowa, the final research question.

Finally, Chapter IV summarizes the findings in the report, discusses their implications, and sets forth several suggestions for Iowa's postsecondary authorities and institutions. A listing of references used in the report begins on page 253.

Two appendices also follow the text. The first displays all the instruments used in the data collection phase, including the raw response frequencies for each question. The second contains supplementary tables not contained in the body of the report, including a number of displays of.

statewide poll results by planning area. These tables are included to assist those who are responsible for the delivery of educational services in Iowa and in each of the sixteen planning areas. However, data by planning area are not discussed in detail in the report because the surveys did not elicit sufficient numbers of respondents to make analysis by planning area scientifically meaningful. Some useful local trend data can be analyzed for tendencies using these results, however, and planners are urged to use them for this purpose.

CHAPTER I

Educational Needs of the Non-traditional Learner

In the past most estimates of the need and demand for postsecondary education were drawn from studies and projections based upon the annual number of high school graduates. Such estimates were and are quite useful to institutions which design their educational programs for the 18-22 year old learner. But several converging circumstances make these studies inadequate for planning educational services in the future. First, as is well known by now, there will be fewer emerging high school students in the 1980's than there were in the 1960's, a condition unique in modern educational history. Second, a lower percentage of high school graduates are entering traditional colleges than heretofore. Nationally, whereas more than 60 percent of these graduates enrolled in college in 1968, less than 45 percent now do, and the trend toward non-college going by 18 year olds is continuing despite seemingly heavy enrollments currently. (See NCES, 1972a, 1974, 1975). Third, a clear trend toward increased part-time enrollment is also evident in these NCES studies. On December 6, 1975, it was announced that of the 10,231,900 students enrolled in higher education in 1974, 37.2 percent were enrolled part-time, an increase of almost 5 percent over the previous year.

These part-time enrollment figures are interesting in a state-by-state comparison. Curiously, Iowa reported



part-time enrollment among the lowest of any state in the union. Consider the following table:

TABLE 2  
Comparisons of Part-time Enrollments  
in Higher Education in Fall 1974<sup>1</sup>

<u>Sample of States</u>	<u>Percent of Part-time Enrollment</u>
California	53.1
Illinois	42.3
Total U.S.	37.2
Missouri	34.7
Nebraska	29.1
Minnesota	28.3
<u>Iowa</u>	17.6

These comparisons may be cause for some satisfaction. They may indicate that Iowa is more successful than other states in meeting the financial and other needs of enrollees such that greater full-time enrollments are possible. Or, on the other hand, they may mean that insufficient opportunities for part-time enrollment currently exist in Iowa. The study team is uncertain as to how to view these figures, since it is accepted dogma that greater concentration and efficiency in learning is afforded by undistracted, full-time study. Chapter II will discuss opportunities in more detail.

1. NGES, 1975, reported in Higher Education Daily, December 6, 1975, p. 3-4.



A fourth trend is the clear increase in interest and participation in postsecondary learning on the part of adults, older than 22, who in part account for the general increases in total enrollment figures reported by the Office of Education. This increase may be linked both to the increasing numbers of adults between 25 and 44 -- the ages when interest in further learning is greatest among the adult population -- and to the economic and other social changes in the American society which tend to require further learning in order for persons to qualify for certain jobs and to keep up with changes which affect them. Recent enrollment increases in continuing education, evening colleges, adult programs, and other learning experiences aimed at the adult population are well documented in the literature.

Thus studies which focus only on high school graduates can no longer provide the necessary data for comprehensive postsecondary planning.

This chapter reports the results of the statewide poll of adults 18 and older, designed to elicit statistically meaningful data within a three to four percent margin of error at the 95 percent confidence level (see Characteristics of the Iowa Market/Opinion Survey in Appendix I). These results are compared with those obtained in the poll of enrolled non-traditional learners and the responses from the group interview subjects. Where possible, these results

will be compared to the data collected by a national survey of adult learning interests, completed for the Commission on Non-traditional Study in 1972 by The Educational Testing Service (Carp, et. al., 1974). This study is referred to as the "CNS" study in subsequent tables.

#### STATEWIDE SURVEY

The primary finding of this study is that there is indeed a sizable, identifiable interest in further learning by a significant number of adults who are not now being adequately served by the state's postsecondary institutions. According to enrollment figures prepared by W. A. Cox, University of Iowa, for the Iowa College Presidents Association, the fall 1975 enrollment in degree programs in colleges and universities was 122,059 (non-credit adult education courses were excluded). According to data collected in the state sample in this study, a total of 7 percent (actually, 6.58 percent) of the adult population is enrolled in credit-bearing courses (see TABLE 3). Basing population characteristics of Iowa in 1974 data supplied by the Bureau of the Census (Series P-26, No. 138, September, 1975), this percent of the adult population -- estimated to be 1,880,000 in 1974 -- turns out to be 123,704, well within the 3 percent margin of error in the sampling procedures.

TABLE 3

PARENT EDUCATIONAL INVOLVEMENT - STATE SAMPLE

Sample Characteristic	N	Percent			
		Not a Student	Part-time (Noncredit)	Part-time (Credit)	Full-time
<b>Sex:</b>					
Male	388	90	3	5	4
Female	416	93	1	4	2
<b>Residence:</b>					
Metropolitan City/Town	234	89	3	5	3
City/Town	409	90	3	2	5
Farm	143	97	-	3	-
<b>Age:</b>					
18-24	102	74	1	9	16
25-34	180	86	3	5	6
35-49	172	91	5	3	1
50-64	176	98	1	1	-
65 +	174	100	-	-	-
<b>Income:</b>					
Less than 5,000	114	89	-	-	11
5,000-9,999	165	93	1	5	1
10,000-14,999	277	89	4	3	4
15,000 +	223	91	3	5	1
<b>Education:</b>					
Grade School	126	99	-	1	-
High/Voc. School	453	94	2	2	2
College	224	81	3	7	9
<b>Occupation:</b>					
Professional	82	77	11	7	5
Managers	64	94	-	3	3
Clerk/Sales	93	87	3	8	1
Craftsman	111	95	4	1	-
Farms	119	97	-	3	-
Operator/Service/Labor	131	93	1	2	4
Retired	136	100	-	-	-
Miscellaneous	68	74	-	4	22
<b>Group Affiliation:</b>					
Union	182	91	2	5	2
Farm	31	88	3	3	6
Business	32	79	6	6	9
Service	37	89	5	3	3
None	537	92	2	2	4
<b>Total Sample</b>	<b>805</b>	<b>91</b>	<b>2</b>	<b>3</b>	<b>4</b>

\* N > 205 due to multiple responses

0.58 percent

Bearing this close approximation in mind, the following data reveals the degree of interest and demand for further education among Iowa adults.

TABLE 4

Estimated Demand for Further Education

<u>Statement</u>	<u>Iowa, 1975</u>	
	<u>Percent</u>	<u>Estimated Adult Population Represented</u>
Yes, would like to engage in further learning and definitely plan to do so.	12	225,600
Yes, would like to engage in further learning but have no definite plans yet.	18	338,400
Possibly, but difficulties would have to be overcome.	6	112,800
<b>Total expressing interest.</b>	<b>36</b>	<b>676,800</b>

This total represents the probable maximum number of Iowa adults who are interested in further learning in 1975. Subtracting from this figure the total degree credit enrollment in 1974 (122,000) and the maximum estimated non-degree, non-credit enrollment figures drawn from Chapter II of this

report. (up to 265,000 adults), there yet remains 289,000 adults whose learning interests and needs are not yet touched by Iowa's postsecondary institutions. Further, it can be said from results in this survey that many of the adults in non-degree, non-credit programs would participate in degree-credit programs if it were possible. Therefore, the demand for credit-bearing study is much greater than the present enrollment, and probably climbing, as has been stated above.

Who are the non-traditional learners?

Looking only at the group of learners who state that they desire and plan to participate in further education (12 percent of the total sample), it can be said that they tend:

- to be female. Almost two out of every three would-be learners are women.
- to reside in metropolitan areas, cities, and larger towns. (Rural respondents tended to indicate "possible" interest in learning, perhaps recognizing that significant barriers exist for them.)
- to be younger. A quarter of the 225,600 residents in this group are 18-24, another fifth are 25-34 years old. Only 8 percent of the 50 years and older group plan to study, diminishing to the vanishing point after age 65.
- to have average incomes or better. Thirty percent of those earning over \$10,000 plan to study.

to already have college experience. The dictum that education is habit forming is borne out by this study. The higher one is educated, the more likely one is to want more education.

to come from families whose principle wage earner (in some cases the respondent) has an occupation classified as professional, managerial, white collar clerks or sales personnel, or be skilled craftsmen. Fewer of those from semi-or unskilled labor or farming families report an interest.

to be a member or have a close family relation who belongs to a business or service club.

In short, these are people who have the opportunity, the background, and the resources to afford further education. Those who lack obvious opportunities close to home, who are older, who come from less education-oriented occupations, have less discretionary income, and have a history of less education are not very likely to indicate that they plan to participate. Rather, these people are more cautious, either indicating that they would like further education (but have no definite plans), perhaps would like it if problems could be surmounted, or indicated no interest.



Why do they want to learn?

Overall, most respondents report they simply want to be better informed, closely followed by those who indicate they learn for personal satisfaction. A comparison of rank-ordered reasons expressed by Iowans with those reported in the CNS survey of 1972 and the sample of enrolled adults reveals strongly similar reasoning among learners.

TABLE 5

Rank Order of Reasons for Wanting Further Learning

<u>Reason</u>	<u>Iowa Poll Rank</u>	<u>Enrolled Iowa Adults Rank</u>	<u>CNS National Survey Rank</u>
To be better informed: gain new knowledge	1	1	1
For personal satisfaction, personal happiness	2	2	2
To improve income	3	4	4
To prepare for a job, or get a better job	4	5	3
For a job requirement, to perform job better, or to get a promotion	5	6	5
To meet new people, get away from daily routine, get involved in something new	6	7	7
To work toward a degree	7	3	6

1] Enrolled students here and in subsequent tables refers to a 3-5 percent sample of enrolled non-traditional students, not full-time residents. Specialized schools are not represented in these tables due to insufficient numbers of non-traditional students enrolled.



The only significant difference among these samples is that currently enrolled non-traditional learners (many of them in degree programs) put "working toward a degree" in third place, whereas the others place it lower. (A complete breakdown of the state sample respondents on this issue by sex, residence, age, income, previous education, and family occupation is contained in a table in Appendix II.)

What do these people want to learn?

A good deal of attention was paid to the subjects or skills in which the non-traditional learners in Iowa indicated an interest. Reasonably good comparative data also exists with the CNS national survey conducted in 1972. Because of the limited size of the statewide sample (806) and the even more limited sample size of those expressing an interest in further learning (281), it would be unwise to design specific subject matter programs without conducting more concentrated follow-up studies of the potential pool of learners available. Nevertheless these data are representative in the aggregate and do suggest the general magnitude of the demand. It may be used as one source (but only one, and not conclusive) of evidence that indeed there is a pool of potential learners in the population for specific subject areas.

Pooling the fifty-five subject choices provided for the interviewees, the data yields the following pattern of interests among the sample. These are not necessarily first choices, only the magnitude of general interest in various areas.

TABLE 6

Interest Areas of the Population  
(Iowa and CNS National)

Percent of Interest

	Iowa (N=281)	CNS (N=3001)	Iowa (N=281)	CNS (N=3001)
<u>Professional fields</u>				
Architecture	13	6		
Education	12	10		
Engineering	12	9		
Fine and Performing Arts	22	16		
Law	8	12		
Library Science	2	*		
Management	15	16		
Medicine, Dentistry	7	5		
Nursing	12	13		
<u>Vocational Subjects</u>				
Agriculture	13	11		
Business Skills	26	26		
Commercial Art	17	12		
Communications Media	15	14		
Computing Sciences	7	10		
Cosmetology, barbering	15	*		
Forestry	19	22		
Industrial Trades	19	29		
Investment	8	*		
Labor & Industrial Rel.	7	10		
Medical Technology	10	*		
Real Estate, Insurance	9	7		
Salesmanship, Marketing	14	*		
Taxation	14	19		
Technical Skills				
<u>Personal Development</u>				
Occult Sciences	6	7		
Personal Psychology	16	15		
Phys. Fitness/Self Def.	24	26		
Public-Speaking	9	11		
Religious Studies	13	15		
<u>General Education</u>				
Basic Education	12	13		
Biological Sciences	12	8		
Creative Writing	12	13		
English Language	5	8		
Environmental Studies	15	15		
Great Books	9	11		
HISTORY	15	*		
Humanities	15	16		
Languages	17	16		
Physical Sciences	6	6		
Religious Studies	13	15		
Social Studies	16	9		
<u>Home and Family Living</u>				
Child Development	22	17		
Gardening	30	26		
Home & Appliance Repair	22	25		
Safety, First Aid	13	16		
Sewing, Home Crafts	25	27		
<u>Hobbies and Recreation</u>				
Crafts	33	27		
Flight Training	15	11		
Sports and Games	25	28		
<u>Public Affairs</u>				
Citizenship	7	4		
Community Organizations & Prob.	15	14		
Consumer Education	20	15		
Public Affairs	16	12		
Public and City Services	6	*		
<u>Other Choice</u>				
	4	3		

\* Not asked in the CNS survey.



As is typical of adult surveys, personal subjects such as hobbies, recreation, personal development, etc. and family living subjects such as gardening and home crafts rate highly (20-30 percent range). Bread and butter subjects and skills are also popular (10-20 percent range), followed by about a 10-15 percent interest range in general education. Many of the adult education courses offered by the area colleges reflect these subjects, since course development in many cases is dependent upon community interest.

But when general interests are focused down to first choice interests, which were represented by the question "Which subject or skill ... are you most likely to study or learn in the next two years ...", a different pattern emerges.

TABLE 7

First Choice Subject Areas  
(Iowa and CNS Samples)

Areas	percent	
	Iowa Sample	CNS Sample
Vocational Subjects	36	35
Professional Fields	25	19
General Education	12	16
Home and Family Living	11	12
Hobbies and Recreation	8	8
Personal Development	3	5
Public Affairs	3	4
Other Choice	2	1
Total	100	100

It is clear that economic motives emerge more strongly in these data, particularly to the detriment of volunteer learning areas -- personal and family subjects and interests. Forced-choice responses are a reasonable measure of strength of demand. If these findings are to be believed, the adult and the non-traditional learner is more likely to demand learning opportunities which help him or her in the marketplace, but may want to learn other things that conform more closely to the notion that learning is mainly "to be better informed" or "for personal satisfaction".

The study team felt it would be useful to look in detail at the ten most frequently selected first choice subject fields in the Iowa poll. One method that seemed productive was to track each of the ten subjects on two dimensions: (1) The fall off in numbers of respondents who indicate a general interest in the subject, to those who check it as their first, to those who indicate that they have plans to study it within the next two years, produced TABLE 8. The ratio of general interest to "active interest", the final category, produces an index that may represent the strength of the desire to learn their choice subject; (2) A series of ten descriptive profiles which analyze the characteristics of the respondents choosing each subject were developed, and are displayed as Profile 1 through 10.

TABLE 8

ESTIMATED SIZE OF THE POTENTIAL NON-TRADITIONAL STUDENT MARKET  
FOR TEN SUBJECT AREAS - IOWA, 1976.

	General Interest <sup>1</sup>	Specific Interest <sup>2</sup>	Active Interest <sup>3</sup>	Percent Active Interest Based upon General Interest <sup>4</sup>
Agriculture	70,500	21,000	7,500	10.6
Business skills	139,500	48,400	16,750	12.0
Child development	115,400	22,300	7,500	6.5
Crafts	173,000	18,600	3,700	2.1
Education	65,100	26,000	13,000	20.0
Engineering	61,400	18,600	5,600	9.1
Industrial trades	98,600	21,000	13,000	13.2
Nursing	61,400	31,600	13,000	21.2
Sewing & Home Crafts	131,000	21,000	3,600	2.7
Technical Skills	72,500	24,200	1,900	2.6

1. General interest is the estimated number of Iowans between 18-65 who expressed an interest in learning the subject or skill, within 3% margin of error.
2. Specific interest is the estimated number of Iowans for whom the subject or skill is the one they are most interested in learning in the next two years, within 3% margin of error.
3. Active interest is that number of the specific interest people who stated that they have plans to learn the subject or skill within the next two years.
4. Percent active interest may be viewed as an index of the elasticity of demand for the subject or skill. Those with a high percentage will try the hardest and make the most sacrifices to acquire the knowledge or skill. Those with a low percentage will have to be lured into learning the subject through low pricing, easy access, and convenient location and time arrangements.



PROFILE 1

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE\*

AGRICULTURE (1.3%)

(farming; agronomy; animal husbandry, farm economics)

Who are they?

Most are male (90%) who are presently farmers, between 18-24 years old, and earn less than \$15,000. They live on a farm or in a small town or village. One in five is still a student. One third of them (or about 6,000 persons) plan to study agriculture within the next two years, mainly to improve their income, but also to be better informed, or for personal satisfaction.

How serious are they?

These are relatively serious about their plans, but cautious. A third would like to study in the next two years, and a third might possibly. A quarter of them would pay between \$100-\$300 for a course they want, and one in five would pay over \$2,500 for a complete program. About one half can study 40 hours a week, but another third can study less than 10 hours. The season is an important factor here. Formal degrees are not too important.

Under what circumstances can they learn?

These people can work in a variety of circumstances, but isolation is a problem. Ag extension is a popular means of learning, and at a local high school or a learning center within 30 miles is possible. Independent study, evening classes, and work-study programs are preferred ways of learning. Convenience is less important than the right program, however, with these persons. More than any other group except those wanting technical skills, those choosing agriculture are uncertain about whom to see to get expert advice, or where to go to sign up for a course.

What other subjects interest them?

Flight training, investment, management, sports and games.

What services do they want?

About half want and need more information about educational opportunities. One in five would like to be assessed for personal growth or tested in subject matter skills. Some would like to obtain credit for non-formal learning.

What problems do they face?

Cost and isolation are major barriers, but most feel that their job is not a handicap to taking more courses. Getting the right course at the right time of year in the evening is a problem. Many feel these do not exist.

\* 1% = approximately 18,800 persons 18 and over by 1974 Iowa census data.

PROFILE 2

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

BUSINESS SKILLS (3.2%)

(typing, dictation, filing, bookkeeping, accounting)

Who are they?

Most are female (77%) living in a city over 5,000 (64%), but 16% live on a farm. Eighty per cent live in families which earn less than \$15,000, and 40% less than \$10,000. Their age varies uniformly between 18 and 80 years old. Twelve per cent have completed college, and another 20% have had some college experience. A few are part-time students now. There may be as many as 56,000 potential students of business in Iowa.

How serious are they?

Relatively serious: a third plan to study within the next two years, and another half would like to. Preparing for a job, or new job, is a significant factor, but over 70% report that they simply want to be better informed. What they are willing to pay is a problem: about one in six can't pay anything; another one in six will pay \$100-\$300, and a third one in six over \$2,500. Most can spend between 10 and 19 hours a week, but one in five can spend less than five hours. Two thirds want credit toward a degree.

Under what circumstances can they learn?

For convenience, and because the programs they want are available there, a quarter prefer learning at a community college, and one in five at a state university. Some prefer an adult learning center, but less than 10% choose a private business school. Evening classes are the preferred time to learn, and one third would like their employer to sponsor the training (20% are union members). A quarter don't know whom to see for advice or where to sign up.

What other subjects interest them?

Crafts, gardening, sewing, home repair.

What services do they want?

Business skills students express a good deal of interest in the services provided by an adult learning program: over a third express an interest in taking a course, obtaining credit for previous learning, and establishing a credit bank to issue transcripts. A quarter would like to be tested for advance standing. Only 16% are not interested in any service.

What problems do they face?

Cost of course is a problem, but for these persons home responsibilities rank even higher. Isolation is a difficulty for one in eight and a like number have transportation problems. For the older persons in the sample, lack of energy, fear of competition, and uncertainty play a part.



PROFILE 3

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

CHILD DEVELOPMENT (1.5%)  
(parenthood, child care, etc.)

Who are they?

Unlike Business Skills choosers, who come from families with all sorts of occupational backgrounds, those women who elect Child Development come primarily from families with professional, managerial, or skilled craftsman occupations, and are more highly educated. There may be upwards of 25,000 such women who are currently interested in this area, mainly between 20 and 30 years old, of whom half earn \$10,000 to \$15,000 and another third earn over \$15,000. They reside primarily in cities.

How serious are they?

Moderately serious. A few are interested in child development as a professional field for which they want degrees or school certificates. But the majority simply need and want one or two courses to meet people (67%), be better informed (58%), to deal with family problems (58%), and for personal satisfaction. Some (one in six) would like this course as a free social service; about one third would be willing to pay \$50-\$300, however. One third could spend only up to 10 hours a week studying; another 40% less than 30 hours.

Under what circumstances can they learn?

A local place was most favored for learning: at home (17%), at a community location (17%), an adult learning center within 30 miles (25%), or at the area college (16%). Those few seeking certification prefer a Regent's University (17%). With these persons, convenience is the key, and the right course. Twenty seven per cent of them don't know whom to see to get information, and 36% lack the knowledge of where to go to find such a course. Correspondence study and evening classes are highly favored (50% each); 40% favor TV, radio, or newspaper courses, and another one third independent study.

What other subjects interest them?

Business skills, consumer education, crafts, fine and performing arts, gardening, humanities, personal psychology, physical fitness and self-defense, safety, sewing, and travel.

What services do they want?

Information, counseling, a course in child development, and inter-generational skills are what these women want -- and to share information with others.

What problems do they face?

Home responsibilities and child care problems are uppermost, say two out of three respondents. Cost is a factor to half. Scheduling difficulties and the lack of opportunities is a problem for some.

PROFILE 4

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

CRAFTS (1.2%)  
(weaving, pottery, woodworking)

Who are they?

This is an older group, 70% female, with middle to lower income levels. Forty per cent live on farms. Thirty per cent have a family member who belongs to a union. Seventy per cent have only a high school education.

How serious are they?

This is a non-essential subject -- 70% would like to take a crafts course, but only 20% plan to do so in the next two years. Why? For fun, mostly. Ninety per cent say it is to meet new people, get away from daily routine, or to get into something new. Seventy per cent indicate personal satisfaction as a reason. They are willing to pay something to learn crafts, however: 70% would pay up to \$100 for a course, but they would devote only five to ten hours a week to learn it. No certificates or degrees are sought. A few hope to get a job based on this acquired skill.

Under what circumstances can they learn?

This group favors evening classes, day classes, and employer or union-sponsored training. Independent study is favored by some. An adult learning center or local high school are the favored places; and, not surprisingly, convenience is the reason.

What other subjects interest them?

Community organizations and problems, gardening, physical fitness and self-defense.

What services do they want?

Not many. An available course, some educational information. But 40% are curious about what is meant by the choice: "have the program staff assess your personal talents and competencies -- for potential personal growth, for living a more satisfying life, etc." No other group responded to this option in such numbers. (Those choice areas with high numbers of women tended to check this option: there may well be a need for a service for women in Iowa which provides this sort of assessment.)

What problems do they face?

To learn crafts, not many. Scheduling, isolation, cost, and home responsibilities rate high. For the older persons in the sample, a feeling of age and the lack of energy are problems.

PROFILE 5

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

EDUCATION (1,75%)  
(teacher training for certification)

Who are they?

There is still a large reservoir of people in the field of education who want training or updating of skills: two-thirds female, professional in nature, who often belong to a teachers' union, and who are mainly 25-40 years old. Twenty eight per cent have a college education or beyond; an additional two-thirds have some college. Three quarters of them earn between \$10,000 and \$25,000. More than 3% are non-white. They tend to be spread all over, the largest group in moderate-sized cities.

How serious are they?

Very serious. Half plan to take a course in the next two years, mainly for job requirements or promotion, or to work toward a master's degree or school certificate. Increased income is a strong motive. They plan to spend a lot of money for this education: half expect to pay more than \$2,500. They also expect to spend a good bit of time learning: 40% will devote 40 hours a week or more.

Under what circumstances can they learn?

Private colleges rank highest, trailed by the Regent's Universities. Institutional prestige is a factor with them, unlike any other group. Fourteen per cent favor a college without walls format. Traditional day classes are also favored, but during a season when job responsibilities do not interfere. A good number like the idea of TV or radio classes, independent study, or correspondence study. Convenience in scheduling is probably the key to success in attracting these potential learners, particularly if offered by a prestige-laden private college.

What other subjects interest them?

Child development, consumer education, crafts, gardening, history, humanities, public affairs, sewing, sports and games, and travel.

What services do they want?

They don't need information or advice: they want credit toward a degree or certificate! They like the idea of assessment of prior informal learning, a credit bank concept, and testing of subject skills.

What problems do they face?

Cost is uppermost in their minds, together with home and job responsibilities, child care problems, and scheduling.

PROFILE 6

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

ENGINEERING\* (1.2%)

Who are they?

Young people, almost exclusively male, from skilled craftsmen families, who have some college, and want more. A few are mid-career men in their late thirties. Their family income is middle class (\$10,000-\$15,000). They tend to reside in mid-sized cities.

How serious are they?

Fifty per cent would like to resume studies, but they are beset by problems. They are out to improve their income, and to prepare for a better job. Sixty per cent expect to spend over \$3,000, but present jobs limit study to less than 10 hours a week. Their goal is a graduate or professional degree, without doubt. They therefore appear serious, but experience may have told them that they will not find time or the right program to help them. Their responses were therefore cautious.

Under what circumstances can they learn?

They like the idea of employer-sponsored training, in the evening, at the nearest college or through independent or correspondence study. Convenience is unimportant: they are mainly interested in finding the programs they want and need. They don't care what kind of institution offers the programs -- prestige is no lure. They are practical people.

What other subjects interest them?

Industrial trades, labor and industrial relations, safety, technical skills, and travel.

What services do they want?

Thirty per cent lack expert advice, but most know where to sign up for existing opportunities. Finding the right courses is a problem, so advice and opportunities for credit and advancement toward degrees are services which would be desirable. The idea of an adult education program is alien -- these are mainly 18-24 year olds, who barely see themselves as adults.

What problems do they face?

Lack of opportunities and cost are the factors most often checked. Job responsibilities prevent the full-time attendance mainly required in graduate engineering programs.

\*Note: It is possible that a portion of the respondents who checked "engineering" may be thinking of a subject matter academic people would regard as a technical skill, rather than a true engineering program as offered in most universities. How many this is cannot be estimated from these data.

PROFILE 7

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE.

INDUSTRIAL TRADES (1.3%)  
(welding, carpentry, electronics)

Who are they?

There may be 24,000 Iowans currently interested in learning industrial trades. Unfortunately, most of them are farmers between 25 and 64 years old, 80% male, and scattered throughout the countryside. Very few reside in cities. They are not now students and haven't been for years. Over 40% of them earn over \$25,000 a year, and 90% earn over \$10,000 a year. A good number are union or farm association members. Most have not been to college.

How serious are they?

Two thirds would like to learn a trade skill, and half would spend \$50-\$600 to learn it. But, depending on the season, less than five hours a week is possible, or more than 40 hours. Seasons are important. Few are interested in any form of credit. They are therefore moderately serious.

Under what circumstances can they learn?

Evening classes at a local learning center, high school, or community college is by far the most preferred mode of study. A few would like to see their employer sponsor the training. Practically all the respondents felt they knew where to go and who to see to get the training. Day classes in the winter months would be possible for the farming group.

What other subjects interest them?

Agriculture, forestry, investment, physical fitness and self-defense, and technical skills.

What services do they want?

Many are not interested in adult education program services other than to provide the course and the place to learn it. This group is, in the main, rather independent, motivated by practical skill and income considerations.

What problems do they face?

Cost, the unavailability of courses, home and job responsibilities are most often reported.

—PROFILE 8

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

NURSING (2.0%)

Who are they?

These are women who come from all age groups -- 18 to 65 -- and whose professional nurses training is at several levels: beginning high school graduates through nurses instructors (college faculty). Their family income is typically high, the median approximately \$20,000. Their residence is rather evenly spread throughout the state, in rural as well as metropolitan locations.

How serious are they?

Except for teachers, nurses are the next most highly motivated group: they are serious. Forty per cent plan to study in the next two years, and an additional 40% would like to. Improving their skill and income are the motivating factors, as well as for personal satisfaction. They are not sure what they can spend, but a sizable number expect to commit over \$1,000 to their studies. The younger members of the group expect to study full-time; the older ones, from 10-19 hours a week. In general, they want college degrees or nursing certification.

Under what circumstances can they learn?

Community college programs and those offered at work are the places indicated by most respondents. The availability of the right program is the most important factor, followed slightly by convenience. Day classes are the time most preferred, especially if sponsored by their employer.

What other subjects interest them?

Biological sciences, business skills, child development, personal psychology, consumer education, sewing and home crafts.

What services do they want?

Except for the possibility of earning credit toward their degree or certificate objectives, nurses are not generally interested in adult education programs. (Some of their collateral learning interests could be met by such programs, however.)

What problems do they face?

Cost and home responsibilities rank high. Lack of opportunity for study is a frustration, especially for those who reside in rural areas.

PROFILE 9

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

SEWING, COOKING, HOME CRAFTS (1.3%)

Who are they?

This group is very similar to that choosing crafts as their most likely pursued learning area: 90% female, from middle income families. But half are over 50 years old. Most are located in small towns and cities (very few in the metropolitan areas).

How serious are they?

Moderately interested: willing to spend about \$25 for a one hour a day average learning time. Overwhelmingly, they elect personal satisfaction the reason for learning, and to meet people, get away from routine, etc. They do not seek credit or degrees.

Under what circumstances can they learn?

Day classes or evening classes in a nearby location is the preferred mode. Some elect independent study. Again, convenience is the key. Local high schools are the favored spot. A third would like to "learn through doing" with occasional consultation with an instructor.

What other subjects interest them?

Not surprisingly, crafts and gardening, with a few interested in fine and performing arts. This older group is clearly home-centered, with personal enrichment the objective.

What services do they want?

Although it might be said that women interested in home crafts should be interested in the services provided through a comprehensive adult education program, 55% of these respondents checked "not interested". A few want a course and a place to learn it as the most useful service.

What problems do they face?

Cost, availability of opportunities, a sense of age, and lack of sufficient energy and stamina are all reasons why this group might not pursue their chosen objective.



PROFILE 10

SUBJECT CHOSEN BY AT LEAST 1% OF THE STATE SAMPLE

TECHNICAL SKILLS (1.5%)

(auto mechanics, TV repair, drafting, machine maintenance)

Who are they?

The people interested in technical skills are usually male (90%), from families whose occupations are in the services, operative, or unskilled labor groups, and who have a high school education. By and large they are union members (55%), and their age ranges the span of this study, the bulk in the 25-34 year old age group. Their family income is generally between \$15,000 and \$25,000. They are evenly spread over the state in cities and in the country.

How serious are they?

These people face a lot of barriers, and few said they now plan study in the next two years. Most would like to but they feel there are problems that must be overcome. Job improvement and increased earnings lead the list of reasons for learning. But once problems are overcome, they are willing to spend between \$300 and \$2,000 to be taught the skill of their choice. The average respondent can spend about 10 hours a week learning. They do not seek degrees, but they do demand a statement of accomplishment which could be used for employment.

Under what circumstances can they learn?

Since these are job holders now, they see evening classes and work-study programs sponsored by their employer as the favored means of acquiring the skill. Their perception is that only private vocational or trade schools offer what they want -- perhaps also community colleges -- but they are hazy about whom to see or where to go to sign up for a course. A sizeable percentage of them see correspondence study or a college without walls as a way of gaining the skill inexpensively.

What other subjects interest them?

Collateral interests are agriculture, engineering, home and appliance repair, industrial trades, physical fitness, and crafts.

What services do they want?

Information, primarily, and testing for skill acquisition. Some like the idea of a file of work records to help them gain better employment opportunities.

What problems do they face?

Lack of information, isolation, the cost bind of private technical schools, scheduling problems, home and job responsibilities. This group, more than most others, see themselves as losing out on educational advantages.

It is interesting to note that of these ten most wanted subjects, four are categorized as vocational subjects, three are professional, and two are home-oriented. None are general education subjects, what are often called the basis of a liberal education. That should not be taken to mean that there is no interest in general education among adults. The earlier tables should make that clear. Rather, it means that in terms of sheer numbers of new potential entrants or re-entrants into postsecondary education, the vast majority will likely choose a vocational subject first.

Determining the size of the potential market for each subject chosen on the basis of at least one percent of the statewide sample is very rough indeed, and readers are cautioned once again not to interpret these figures literally. However, it seems reasonable to state that nurses and teachers are strongly motivated to pursue further education in their professional fields, particularly if by doing so they may be assured advancement or financial benefits.

Further down the index of "elasticity of demand" given in TABLE 8, business skills, agriculture and industrial trades, each are moderately desired, and would have to be offered in more attractive ways (i.e., lower cost, more conveniently available, etc.) for postsecondary institutions to make significant inroads into the potential market. Near the bottom of the demand index are the home-oriented subjects -- crafts

and child development -- which should indicate that inexpensive, close-to-home, group-meeting, evening delivery would likely be the most successful means of reaching the sizeable potential general interest market -- almost 300,000 persons by these figures.

A problem group are those who chose technical skills, defined as income-producing vocations such as TV, auto or other mechanical device repair, drafting, or other non-cognitive skill. Although ranking fifth out of the top ten fields in general interest, technical skills drops to dead last in terms of numbers planning to learn those skills -- 1,900 persons. PROFILE 10 renders some clues as to the characteristics of these people and their problems, and concludes that "this group ... see themselves as losing out on educational advantages".

Perhaps a personal history of failure in public schooling, and a natural cautiousness about formal education led to this disturbing finding. Technical skills are badly needed in society, the more so now that the economy may shift further away from an emphasis upon disposable or rapid replacement of goods to one emphasizing durability. These skills mean jobs, but presently there are few inexpensive opportunities to acquire skills leading to them.

On the other hand among the already employed, perhaps among many farmers, there may be a significant number who chose

technical skills not as first choice for employment purpose but for greater self-reliance. Many people today indicate a desire to repair their own appliances and service their own car, furnace or air conditioner. Learning basic maintenance and repair skills may be a high second choice for many persons, particularly those hard pressed by the economy. This report has revealed that there may be both a problem and an opportunity among respondents who favor learning technical skills.

What are the preferred circumstances for learning?

It is not enough to know how many people are interested in learning what. Before one can effectively design a program one must determine under what circumstances potential learners are likely to take up an opportunity. TABLE 9 compares the responses to a question on this topic among the three groups surveyed. In addition, a breakdown of the statewide poll results by respondent groups is included in a table in Appendix II.

Quite clearly, evening classes are the preferred time, so long as they are not held too far from home. A good number of the working respondents would like to see training offered by employers, or by work-study programs, but the convenience factor of after work hours is quite strong, right across the board. Correspondence study also rates high, particularly if one were to add respondents who prefer independent study and those liking courses by TV, radio, and newspapers.

TABLE 9  
 COMPARISON OF GROUPS ON PREFERRED WAYS OF LEARNING  
 (Percent of column N's\*)

Ways:	State Sample (N=799)	Interview Groups (N=176)	Enrolled Students (N=390)	
			Am learning this way	Could learn this way
Employer-sponsored on-the-job training	24	26	15	22
Union-sponsored on- the-job training	6	7	2	9
Work-study combination	14	30	22	32
Day classes at nearest college	12	22	14	18
Evening classes at nearest college	18	34	28	32
Day classes 5-30 miles from home	12	32	10	15
Evening classes 5-30 miles from home	20	42	30	28
Weekend classes	6	11	3	25
Radio or TV classes	9	22	2	31
Courses by newspaper	5	13	1	17
Independent study with consultation	13	27	6	40
Correspondence study	16	28	10	30
Private lessons	5	6	-	17
Other way of learning	2	3	2	2

\*Multiple responses allowed.

Among enrolled students, though most are now taking their courses by evening classes, a significant number report that they could learn by independent study, correspondence study, by TV, radio, or newspaper, or on the weekend. Thus it is likely that programs utilizing some of these lesser known modes of providing learning opportunities might find a ready audience.

It is important to realize that no single mode of delivery is attractive or appropriate for all potential learners.

There are as many groups of people preferring one way to learn as there are ways to learn. Consider, for example, these four statements from adults learning through correspondence:

*Correspondence courses provoke some controversy among learners. The following four quotations illustrate the variety of opinion encountered. First, a twenty eight year old nursing teacher with three years of college, who lives on a farm writes:*

*"I feel after being into my correspondence course after a few weeks, that Correspondence studies are a very poor way of learning. Feedback is slow in coming -- which loses its impact and effectiveness. The communicating of subject matter with students and the instructor is desirable. This helps in comprehending ideas and broadening one's own ideas."*

*On the other hand, a thirty seven year old homemaker with a college degree hoping to renew her teaching certificate says:*

*"I thoroughly enjoy correspondence study. It gives me a flexibility*

in use of time that's marvelous. I really don't want to give up any of my volunteer work or things I enjoy with my husband and children, so this is the ideal answer for my renewal of teacher's certificate."

But another out-of-work French teacher has some criticisms.

"Since I am taking this course only for certification, I feel that it is probably not a valid evaluation of the services offered. However, I do have one suggestion. I have both a B.A. and an M.A. from the University of Iowa, and am qualified to teach in three different fields with as many as 65 hours in my second field. I have always had a great interest in government and political science. I could pass the test requirements for this course without the busy work of lessons. Why is there not a test similar to the CLEP for those of us who have these small requirements to fulfill? I should gladly pay the same sum for the test as for the course."

Finally, a thirty three year old Police Chief with one year of college and who hopes to earn a four year college degree eventually, sums up the situation for many people:

"I am very interested in continuing my education but, the problem I have is that after I receive the A.A. degree from the area college I will no longer be working toward a degree, only gaining more personal satisfaction. I live too far from a four year college for it to be practical for me to try to take night school. I have found from taking correspondence studies from the University of Iowa that I learn more from these courses than I have in classes, plus the correspondence work is harder, and after you complete one of these courses you know you have had to work to make



*it. I feel that this area should be checked into with the possibility of coming up with a program that would let a person get a degree from this type of study."*

This type of divergence of opinion is likely to appear among students learning by any given mode. The point is, therefore, that a comprehensive postsecondary learning system should offer a diverse array of means and media for adult learners -- from traditional lecture style daytime classwork through guided independent study through an external degree approach.

Who are those who couldn't decide what way of learning was best for them? A breakdown of the state sample indicated that overall 23 percent couldn't decide. However, 52 percent of the oldest age group (65 and older) and over half of those with a grade school education were among those who couldn't decide, and slightly less than half of those whose incomes were \$5,000 or less last year. Forty-four percent of the retired group responded similarly. Thus we see a dilemma emerging. These people -- the old, the poor, the undereducated, the retired -- were the ones who were overwhelmingly likely to indicate no interest in further learning, and they are also the ones who don't know how best to learn even if they want to do so. What postsecondary institutions can do with or for these people is an unresolved issue. Consider the pattern of responses to the earlier question on educational plans:

TABLE 10

Question: Would you like to engage in some form of further learning beyond high school ... within the next two years?

<u>Respondent group</u>	<u>Percent responding "no"</u>
Farm residents	73
Farmers (occupation)	77
50 to 64 years old	74
65 and older	98
Income less than \$5,000	76
Income less than \$10,000	74
Grade school education	98
Retired	94

Clearly, there is a challenge here. What are the public policy alternatives that would be most helpful for these people? It may not be further learning opportunities, if one were to rely on the results of this poll.

What type of institution or place to learn do respondents choose?

Among those who do choose to learn in the next two years, the study team asked what place was most preferred, and why. TABLE 11 compares the results across survey groups, including those currently enrolled who were further asked where they are now learning.

TABLE 11  
 COMPARISON AMONG GROUPS ON PREFERRED PLACE TO LEARN  
 (Percent of column N's)

Place:	State Sample (N=287)	Interview Groups (N=176)	Enrolled Students (N=650)	
			Place now learning	Place prefer to learn
At home, by combination of media	7	7	10	4
At work	2	2	3	6
With a tutor	1	3	-	1
At U.W.W./ External degree	6	8	1	10
At library or other community location	1	6	1	1
At adult learning center within 30 miles	12	16	10	8
At a local high school	8	17	8	9
At a private vocational, business, or trade school	7	2	3	1
At area community college	22	24	23	10
At private college or university	10	2	14	8
At a State University	13	7	6	10
At an out-of-state institution	4	6	-	2
Other place	1	1	3	3
Undecided/no response	6	32	17	28
Total	100	100	100	100

It is not surprising to find that a plurality indicate community colleges since the majority of respondents are interested in vocational subjects. This choice runs ahead of others right through the sample groups. If one were to add to community college choosers those respondents who checked "an adult learning center," "at a local high school," or "at a library or other community location" -- all places that are sometimes available through area colleges -- that plurality becomes the majority among some groups. Private colleges and universities, together with state public universities, account for less than a quarter of respondents.

Among currently enrolled non-traditional learners, a surprising 10 percent would prefer to learn through an external degree program run by a "university without walls". Allowing for the fact that many adults are likely never to have heard of such a place before, this finding is perhaps indicative of a latent opportunity.

Other places which enrolled students felt were better than their current learning resource were "at work" and at a state (public) university. Places where students are currently enrolled which would likely lose enrollees if a choice were possible are correspondence programs, private vocational, business, or trade schools, community colleges, and private colleges and universities.

The reasons why these choices were made seems quite clear. Adult and non-traditional learners are not generally motivated by institutional prestige, and less motivated by cost factors than one would suspect. Consider TABLE 12:

TABLE 12

Why was Preferred Place Chosen?  
(in order of frequency)

<u>Reason</u>	<u>Percent of 284 Respondents</u>
Convenience	46
Programs are offered that I want	23
Will be most comfortable with the people there	8
Will generally enjoy studying there the most	6
Cost, "other", and undecided	5 each
Prestige of the institution	2
	100

Convenience is most important to all subsample groups surveyed with the sole exception of the 18-24 year old learners who put "programs offered that I want" at the head of their list. Cost rates high with younger people too, and very high with those whose family income is below \$10,000. Prestige does not rate at all with most in the subsamples. But a few younger males, in the lower income groupings from

families with professional-type occupations find prestige attractive. Generally speaking, one in four or five are motivated by specific subject matter programs, whereas one in two are more concerned with convenience, comfort, and personal enjoyment.

Do they seek degrees or certificates?

If cost is not the highest consideration in making a choice of place to learn, is degree or certification a factor? Generally, yes, it is important. Sixty-five percent of the state sample want credit, and even higher percentages of other groups surveyed. Regular degrees -- Associate, Bachelor, Master, Doctor, etc. -- account for 50 percent of the goals of respondents who want some form of credit. One in five of those wishing credit simply want a statement of completion. But, put another way, 65 percent of those wanting to learn in the state sample either want no credit or only a statement of completion. Clearly, non-traditional learners are not quite as degree-conscious as traditional students, particularly if the subject choice is not from the general education category.

TABLE 13  
 COMPARISON AMONG GROUPS ON DEGREE OR CERTIFICATION SOUGHT

(Percent of column N's)

Type of Recognition:	State Sample: <sup>1</sup> (N=184)	Interview Groups: <sup>2</sup> (N=121)	Enrolled Students: <sup>3</sup> (N=586)
Statement of completion	19	19	26
Teaching or counseling credential	11	3	8
Occupational certificate or license	15	12	4
Associate's Degree	7	7	6
Bachelor's Degree	14	27	22
Master's Degree	14	9	11
Graduate or Professional degree	10	4	2
Other degree or certificate	5	3	10
Don't know or haven't decided	5	16	11
Total	100	100	100

- 1 Percent of State Sample (N=283) wanting credit - 65  
 2 Percent of Interview Groups (N=176) wanting credit - 75  
 3 Percent of Enrolled Students (N=650) wanting credit - 85



How many people does the state sample percentage figure in TABLE 13 represent? The study team felt some estimates should be calculated of the number and seriousness of the nontraditional learners who expressed interest in further learning, want academic credit, and ultimately plan perusing a degree. The success of any new degree program, such as the Iowa Commonwealth College idea, would depend upon designing a service which adequately fits the needs of those people who are not now enrolled in degree programs, but want to be.

TABLE 14  
ESTIMATED SIZE OF THE POTENTIAL  
DEGREE CREDIT POPULATION, BY DEGREE  
OBJECTIVE - IOWA, 1976

Degree Sought	Percent of Iowa Population Expressing Interest <sup>1]</sup>	Estimated Number of Iowans represented by percent of interest <sup>2]</sup>	Number of (Iowa) degree candidates enrolled in Autumn 1975 <sup>3]</sup>	Potential new degree candidates from state data if appropriate program available <sup>4]</sup>
Associate	1.6	30,080	24,489	5,591
Bachelor	3.2	60,085	52,562	7,523
Master <sup>5]</sup>	3.2	60,085	5,052	55,033
Doctor or Professional <sup>5]</sup>	2.3	42,865	2,513	40,351

- 1] Calculated from TABLE 13
- 2] Estimate based upon 18,800 adults per Iowa poll percentage point.
- 3] From 1975 HEGIS data (state residents only) telephoned to study team by HEFC.
- 4] Calculated by subtracting numbers enrolled from estimated interest.
- 5] Difference between master's and doctor/professional's degrees estimated from the ratio of masters to doctor/professional's degrees granted in 1974.

TABLE 14 reveals some surprising results. The responses to the state poll indicate that about 5,600 nontraditional students who are not now enrolled but want to be, seek associate's degrees, 7,523 such students seek bachelor's degrees, and a whopping 55,000 and 40,000 respectively want master's and doctor/professional's degrees! While we must once again express caution against interpreting these figures too literally (it is easy, one must remember, for people to say they want an advanced degree when their qualifications for such study, or their persistence, may not be equal to the task) we urge planners to design a more highly focussed follow-up study to determine whether or not to have confidence in this level of demand for graduate degrees. (Since 13 percent of the state sample, representing 245,000 Iowans, already have bachelor's degrees, these figures may not be terribly inflated.)

In thinking further about the implications of Table 14, one must keep in mind that we simply subtracted column 3 - currently enrolled degree candidates - from column 2, the estimated number of Iowans who want degree credit study toward the degree in question. This is a bit like subtracting apples from oranges. Almost all bachelor and above degree candidates are full-time students who entered the degree programs directly from a more elementary academic level, whereas the demand (columns 1 and 2) is from people who cannot pursue degrees on a full-time residential basis.

How much are they willing to pay to learn?

Most surveys of learning needs and interests fail to adequately ascertain the voluntary buying power of the learner -- how much he or she is actually willing to spend out of private, discretionary income to acquire the skill or learn the subject matter of choice. The Iowa study team tried to get a clear fix on this slippery datum by first linking the question to the first choice subject area; and second, by not providing a scale of dollars from which to choose an amount -- thus avoiding a biasing effect of a scale: i.e., high on a scale of \$1 to \$100 would indeed be low on a scale of \$1 to \$1,000. Respondents often view themselves as "high payers" or "low payers" and respond accordingly, no matter the range of the given scale.

The state sample was asked,

Regardless of how long this skill or subject [chosen earlier] normally takes to learn, or how costly you expect it might be to learn it, how much money would you actually be willing to spend to acquire this skill or knowledge? I am interested in the total amount you feel this is worth to you to learn?

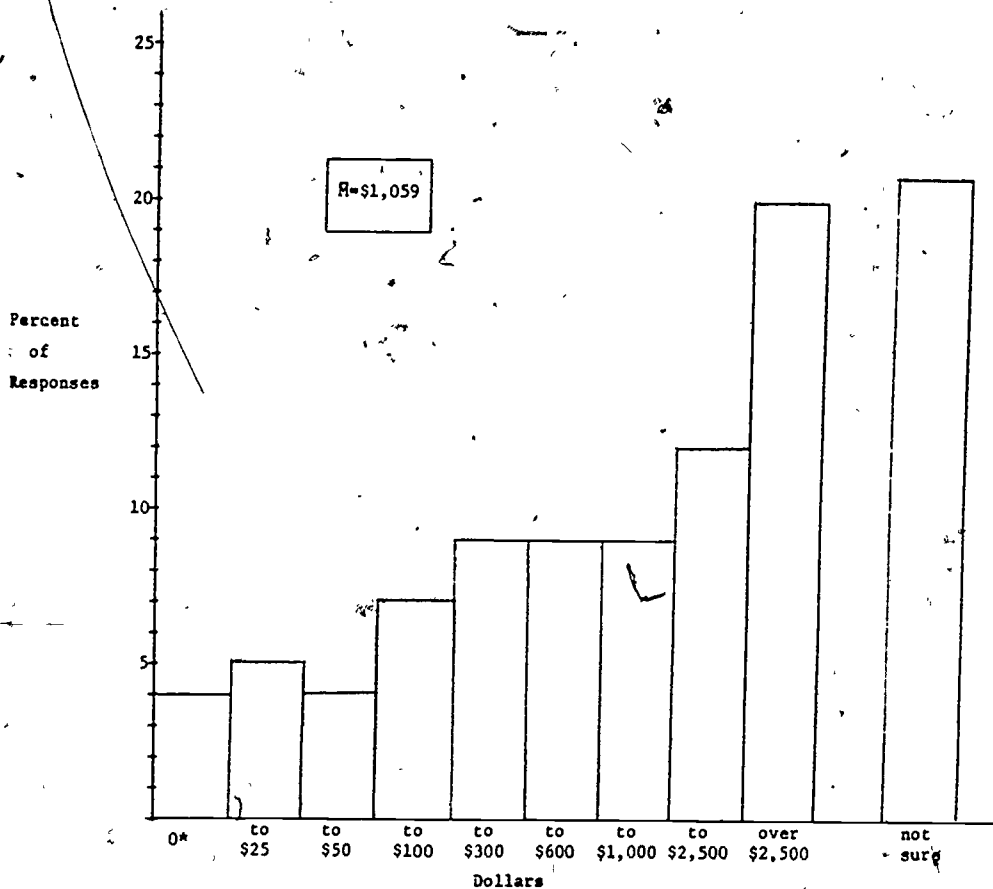
Given this question, the state sample responded with generally high amounts, averaging over \$1,000 (see Figure 1).

Figure 1

Amount Willing to Spend to Learn Chosen Subject

State Sample

N=286



\*Not willing or not able to spend anything

A slight ambiguity occurs in these results. Some respondents had stated that they wanted to learn "computing sciences" for example, thinking of a single course in computer programming. Naturally a small amount came to mind -- in the range of \$100-\$200. But others who chose the same subject were thinking of a whole course of study, not just a single course. These persons were likely to suggest \$1,000 to \$2,000. Thus a strict interpretation of these data is unwise.

Yet the study team was impressed with the generally high amounts state respondents gave to the interviewers, some over \$5,000. No other research on adults of which the study team is aware produced this high an average amount. Comparing

these results with the interview respondents and the enrolled student sample in a similar question, the amounts chosen average a good deal less, mainly because these persons were clearly thinking of a single course (see TABLE 15). Enrolled students were asked, "how much will learning this subject or skill cost you?" Since many respondents had listed only a single course, the average amount was about \$300.

TABLE 15  
 COMPARISON OF AMOUNT RESPONDENTS WILLING TO PAY TO LEARN  
 CHOICE - STATE SAMPLE, INTERVIEW SUBJECTS WITH AMOUNT  
 ENROLLED STUDENTS EXPECT TO SPEND.

(percent of column N's)

Amount :	State Sample (N=286)	Interview Subjects (N=176)	Enrolled Students (N=650)
Not willing/ not able to spend anything	4	6	-
1- 25	5	8	11
26- 50	4	11	8
51- 100	7	10	16
101- 300	9	3	11
301- 600	9	7	6
601-1,000	9	3	2
1,001-2,500	12	6	8
2,501-5,000	20	2	4
over 5,000		3	3
Not sure/ no response	<u>21</u>	<u>43</u>	<u>31</u>
Total	100	100	100

Enrolled students were further asked if they were receiving financial aid or reimbursement for their studies. About 9 percent of the total enrolled sample received some tuition scholarship aid, and about a quarter were reimbursed by their employer, union, or other source (many of these are teachers and other professionals).

TABLE 16  
ENROLLED STUDENT TUITION AID RECEIVED BY TYPE OF INSTITUTION

AID: <sup>1/</sup>	Regents Universities (N=198)	Area Colleges (N=336)	Private Colleges and Universities (N=116)	Total Sample (N=650)
<u>Tuition Scholarship</u>				
Full	0.0	10.4	6.0	6.5
Part	2.0	2.4	4.3	2.6
None	96.5	71.7	81.9	81.1
No response	1.5	15.5	7.8	9.8
<u>Reimbursement</u>				
Yes	17.7	29.8	34.5	26.9
No	81.3	60.7	62.9	67.4
No response	1.0	9.5	2.6	8.7

<sup>1/</sup> The source of this aid is not necessarily the institution in which the nontraditional student is enrolled.



In sum, the state sample revealed a relatively high level of expected personal cost for education, and a gratifying willingness to contribute to their own education. Relatively few non-traditional learners are currently receiving financial aid or reimbursement for their studies. Since the greatest interest in further learning arises among those most able to afford the cost, this finding is perhaps to be expected. Those least able to pay for further education are, as we have seen, likely not to be among those answering this question. (It should be remembered that all respondents who indicated no interest in further learning -- 64 percent of the 800 statewide sample, were asked to skip all questions dealing with subject matter, cost, financial aid, etc., and only respond to several general questions at the end of the interview.) Thus the strong feeling of need for financial aid expressed in group interviews and surmized from the negative responses from those with lower income levels in the state poll does not surface here.

How much time can they spend on studies?

Asking people how much time they can spend engaged in learning is like asking them how much money they plan to spend: it depends. In this case it depends upon what kind and extent of learning each respondent has in mind. Most respondents have family and employment obligations, and only a limited amount of "free" time to allot to educational activities.

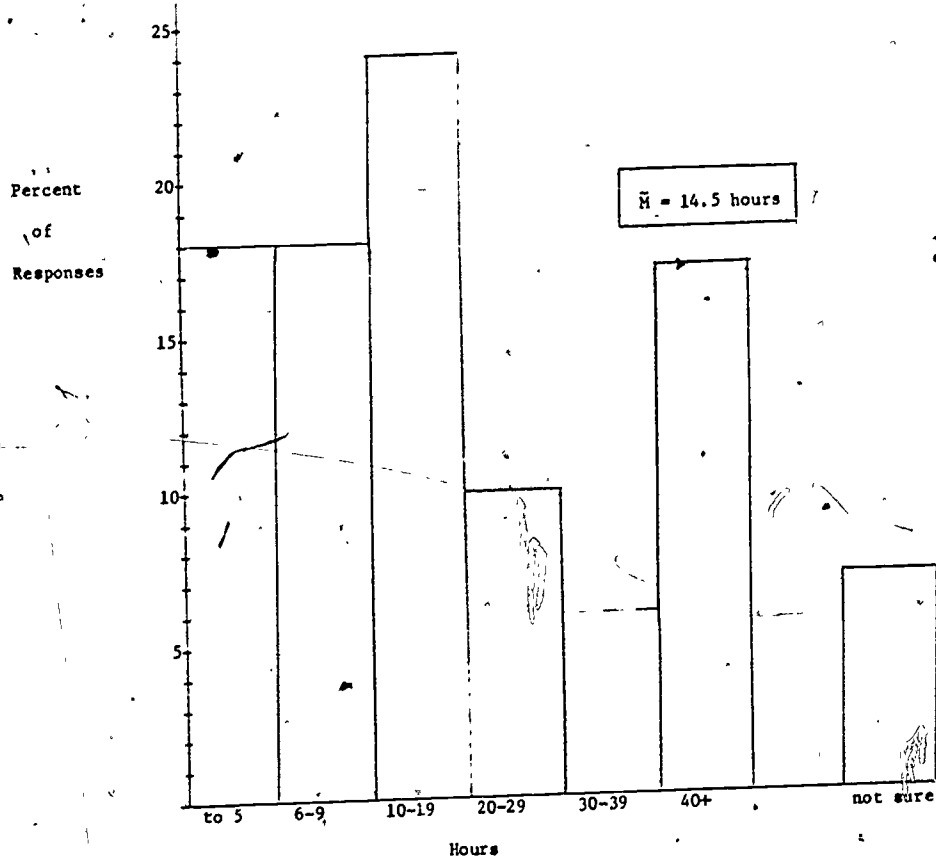
Others have a lot of time during certain seasons. Thus the range of responses runs from less than five hours a week to over 40, the mean being 14.5 hours.

FIGURE 2

Hours Per Week Respondents Willing to Devote to Study

State Sample

N=287



For working people with families, this average is about the realistic maximum, perhaps spread over two or three class meetings plus four or five hours of study, or some similar allocation. Other non-traditional programs for adults operating in other areas -- for example the New Resources Program operated by the College of New Rochelle in New York (see Chapter III) -- have found this expectation to be about the most working people can spend.

TABLE 17 compares the state poll result with those currently enrolled in part-time educational programs, and displays the fact that the average learner now spends about eleven hours per week engaged in study, but could add another four -- an amount of time about equaling the expected maximum.

TABLE 17

COMPARISON OF HOURS ENROLLED STUDENTS SPEND STUDYING PER WEEK  
(AND ADDITIONAL HOURS POSSIBLE) WITH HOURS STATE SAMPLE REPORTS

Hours	WILLING TO DEVOTE TO LEARNING (Percent of column N's)		
	ENROLLED STUDENTS		STATE SAMPLE
	Now Spent (N=593) (M=11)	Addit. Possible (N=451) (M=4)	Expect to Spend (N=287) (M=14.5)
0-5	29	59	18
6-9	18	17	18
10-19	32	19	24
20-29	13	3	10
30-39	4	-	6
40 +	4	2	17
Not sure	0	0	7

Planners hoping to attract enrollees in low-demand studies such as crafts, child development, and sewing, etc. should, however, expect fewer hours of effort -- perhaps averaging five hours per week total.

To this point we have seen that those interested in further study generally want to learn for personal and developmental reasons, prefer to study in the evenings and other odd hours, value convenience above all else, but want some form of credit or recognition for their efforts. The next step the study team took was to ask these would-be learners whether or not they feel they know whom to see for expert advice on educational opportunities and where to go to sign up if they were to decide today to undertake their intended studies.

Do they know whom to see to get educational advice and where to sign up?

TABLE 18 displays a generally reassuring picture of the non-traditional learner who would like to pursue an educational interest in the next two years. Three quarters of them feel they know where to find expert advice on learning opportunities, and four out of five believe they know where to go to find it. What is clearly missing here are the 520 respondents in the statewide sample who are not interested in learning currently. The study did not reveal the extent of their knowledge.

TABLE 18

KNOWLEDGE ABOUT SOURCES OF INFORMATION AND EDUCATIONAL RESOURCES  
STATE SAMPLE  
(Percent)

Sample Characteristic	N	Know Whom to See?			Know Where to Go?		
		Yes	No	Unsure	Yes	No	Unsure
<b>Sex:</b>							
Male	128	75	19	6	80	15	5
Female	152	76	17	7	80	17	3
<b>Residence:</b>							
Metropolitan City/Town	84	73	(26)	1	80	(20)	7
Farm	149	78	14	8	80	15	5
	37	76	13	(11)	81	11	(8)
<b>Age:</b>							
18-24	60	83	10	7	86	12	2
25-34	93	80	13	7	84	13	3
35-49	79	72	23	5	77	17	6
50-64	45	62	(29)	9	71	(27)	2
65 + *	3	67	33	-	67	33	-
<b>Income:</b>							
Less than 5,000	27	78	18	4	78	22	-
5,000-9,999	42	88	7	5	86	14	-
10,000-14,999	96	66	26	8	76	19	5
15,000 +	92	84	13	3	88	11	1
<b>Education:</b>							
Grade School *	3	67	34	-	67	-	33
High/Voc. School	148	66	24	(10)	71	(24)	(5)
College	128	87	10	3	91	7	2
<b>Occupation:</b>							
Professional	54	85	11	4	88	6	6
Managers	24	79	17	4	83	17	-
Clerk/Sales	47	75	19	6	83	15	2
Craftsman	42	69	(24)	7	74	21	5
Farmer	28	79	14	7	86	11	3
Operator/Service/Labor	45	64	20	(16)	71	(22)	(7)
Retired *	8	62	38	-	62	38	-
Miscellaneous	31	81	16	3	81	19	-
<b>Group Affiliation:</b>							
Union	71	73	18	8	83	15	1
Farm *	7	100	-	-	100	-	-
Business *	15	100	-	-	100	-	-
Service *	11	100	-	-	100	-	-
None	183	73	20	7	77	19	5
<b>Total</b>	<b>280</b>	<b>75</b>	<b>18</b>	<b>7</b>	<b>80</b>	<b>16</b>	<b>4</b>

\*Unreliable, low n's

Nevertheless the table does give some clues. The circled figures point out the types of persons who are unsure: those who are older, those with less education, and those from families holding lower status occupations. As has been stated earlier, these are the people who are generally underrepresented among those who indicate a desire for further education.

But one must conclude from these data that among those who do plan to continue their education, confidence runs high in their ability to seek and find appropriate learning opportunities. Perhaps because of the fact that Iowa's population is well scattered and a large number of educational institutions dot the landscape (see MAP 1, p. 91), few individuals feel that learning opportunities are far away. Perhaps the opportunities present are not always what the learner wants, but only in a few counties can one say that no real opportunities exist for someone with an automobile. (See MAPS 11 and 12 also.)

What services do they want?

The entire state sample as well as the enrolled student group were asked what services they might wish to utilize if offered by a comprehensive adult education program. In general about half the state sample were interested in one or more services, and over 85 percent of the already enrolled learners.

TABLE 19 displays the type of services wanted. Other than taking a course offered by the program, respondents

TABLE 19  
 COMPARISON OF GROUPS ON SERVICES DESIRED OF A  
 COMPREHENSIVE ADULT EDUCATION PROGRAM\*\*

(Percent of column N's)

<u>Services</u>	State Sample (N=802)	Interview Groups (N=176)	Enrolled Students (N=650)
Provide a course	17	*	*
Gain basic skills training	6	*	*
Use location as a place to study	9	26	31
Discuss career/educ. plans	8	24	34
See study skills counselor	*	19	13
Obtain personal counseling	6	14	21
Receive advice on opportunity	12	31	36
Obtain life experience credit	14	25	39
Testing for advanced placement	8	22	22
Assessment of strengths and weaknesses	14	22	31
Judgment of growth potential	12	30	28
Establish credit bank or placement file	10	27	39
No services wanted	50	17	13

\* Not asked on this form.

\*\* Multiple responses permitted.



expressed interest in obtaining advice, gaining academic credit for non-formal learning, having their strengths and weaknesses assessed, and hearing a judgment of their personal growth potential. About ten percent are interested in a credit bank or placement file.

A breakdown by type of respondent in this sample (displayed in a table in Appendix II) reveals that the older one gets, the poorer one is, and the less educated one is, the more likely that educational services will not be wanted. The reverse obviously holds true. Moreover, women tend to want services at a consistently higher rate than men.

The currently enrolled sample reveal a strong preference for services: about one-third of the 650 respondents want counseling and educational advice, and almost 40 percent want assessment of experiential learning and a credit bank or placement file.

The lack of some of these services to large segments of adult part-time learners is a serious omission in the total postsecondary resources available in Iowa. The demand appears to be there for many of the "newer" types of services. Consider the population represented by some of these figures:

TABLE 20

Potential Adult Users of Services

Iowa -- 1976

<u>Service</u>	<u>Percent of 802</u>	<u>Number of Potential Users</u>
Counseling Services (discuss career/ educational plans; obtain personal counseling; ob- tain educational information)	6 to 12	112,800 to 225,600
Assessment Services (credit for ex- periential learn- ing; testing for ad- vanced standing; testing of subject skills; assessment of growth potential)	8 to 14	150,400 to 263,200
Credit banking or placement filing	10	188,000

Looking at the average percent of the population interested in these services -- approximately 10 percent -- and taking into account the fact that those in or close to an institution providing such services are likely to find them there, it must still be concluded that a large number of Iowans, perhaps as high as 100,000, might utilize the services of a comprehensive continuing education program if the services were available conveniently and inexpensively.

What hinders adults from participating in further education?

Adults have a wide variety of life styles and circumstances.

and given equal interest in pursuing further education would perceive differing barriers hindering or preventing enrollment. Directors of continuing education programs have known this for many years.

The state sample in this poll indicated an expected variety of frustrations, from program cost (29 percent perceiving it a barrier), through home, job, family, or transportation problems (6 to 24 percent), to several reasons reflecting fear, uncertainty, and the ennui of age (4 to 23 percent).

TABLE 21

COMPARISON OF GROUPS ON PERCEIVED BARRIERS TO LEARNING

(Percent of column N's)

Barriers:	State Sample (N=801)	Interview Groups (N=176)	Enrolled Students* (N=650)
Cost of program	29	39	30
No near-by college has desired courses	9	25	23
Available courses not useful or practical	9	8	13
Available courses not interesting	5	5	9
Courses scheduled at wrong time	8	20	27
Home responsibilities a problem	24	45	41
Job responsibilities a problem	19	28	37
Transportation problems	6	15	12
Child care problems	10	23	17
Don't know where to go or whom to see	2	4	7
Teachers might be unsympathetic	-	1	4
No reason for furthering learning	10	7	4
Not enough energy or stamina	9	7	7
Not sure could do the work	4	5	8
Too old to go back to school	23	10	9
No longer interested in schooling	31	**	**
Other Reason	3	6	4

\* Question was phrased: "Which of these posed serious problems for you prior to your enrollment?"

\*\* Not asked on this form.

93  
77

Multiple responses were permitted. It should be remembered that 64 percent of the state sample indicated no interest in further learning. TABLE 21 shows the probable reasons: general disinterest, cost, and a feeling of age. For the rest, those who continue to have an interest, the problems are more related to scheduling, finding the time, finding the right program, and the barrier imposed by physical isolation in rural and small town areas of the state.

Interesting comparisons can be made with the currently enrolled student sample who were asked to report on problems they encountered prior to their enrollment in a program. Their responses mirror the state sample, but emphasize home, job and other responsibilities first, then cost, then lack of an available, appropriate program. Few of them indicated the fear and uncertainty syndrome which bothers a number of the statewide population, though 4 percent said they feared teachers would not "understand my learning needs and problems".

A persistent finding in this question and previous ones is the disinterest in further learning reported by low income, low previous education respondents, and the older groups (these groups are somewhat overlapping). A table in Appendix II reveals that 56 percent of those with only a grade school education, 55 percent of those 65 and older, 49 percent of the retired sample, and 43 percent of those whose incomes fall below \$5,000 checked "not interested in more schooling".

## ENROLLED STUDENT SAMPLE

Throughout the section above, the study team made mention of comparisons between characteristics of the statewide sample of adults and those of the part-time, adult, non-traditional learner enrolled in programs which will be reported in Chapter II. These learners do differ from the state sample in several ways. First they have already acted upon their interest in further learning. Less than 9 percent of the statewide sample have done so. Because of this action they have found ways of solving the problems and barriers reported by many of the non-enrolled students.

But enrolled students do resemble in most ways the 9 percent of the statewide poll who are enrolled: generally urban, predominately female, 25-34 years old, with higher incomes, high previous education, and from families whose principal wage earner has an occupation classified as professional, managerial, or white collar.

Some exceptions to these generalizations occur if one separates the enrolled students by type of institution attended.

TABLE 22 displays these differences based on 650 respondents. Regents universities, through extension, continuing education programs, and correspondence serve a higher percentage of women (73 percent) than community colleges or private colleges and universities. Because some of their programs -- such as at the Quad Cities Graduate Study Center --

TABLE 22

COMPARISON OF ENROLLED SAMPLE BY TYPE OF INSTITUTION

(Percent of column N)

Sample Characteristic:	Total (N=650)	Regents Universities (N=198)	Area Colleges (N=336)	Private Colleges and Universities (N=116)
<u>Sex:</u>				
Male	34	27	35	43
Female	66	73	65	57
<u>Residence:</u>				
Metropolitan	58	61	50	76
City/Town	22	19	26	13
Farm	19	20	24	7
<u>Age:</u>				
18-24	19	17	19	21
25-34	39	46	34	43
35-49	28	24	28	32
50-64	13	12	18	4
65 +	1	1	1	-
<u>Income:</u>				
Less than 5,000	9	5	12	7
5,000- 9,999	21	16	26	16
10,000- 14,999	31	30	31	33
15,000 +	39	49	31	44
<u>Education:</u>				
Grade School	2	2	3	-
High/Voc. School	39	5	63	29
College	59	95	44	71
<u>Occupation:</u>				
Professional	30	57	13	28
Manager	12	7	14	16
Clerk/Sales	10	7	11	12
Craftsman	11	3	16	10
Farmer	11	11	15	2
Operator/Service/Labor	22	13	25	29
Retired	2	-	2	-
Miscellaneous	3	2	4	3
<u>Race:</u>				
White	97	99	95	100
Non-white	3	1	5	-
Total	100	100	100	100

are at the graduate level, their clientele are more heavily college educated (95 percent), professional (57 percent), and from the highest income group (49 percent).

Adult students attending area colleges (based on 336 replies) are similar by sex, residence, and age, but are more evenly distributed by income level, and are more likely to have a high school or vocational school background (63 percent). A quarter of area college students come from families whose occupation is classified as service, operative, or unskilled labor, and an additional 30 percent are farmers or craftsmen. Area colleges also serve the non-whites in the samples.

The private colleges and universities enroll students who are more similar to the Regents students than the area colleges based upon 116 replies. But their enrollees tend to be even younger (one-fifth are 18-24), and the spread of family occupations is almost as wide as those enrolling in the area colleges.

#### CONCLUSIONS

The surveys used to collect information from enrolled and non-enrolled non-traditional learners and potential learners were quite effective in revealing preferences, attitudes and barriers, and in estimating the numbers of potential new learners who are not now adequately served by the Iowa postsecondary community. The conclusions which seem justified on the basis



of these data are outlined below. The implications of these conclusions will not be discussed until Chapter IV, however, until after the results of The Institutional Resources for Non-traditional Study survey are displayed in Chapter II and the findings of the study team's investigations of other states' experiences are evaluated in Chapter III.

1. There are perhaps a quarter of a million potential adult non-traditional learners in Iowa at the present time who are not now engaged in formal educational activities, but would like to.

Analysis of the population trends in Iowa over the next two decades would reveal that this number is likely to increase rather than decrease, at the same time that traditional college student numbers are on the wain.

2. These adults tend to be young (20-35) female, city-dwellers primarily, generally well off, with some previous college experience. Though these are supportable tendencies, it must be borne in mind that generalizations about adults is hazardous, for there are perhaps more exceptions to every rule than the contrary.

A multitude of different characteristics and circumstances; not to mention motives, typify "the" adult. Programs designed without a clear notion of that portion of the adult population being targeted will meet with less success than one carefully designed to meet an identifiable need.

3. A large number of Iowans who are older, who live in rural areas, whose income is low, and whose previous education is low, do not feel that further education interests them.

This is a major finding of this study. The percentage of disinterested responses from certain categories of Iowans (see TABLE 10) suggest something more at work here than simple decline in interest due to age. To many people, the study team feels, for whom further education might yield economically beneficial results and a more satisfying life reported that they are "not now interested in further learning". The CNS national study completed in 1972 estimated that 23 percent of the U.S. population were no longer interested in further learning (the CNS survey wording of this question was different, it should be noted, and somewhat more openly framed). But, a 1975 survey of California adults on the same subject, worded precisely the same as this survey question, yielded a 41 percent "non-interest" response rate. Iowa's demographic profile differs significantly from California's, but the finding that 64 percent of Iowa's adults admit no interest is disturbing nonetheless.

4. Those who wish to learn more generally pick personal, home, and leisure subjects and say their motives are to be better informed or for personal satisfaction, but when forced to choose their most likely area for learning in the next two years, focus their preference on vocational and professional fields.

This about-face is perhaps not surprising, given the importance of job and income advancement in today's economy, but it is interesting in that it reveals a difference between

what people want and what they feel they need. It also can be used as a measure of the strength of the demand, as indicated in TABLE 8.

5. A large portion of those few low-income, low previous education respondents who expressed an interest in further learning at all those technical skills. Yet almost none followed through with a statement of plans to pursue training in these areas.

Educational planners who hope to provide appropriate education and training for low income, low previous education adults will have to interpret the results of this survey with care, and follow up with local studies to determine the most likely mode of delivery, cost range, and support programs to attract this group.

6. Non-traditional learners differ significantly from traditional ones in their choice of the most appropriate way and the most desired place to learn. They choose a variety of ways at a variety of nearby places, but put convenience above all else as the reason for these choices. Thus the place chosen is often at home or at a local, convenient spot, but the way -- independent study, small group evening classes, correspondence, employer sponsored, etc. -- sharply differs from person to person, according to his or her most comfortable learning "style".
7. Degrees are important to the younger people who choose an academic subject area as their educational goal, but few non-traditional learners who choose vocational, personal, recreational, or home and family seek academic degrees. Occupational licensing is important in those fields which require it, but in general adults are satisfied with no credit or only a certificate of completion. A strong interest in graduate degree opportunities emerged from the college educated sample; however.

8. Potential learners expect to pay over \$1,000 to acquire the skill or learn the subject area of their choice. Few now have other sources of support, so it must be assumed that personal expenditures for education is expected by most non-traditional learners, though the relatively high cost per credit hour at some Iowa institutions is a barrier. Low income respondents who did not answer this question could be expected to have great financial needs in order to pursue further education.
9. Study that requires about 10 to 15 hours per week in total is the approximate maximum for most non-traditional learners.
10. Most Iowans except the rural, the less educated, and those in non-cognitive occupational groups feel they know how to go about finding the subject of interest to them and whom to see to get expert advice.
11. A significant percentage of Iowa's adult population (about 10 percent) would like to utilize one or more of the types of services offered by a comprehensive adult continuing education program if these services were conveniently available.
12. A number of perceived and real barriers to further participation in adult education exist for potential learners. These barriers differ by type of respondent, and are clearly more serious for the isolated, the poor, and the diffident.

We now turn to a study of the existing Iowa resources for providing educational and other services to the non-traditional learner.

CHAPTER II

Iowa's Non-Traditional Educational Resources

The study team embarked upon the second major data collection effort in October 1975, with the distribution of the Institutional Survey of Nontraditional Study Opportunities (See Appendix I) instrument to all post-secondary educational institutions, with the exception of specialized private vocational schools. This data included 32 private two and four year colleges, three state universities, 15 public two year colleges, and six private business schools.

It was clear from the start that the existing adult, continuing and extension programs in Iowa are relatively numerous, of high quality, and well managed in comparison with our experiences in other states. Program directors with whom we came in contact were willing to cooperate with us in this project and in a search for ways to improve the state's programs. These programs range from extensive adult and career programs, both for credit and non-credit, available from the 15 public two year colleges to a wide array of credit bearing extension and continuing education programs offered across the state by one or more of the three state universities - University of Iowa (UI), University of Northern Iowa (UNI) or Iowa State University (ISU) at Ames. In addition, a number of the state's excellent private colleges, especially Drake University in Des Moines,

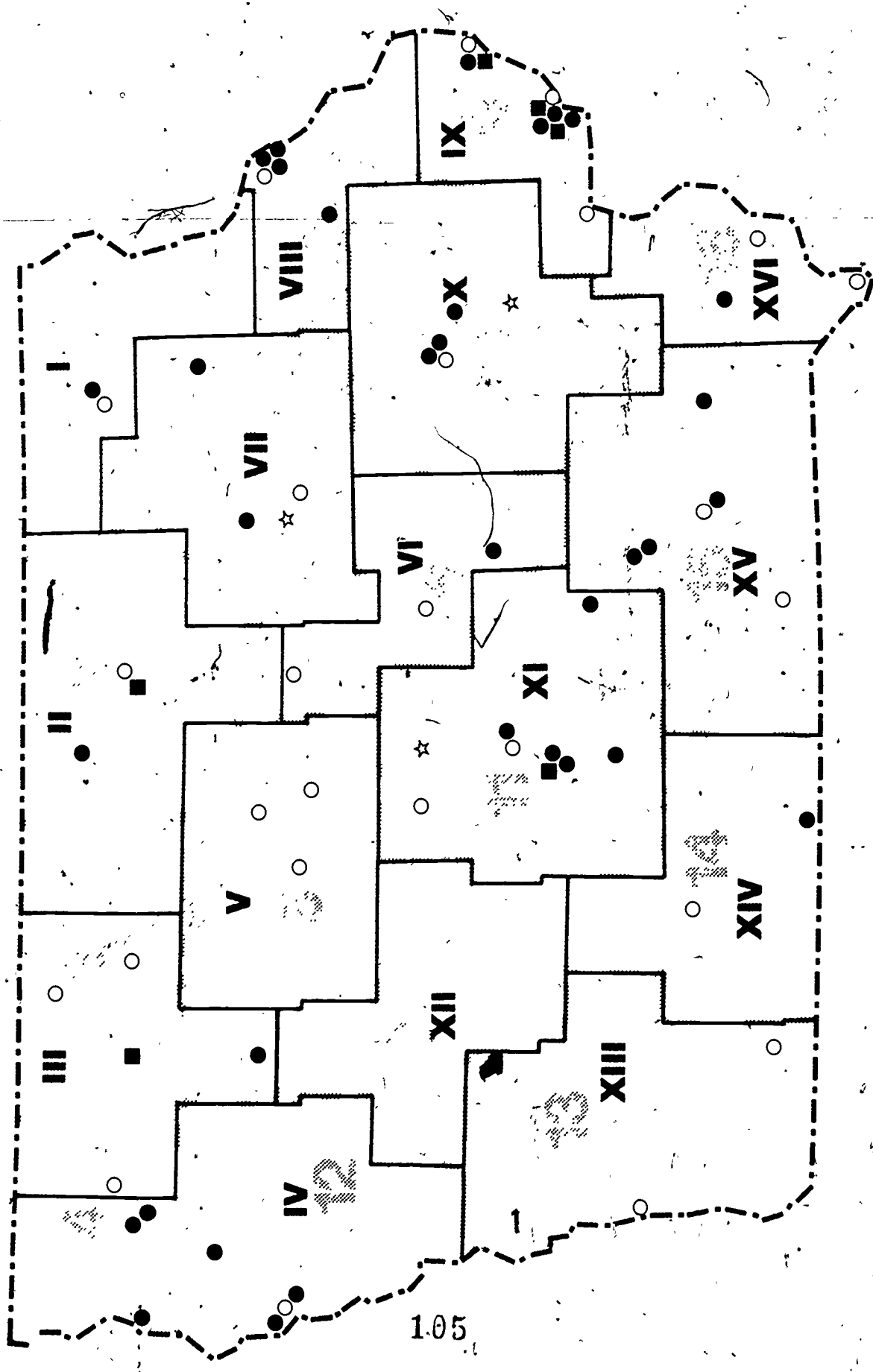
offer a good number of adult oriented programs. (Drake has recently initiated a Bachelor of Liberal Studies degree program designed especially for adults).

This survey attempts to make an assessment of the educational resources available in Iowa for the non-traditional learner, and to give an indication of the extent to which those resources are being utilized by persons who do not fit the traditional mold. The survey was modeled after one used by the Center for Research and Development in Higher Education at Berkeley in the spring of 1972 when it was asked by the Commission on Non-Traditional Study to gather up-to-date information about offerings as well as proposals and plans for new programs. The results of that survey are reported in Planning Non-Traditional Programs (Cross, Valley, et al, 1974).

The survey instrument was a four-part questionnaire through which institutions were asked to describe the non-traditional programs available, to describe the way non-traditional students might be accommodated in traditional offerings, to describe policies and practices regarding the awarding of credit and placement, and to give reflections on problems and plans they have had or are having in implementing programs for the non-traditional learner.



DISTRIBUTION OF POSTSECONDARY INSTITUTIONS



- Private Colleges & Universities
- Area Schools & Learning Centers
- ☆ State Universities
- Private Business Colleges

- Community College & Vocational School Service Areas
- State Development Planning Areas

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A supplementary data form was used to collect information from the fifteen state-supported community colleges charged with producing services in a multi-county planning area. In addition, many of the colleges provided descriptive material and published reports of their efforts for review by the study team. The Adult Education Division of the Department of Public Instruction and the State Board of Regents made available reports from recent years regarding programs in the state.

#### The Survey

In all, fifty-six institutions were solicited for information about the resources they make available to the non-traditional student. TABLE 23 indicates the number, kind and location by state planning area of institutions which were solicited for information, and the responses which were obtained. Forty-three responses were obtained, a rate of 77 percent (a rate of 85 percent would have obtained if the private business schools were excluded).

Following the distribution of the questionnaires and designation by the chief administrative officer of a person to complete the data collection, four workshops were scheduled to assist in the completion of the data collection document. An attempt was made in these workshops to reach a common understanding of the purposes of the study and consensus

on the definition and interpretation of terms so that the data collected would be as comparable as possible.

A snag developed during this process which has a bearing on the interpretation of the data. The community colleges<sup>1]</sup> found that they were unable to group their many non-traditional courses into programs or coherent sequences of courses that could be described as other institutions in the state were doing. To respond to the questionnaire completely would have resulted in a burden on them which could not be justified. Those institutions, by agreement, completed the questionnaire for identifiable credit and/or college-parallel programs where such were offered, and completed the rest of the questionnaire in the same way as did all other institutions.

Additional data on numbers of courses and enrollments in the area community colleges were obtained from the Adult Education Division of the Iowa Department of Public Instruction. This data was verified by the area colleges (9 of the 15 responded to this supplementary data request) and indications were given about changes in the current year and expected changes for the near future. Most of these colleges also supplied literature describing their offerings and their location. In the analysis of the data, adjustments have

1] Iowa's fifteen publically supported two year community colleges and vocational schools are called "area schools" because they each serve a designated region of the state. Not all area schools have authority to grant Associate in Arts degrees; however. We generally call them area colleges here to emphasize their service to the adult population.

TABLE #23

Institutional survey; institutional response rate by type and official Iowa planning area location.

Type and Control	I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	XIV	XV	XVI	Total	Percent	
PRIVATE																			
2 Year		1/1					2/2		1/1				1/0	1/1			6/5		83%
4 Year	1/1		1/0	5/4		1/1	2/2	3/2	3/3	3/3			1/1	1/1	2/1	1/1	26/21		81%
PUBLIC																			
2 Year	1/1	1/1	2/2	1/0	1/1	1/1	1/1	1/1	1/0	1/1			1/1	1/1	1/0	1/1	15/12		80%
4 Year						1/1			1/1	1/1							3/3		100%
PRIVATE BUSINESS		1/1	1/1						3/0	1/0							6/2		33%
TOTALS	2/2	3/3	4/3	6/4	1/1	2/2	4/4	3/2	9/5	5/4	7/6		1/1	3/2	4/2	2/2	56/43		77%

N.B. - Top Numbers = Institutions contacted  
 - Bottom numbers = Institutions responding

Three other institutions (1 business school and 2 private 4-year) responded after the analysis was made. Their responses were considered by the study team in the analysis but are not reflected in the tables.

been made for this variance where the results have a bearing on the analysis, such as in estimating the numbers of Iowa residents now being served by post-secondary institutions. In profiling the kinds of programs being offered as that profile relates to descriptions of the services provided, etc., heavy reliance was placed on the responses to Part I of the questionnaire, supplemented where appropriate by information supplied through college catalogs and other descriptive literature.

#### PROGRAM CHARACTERISTICS

Various segments of the data were analyzed in different ways to get the optimum amount of information out of the data collection process.

#### Categories of Programs

In order to be able to compare offerings across all kinds of institutions, the program data was classified into categories consistent with the system used and reported by the area colleges - limiting those categories to those which apply to program (or course) offerings on the post-secondary level. We did not consider programs or enrollments in such areas as Basic Adult Education, High School Completion Programs, Drinking Drivers Programs, etc.

The categories used were General Adult and Continuing Education, Career Supplementary Education, Adult College Parallel

Education and Specialized Programs. These categories were defined as follows:

- General Adult and Continuing Education - Education that includes a variety of experiences for adults or a pre-occupational, special purpose, or recreational nature.
- Career Supplementary Education - Education that includes part-time supplementary programs for employed adults to up-grade occupational skills and preparatory programs to prepare individuals for employment.
- Adult College Parallel - College parallel courses for part-time students usually offered in the evening or as extension courses apart from the traditional campus-based programs.
- Specialized Programs - Programs offered in accord with local needs. (Again, an attempt was made to limit these to those of a post-secondary nature.)

#### Planning Areas

The data from Part I on programs was analyzed by the Multi-County Planning Areas used by the state in setting up statewide services. It should be noted that these planning areas differ somewhat from the area college assigned service regions which do not follow county lines. (See maps p. 112-119). Using this breakdown made it easier to relate the survey data, the learning interest poll data and demographic data about the state to determine the relative balance of opportunities across the state.

### Types of Institutions

An analysis of all four parts of the questionnaire was made by type of institution, e.g., public vs. private, two year vs. four-year vs. proprietary, etc. (Proprietary refers here to the six private business schools in the state.)

This allowed a comparison of the resources being generated by different segments of the Iowa educational community.

### Non-Traditional Programs

The survey instrument described non-traditional programs as "any specially-designed programs based on new or unconventional forms of education free of the time or place limitation of traditional classroom instruction."

They may be unconventional in any of the following ways:

- Type of Student Enrolled - such as working adults, housewives, young and older adults motivated to study independently, or others who cannot easily come to the campus or do not wish to devote full time to classroom work.
- Location of Learning Experience - such as regional center offerings, field work, home study, or other off-campus programs.
- Method of Instruction - such as non-lecture or non-classroom teaching and learning methods, distinctive from those common in higher education. The content of the programs may either be different from or the same as conventional courses or programs offered for non-typical groups of students or at an unusual location or in a novel way.



Institutions were asked not to report programs of these two types:

- One-Time Programs - such as one-shot weekend workshops and non-credit lecture or concert series.
- Conventional Programs for Regular Students - such as interdisciplinary majors, cluster colleges; independent study for full time students, January inter-sessions, and remedial or compensatory education.

Of the 43 responding institutions, 29 or 67 percent reported offering a total of 87 programs. These numbers are misleading, however, since the area colleges all offer such opportunities, but were unable in all cases to describe them as "programs." Including them even though they may not have described such programs in Part I of the questionnaire means that 77 percent of all institutions reporting have some type of non-traditional program offering. These range all the way from single programs with relatively few students enrolled to some of those in colleges where as many as 20,000 individuals are engaging in courses of the type defined in the study, and in format from a program of in-service training for police officers in the police station at night to an external degree program offered by Upper Iowa College.

These non-traditional programs cover a broad range of topics, from how to read blueprints to teacher education,

from programs offering bachelors degrees to opportunities to learn knitting, and from highly structured programs to self-designed programs.

The following are described in the Department of Public Instruction's publication Data on Iowa's Area Schools (1974) as a cross section of the supplementary career courses offered in area colleges:

Auto Mechanics  
Banking Courses  
Blueprint Reading  
Boiler Maintenance  
Bookkeeping  
Care of Patient with Stroke  
Chartered Life Underwriters  
Construction Safety and Health  
Consumer Electronics  
Coronary Care  
Custodial Maintenance  
Emergency Medical Technology  
Fire Service Training  
Industrial Controls  
In-Service Government Program  
for Government Employees  
Introduction to Computer Concepts  
Management by Objectives  
Office Machines  
Supervisory Practice

These courses are similar to those described in the statewide interest survey as vocational subjects (see TABLE 6, p. 35), but do not correlate to any significant extent to the magnitude of the statewide poll results.

The courses below represent a cross section of the Continuing and Adult Education courses offered in area colleges:

Adult Driver Education  
Budgeting  
Conversational German  
Defensive Driving  
Drug Abuse for Parents  
Family Finances  
Bowling  
Bridge  
Ceramics  
Dancing  
Dog Obedience Training  
Golf  
First Aid for the Housewife  
Help your Children Learn to Read  
Personal Income Taxes  
Single Parent Seminar  
Wills, Estates, and Trusts  
You and Your Child  
Knitting  
Painting  
Powder Puff Mechanics  
Slim and Trim  
Swimming

Courses of this subject type are similar to those found in Chapter I under Personal Development, Home and Family Living, and Hobbies and Recreation.

In the Continuing and Adult Education Category, Programs in home improvement are the most numerous, followed by health programs and consumer education. Somewhat lower on the scale are safety and driver education, commercial programs, and those in industrial education.

The availability of courses in Continuing and Adult Education varies considerably from area to area. For example:

- Home improvement programs  
     most offerings - Area XI  
     few offerings - Areas II, VI, IX
- Health programs  
     most offerings - Areas I, VI, VIII  
     few offerings - Areas IV, X, XI, XVI
- Consumer education programs  
     most offerings - Area I  
     few offerings - Areas IV, VII, XIV, XVI
- Commercial programs  
     most offerings - Area XI  
     some offerings - Areas I, II, XV  
     few offerings - elsewhere
- Safety and driver education programs  
     most offerings - Areas I, V, VII, XI  
     few offerings - Areas III, IV, IX
- Industrial education programs  
     most offerings - Areas I, XI  
     some offerings - Area II  
     few offerings - elsewhere

Overall, programs in Continuing and Adult Education seem to be most available in planning areas I, VII, and XI with areas IV and XIV on the bottom of the number of offerings. It should be noted that the official State Planning Area XII (west of Des Moines) is split by area college responsibility into sections covered by college areas XII (Sioux City), XIII (Council Bluffs), and XI (Ankeny).

In the Career Supplementary Education category, programs of trade and industrial education are the leader in availability, followed by health occupations, office occupations, and home economics, all relatively equal in

offered opportunities. Much farther down the list are programs in distributive education, agriculture, and technical education. Area X is clearly a leader in opportunities for adults interested in career supplementary programs, closely followed by area XI. On the other end of the scale, with relatively few programs in the career supplementary category, are areas IV and XIV.

The availability of courses in Career Supplementary programs is as follows:

- Agriculture programs  
most offerings - Areas II, VI, X, XIII  
some offerings - elsewhere except Area I
- Distributive education programs  
most offerings - Areas I, IV  
few offerings - Areas III, XIV
- Health occupations programs  
most offerings - Areas I, II, III, V  
few offerings - Areas IV, VII
- Home economics programs  
most offerings - Area I, X  
few offerings - Areas XIV, XV, XVI
- Office occupations programs  
most offerings - Area XI  
some offerings - elsewhere
- Technical education programs  
most offerings - Area XI  
few offerings - elsewhere
- Trade and industry programs  
most offerings - Areas X, XI  
some offerings - elsewhere

In terms of the availability of College Parallel Programs, areas VII, IX and XI are reasonably well covered, while areas I, IV, XII and XIV lack much opportunity. The rest fall in between.

#### Enrollment

Another way to look at offerings is by the number of individuals involved in such courses (particularly in relation to the population) rather than to look at the number of programs being offered. To do this, the study team had to make some estimates from the data received. Institutions responding to the questionnaire were asked to give a range of enrollments in each of their programs.

From these a total number was calculated to estimate the number of individuals involved. The area colleges keep data on the number of course registrations but do not know for certain how many people this represents. When asked to give their best estimate of the ratio of registrations to unduplicated enrollment, the estimates ranged from 1.08 to 1.50. The study team used a ratio of 1.25 in converting the area colleges' enrollment figures to an estimate of individuals enrolled.

TABLE 24 indicates that a maximum of 250,000 adults may be enrolled off and on in some form of non-traditional education in the State of Iowa annually. This represents about 13 percent of the 1,880,000 residents 18 years and older. Nearly all of these individuals (88%) are being served by the area colleges.

TABLE 24

ESTIMATED MAXIMUM NUMBERS OF ADULTS ENROLLED IN NON-TRADITIONAL EDUCATIONAL PROGRAMS (1974-75)

TYPE OF PROGRAM	TYPE OF INSTITUTION					TOTALS	%
	2 YR PUB	4 YR PUB	PRIVATE	PROP**	SEC. SCH.		
GENERAL AND CONTINUING EDUCATION	115,800*		940			116,710	46
CAREER SUPPLEMENTARY EDUCATION	104,100	125	1,115	15	16,000	121,355	48
COLLEGE PARALLEL EDUCATION	2,200	6,135	7,730			16,065	5
SPECIALIZED PROGRAMS	300		80			380	1
TOTALS	222,400	6,260	9,835	15	16,000	254,510	
% BY INSTITUTIONAL TYPE	88	2	3	0	6		

\* of this number about 57,000 are enrolled in cultural or recreational types of programs

\*\* private business schools



Of the approximately 250,000 adults annually enrolled in non-traditional programs, 46 percent are enrolled in General or Continuing Education programs. These are usually of short duration, often for enrichment or to up-grade personal skills. Approximately half of those are of cultural or recreational nature.

Approximately 48 percent of the total are engaged in programs intended either to up-grade them in job skills or to prepare them for some avocation. Only 5 percent are pursuing programs which might lead to an associate or higher degree.

Looking at the data statewide, it is obvious that the area colleges are providing most of the opportunities for the non-traditional student in the state. They provide essentially all of the opportunities to pursue General and Continuing Education opportunities (99%), most of the Career Supplementary programs (86%) and even a substantial share of the College Parallel opportunities to the Associate level (17%). The only major programs for adult learners among the private institutions is the Bachelor of Liberal Studies degree program at Drake University and Palmer College's evening division.

TABLES 25 and 26 provide an analysis of the estimated enrollment by planning areas. To accomplish this the study team made some estimates of the in and out migration

Table 25

ESTIMATED 74-75 ADULT ENROLLMENTS BY IOWA'S MULTI-COUNTY PLANNING AREAS

MULTI-COUNTY PLANNING AREAS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	TOTALS
<b>GENERAL AND CONTINUING EDUCATION</b>																	
Private Colleges				15				275			500				120		910
4 Yr Public Colleges																	
2 Yr Public Colleges	7800	7100	8700	9100	10700	15500	8300	4400	5400	11600	6900	3300	5500	3500	6100	1900	115800
Proprietary Inst.																	
Total	<u>7800</u>	<u>7100</u>	<u>8700</u>	<u>9115</u>	<u>10700</u>	<u>15500</u>	<u>8300</u>	<u>4675</u>	<u>5400</u>	<u>11600</u>	<u>7400</u>	<u>3300</u>	<u>5500</u>	<u>3500</u>	<u>6220</u>	<u>1900</u>	<u>116710</u>
<b>CAREER SUPPLEMENTARY EDUCATION</b>																	
Private Colleges								65	15		1035						1115
4 Yr Public Colleges																	125
2 Yr Public Colleges	7100	11200	7200	5200	10500	8800	8000	4200	5000	9500	7000	3400	5300	5600	4700	4400	104100
Proprietary Inst.																	15
Secondary Schools				300					1100		1100		700				3000
Total	<u>7100</u>	<u>11215</u>	<u>7200</u>	<u>5300</u>	<u>10500</u>	<u>8800</u>	<u>5125</u>	<u>4265</u>	<u>6115</u>	<u>9500</u>	<u>9135</u>	<u>3400</u>	<u>6000</u>	<u>5600</u>	<u>4700</u>	<u>4400</u>	<u>108355</u>
<b>COLLEGE PARALLEL</b>																	
Private Colleges	65			75			3000	125	725	300	3300			75		65	7730
4 Yr Public Colleges	65	325	250	75	400	170	650	200	1075	1300	700	75	500	25	250	25	6135
2 Yr Public Colleges		600	400	100					100		300	100			300	300	2200
Total	<u>130</u>	<u>925</u>	<u>650</u>	<u>250</u>	<u>400</u>	<u>170</u>	<u>3650</u>	<u>325</u>	<u>1900</u>	<u>1600</u>	<u>4300</u>	<u>175</u>	<u>500</u>	<u>100</u>	<u>550</u>	<u>300</u>	<u>16065</u>
<b>SPECIALIZED PROGRAMS</b>																	
Private Colleges											15						80
2 Yr Public Colleges								35	265								300
TOTALS	<u>15095</u>	<u>19240</u>	<u>16550</u>	<u>14665</u>	<u>21600</u>	<u>24470</u>	<u>17075</u>	<u>9300</u>	<u>13680</u>	<u>22700</u>	<u>20850</u>	<u>6875</u>	<u>12000</u>	<u>9200</u>	<u>11470</u>	<u>6690</u>	<u>241510</u>
																	Secondary School Department of Public Instruction estimate: <u>13000</u>
																	Grand Total <u>254510</u>

\*The Iowa Department of Public Instruction reports an additional 13000 attend secondary school but do not locate the schools.

TABLE 26

COMPARISON OF ADULT ENROLLMENTS AND POPULATION  
BY MULTI-COUNTY PLANNING AREAS

PLANNING AREA	ENRL.	POPULATION	ENRL. POP.	PLANNING AREA	ENRL.	POPULATION	ENRL. POP.
1	15,095	68,774	.22	9	13,680	236,617	.06
2	19,240	153,863	.13	10	22,700	330,134	.07
3	16,550	105,097	.16	11	20,850	502,235	.04
4	14,665	190,062	.08	12	6,875	92,155	.07
5	21,600	123,672	.17	13	12,000	188,198	.06
6	24,470	102,274	.24	14	9,200	61,857	.15
7	17,075	250,354	.07	15	11,470	153,825	.07
8	9,300	130,218	.07	16	6,690	118,774	.06
				TOTALS	254,510	2,825,041	.09

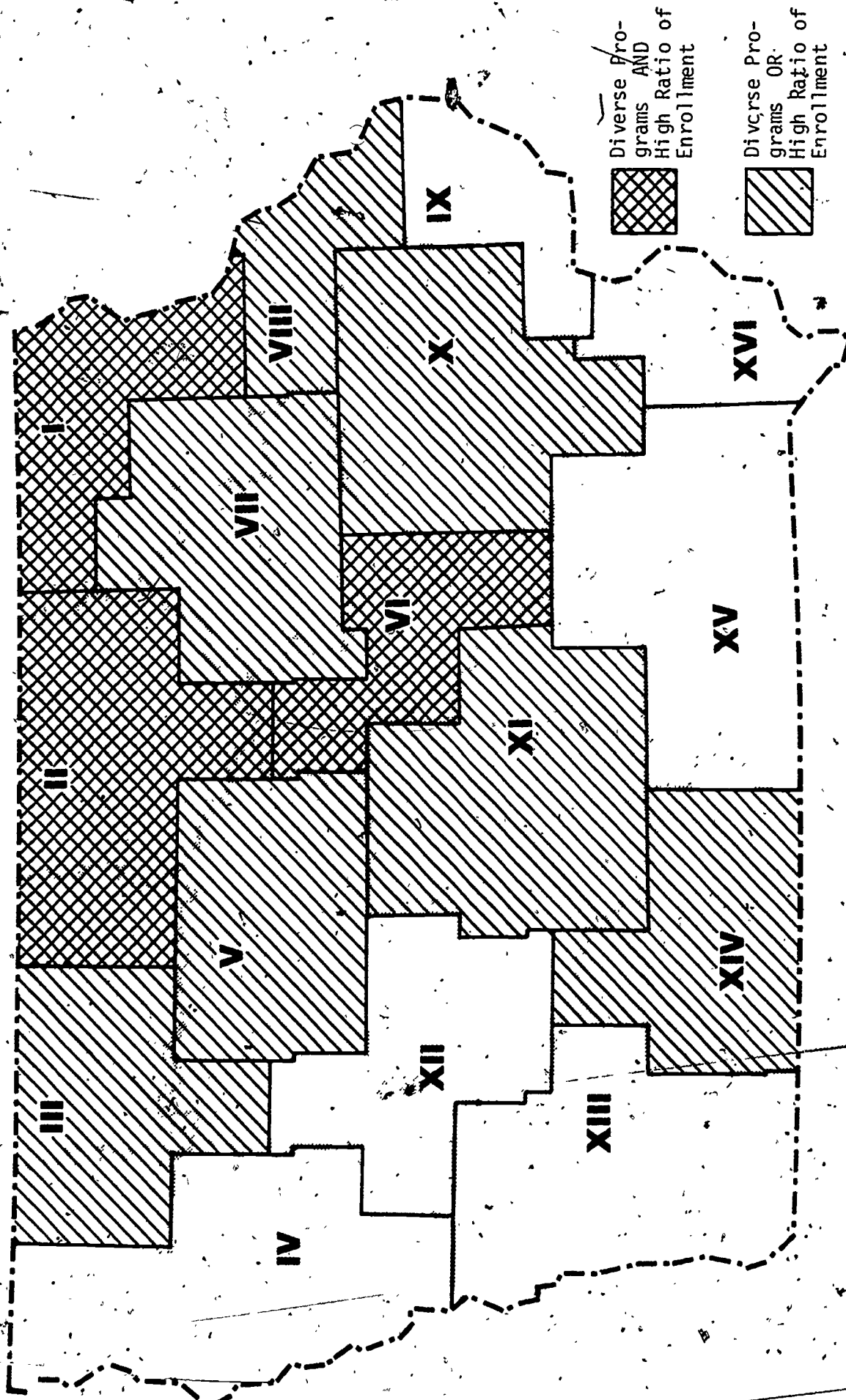
\*additional enrollment in secondary schools statewide

of students between planning areas. The data suggests that statewide about 9 percent of the total population is intermittently involved in some form of non-traditional education. This involvement varies greatly from area to area across the state. Area VI in the center of the state, i.e., Marshalltown and surrounding counties, has a high participation rate of 24 percent followed by area I with 22 percent and area V with 17 percent. In the middle group of providers are areas II, III, and XIV. All other areas are at about the same level of service relative to the population (3.6% to 8.9%). It is important to point out, however, that area XI which was earlier indicated to be one of the leaders in the number of non-traditional programs offered is at the bottom of the list relative to the ratio of the population in its service area enrolled in non-traditional programs.

Considering both the number of program opportunities which are available to the non-traditional student and the dimension of those opportunities as gauged by enrollments, a very general profile of the availability of non-traditional educational opportunities emerges. This profile is visibly demonstrated on Map 2.

The concern for the lack of educational opportunity in the west central counties of Iowa was highlighted in a study by Patricia Apt (Adult Learners and Higher Education: A Study of Interests and Needs in Rural Iowa, 1975.)

CONCENTRATION OF EDUCATIONAL OPPORTUNITIES FOR NONTRADITIONAL LEARNERS\*



\* Analysis by state planning areas

Ms. Apt found sufficient interest in this area to warrant the addition of new higher education programs for this section and cited the need for information and special services to enable adults in that area to become better served by education. It should be pointed out, however, that a double cross-hatched planning area may have significant imbalances by county within the area (see Map 2).

Maps 3 through 10 present a more detailed picture of the planning regions of the state and tend to support the survey conclusions. Map 11 indicates those areas within a thirty-mile round trip from a public postsecondary institution and Map 12 outlines areas more than 30 miles from such institutions. Both these and the area maps support our findings regarding the variability of resources area to area:

More eloquent than any statement that could be made by the study team on this point is a quotation drawn from a woman in Audubon, addressing the educational void in western Iowa:

*I am very interested in receiving a degree and furthering my education but the problems I face seem almost insurmountable. I live in west central Iowa, a place that is so isolated from educational opportunities it has become a vast wasteland of decaying minds and opportunities. I have my choice of attending area schools in either Des Moines or Council Bluffs. Nothing in between, either way I am fighting a distance round-trip of 150 miles a day. I tried for one semester but with increased gas costs and 3 hours a day commuting I couldn't manage.*

Now I am taking 2 correspondence courses and 2 courses through Clarinda campus - a distance of 76 miles one way - that (I congratulate myself on my good fortune) is offered at Atlantic night school a distance of only 28 miles. Why can't there be any facilities closer than that? Why must I and my neighbors and my children be discriminated against simply for not living closer to a metropolis learning center? Why must all educational funds be spent on the eastern part of Iowa while we are neglected? Why must our taxes pay for beautiful buildings when I can't even attend a center of learning regardless of the building save the Atlantic High School? Surely I am just as discriminated against for being white rural as any Negro child attending a low-grade public school. Perhaps more, because I have no opportunities at all!

#### Discussion about the Programs.

Most of the programs offered are located either on the main campus or through established outreach centers.

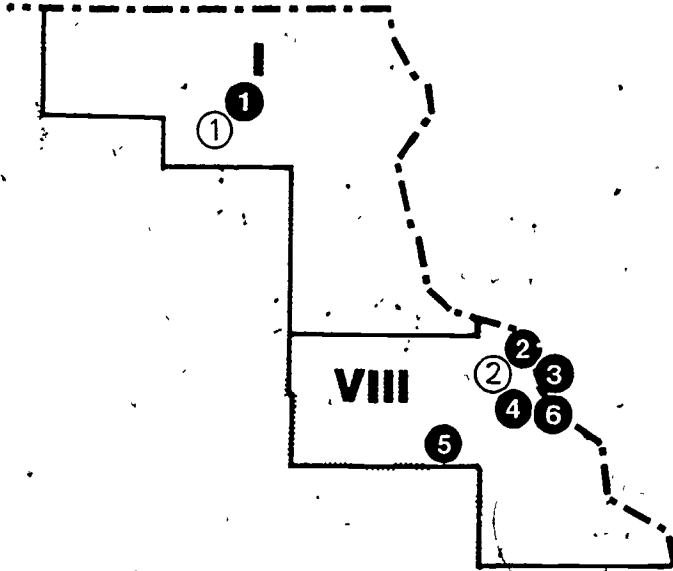
(Maps 3-10) A few programs are offered through a business or industrial site (9.1%) or through the home (6.5%).

The age of most of the programs reflects the relatively recent attention given to providing non-traditional opportunities for adults. Only 14 percent of the programs reported are more than ten years old, and nearly all of these are in the college-parallel category. The programs under five years old constitute 78 percent of the total and 26 percent have been in existence less than a year.

When asked about the future, most colleges were cautious about predicting large increases, but only 3 percent anticipated their enrollments shrinking. This held true for



MAP 3  
NORTHEAST REGION



- PUBLIC INSTITUTIONS**
- ①② Northeast Iowa Vocational & Technical School & outreach center
- PRIVATE INSTITUTIONS**
- ① Luther College
  - ② Clarke College
  - ③ Loras College
  - ④ University of Dubuque
  - ⑤ Divine Word College
  - ⑥ Wartburg Theological Seminary

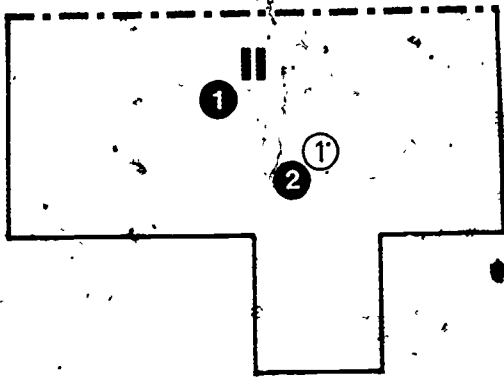
----- Merged area school district I  
 \_\_\_\_\_ State planning areas I and VIII

CALCULATION OF RATIO OF POPULATION SERVED

State planning area population of adults:	Area 1 = 68,774
	Area 8 = 130,218
	<hr/>
	198,992
Nontraditional student registrations in district I:	24,395
Ratio of Enrollment to Population.	= .12

MAP 4

NORTHCENTRAL REGION



PUBLIC INSTITUTION

① North Iowa Area Community College

PRIVATE INSTITUTIONS

① Waldorf Junior College

② Hamilton Business College

*(dashed line)* Merged area school district 2

*(solid line)* State planning area II

CALCULATION OF RATIO OF POPULATION SERVED

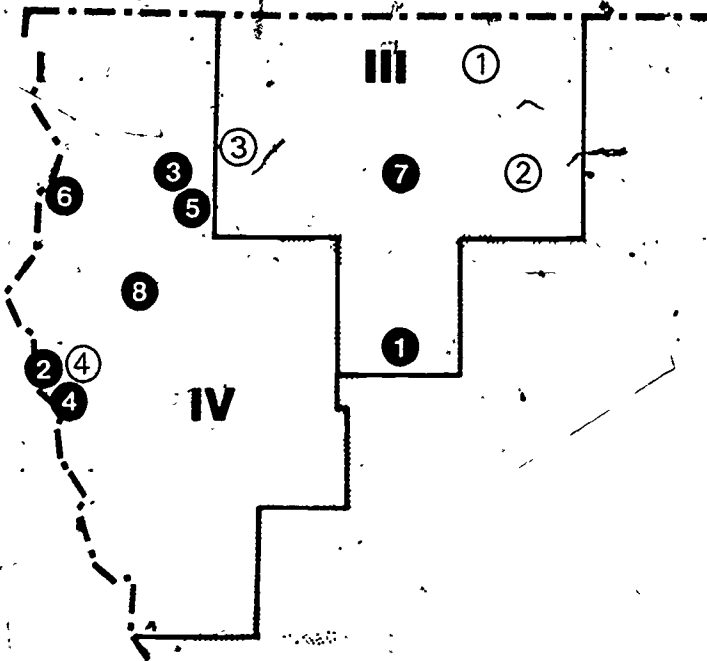
State planning area adult population: Area II = 153,863

Nontraditional student registrations, district 2 = 19,240

Ratio of Enrollment to Population = .13

MAP 5

NORTHWEST REGION



----- Merged area school districts 3, 4, 12  
 ——— State planning areas III and IV.

PUBLIC INSTITUTIONS

- ①② Iowa Lakes Community College and outreach center
- ③ Northwest Iowa Vocational School
- ④ Western Iowa Vocational School

PRIVATE INSTITUTIONS

- ① Buena Vista College
- ② Briarcliff College
- ③ Dordt College
- ④ Morningside College
- ⑤ Northwestern College
- ⑥ Sioux Empire College
- ⑦ Spencer School of Business
- ⑧ Westmar College

CALCULATION OF RATIO OF POPULATION SERVED

State planning area adult population: Area III = 105,097  
 Area IV = 190,062  
295,159

Nontraditional student registrations: District 3 = 16,550  
 District 4 = 14,665  
 District 12 = 6,875  
38,090

Ratio of Enrollment to Population: District 3 = .16  
 District 4 and 12 = .11

Northwest Region Ratio = .13

MAP 6

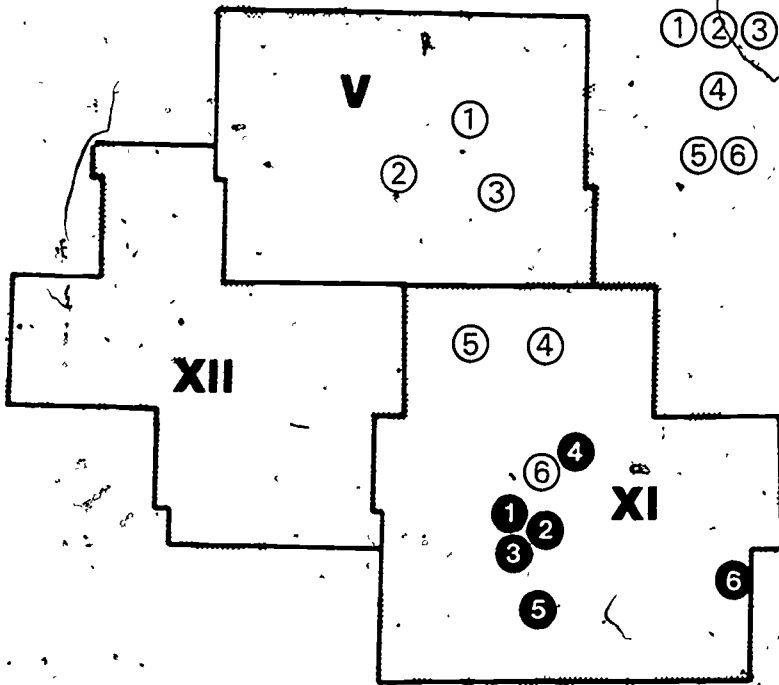
WESTCENTRAL REGION

PUBLIC INSTITUTIONS

- ① ② ③ Iowa Central Community College & outreach centers
- ④ Iowa State University
- ⑤ ⑥ Des Moines Area Community College & outreach center

PRIVATE INSTITUTIONS

- ① American Institute of Business
- ② Drake University
- ③ Grand View College
- ④ Faith Baptist College
- ⑤ Simpson College
- ⑥ Central College



Merged area school districts 5 and 11.  
 State planning areas V, XI, and XII.

CALCULATION OF RATIO OF POPULATION SERVED

State planning area adult population:	Area V = 123,672
	Area XI = 502,235
	Area XII = 92,155
	718,062

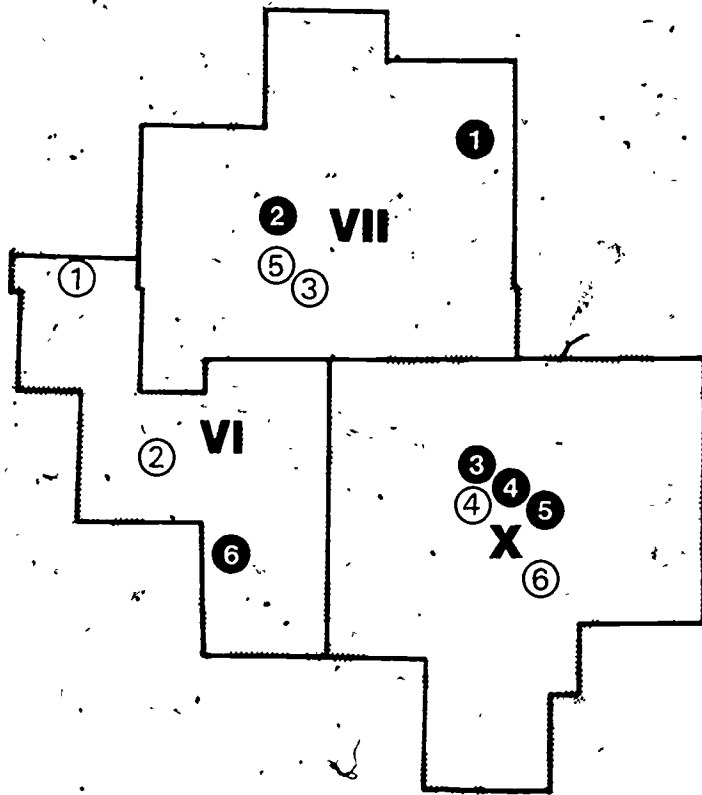
Nontraditional Student registrations:	District V = 21,600
	District XI = 20,850
	42,450

Ratio of Enrollment to Population:	District V = .17
	District XI = .04

Westcentral Region Ratio = .06

MAP 7

EASTCENTRAL REGION



PUBLIC INSTITUTIONS

- ①② Iowa Valley Community College and outreach center
- ③ Hawkeye Institute of Technology
- ④ Kirkwood Community College
- ⑤ University of Northern Iowa
- ⑥ University of Iowa

PRIVATE INSTITUTIONS

- ① Upper Iowa College
- ② Wartburg College
- ③ Coe College
- ④ Mount Mercy College
- ⑤ Cornell College
- ⑥ Grinnell College

Merged area school districts 6, 7, and 10

State planning areas VI, VII, and X

CALCULATION OF RATIO OF POPULATION SERVED

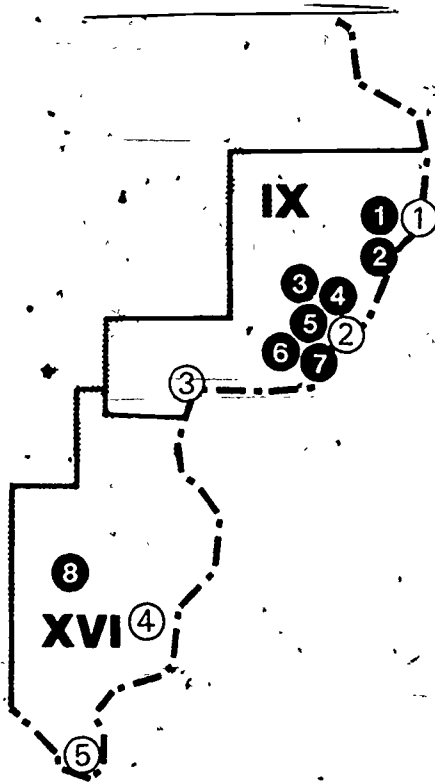
State planning area adult population:	Area VI =	102,274
	Area VII =	250,354
	Area X =	330,134
		<u>682,762</u>

Nontraditional student registrations:	District VI =	24,470
	District VII =	17,075
	District X =	22,700
		<u>64,245</u>

Ratio of Enrollment to Population:	District VI =	.24
	District VII =	.07
	District X =	.07

Eastcentral Region Ratio = .09

SOUTHEAST REGION



PUBLIC INSTITUTIONS

- ①②③ Eastern Iowa Community College & out-reach centers
- ④⑤ Southeastern Community College & out-reach center

PRIVATE INSTITUTIONS

- ① Clinton Business College
- ② Mt. Saint Clare College
- ③ Marycrest College
- ④ Palmer Jr. College
- ⑤ St. Ambrose College
- ⑥ Sawyer (Business) School
- ⑦ American Institute of Commerce
- ⑧ Iowa Wesleyan College

----- Merged area school districts 9 and 16

\_\_\_\_\_ State planning areas IX and XVI

CALCULATION OF RATIO OF POPULATION SERVED

State planning area adult population:	Area IX =	236,617
	Area XVI =	118,774
		<u>355,391</u>

Nontraditional student registrations:	District 9 =	13,680
	District 16 =	6,690
		<u>20,370</u>

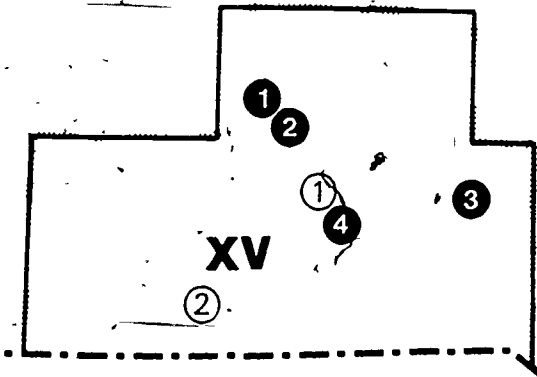
Ratio of Enrollment to Population:	District 9 =	.06
	District 16 =	.06

Southeast Region Ratio = .06

131

MAP 9

SOUTHCENTRAL REGION



--- Merged school district 15

— State planning area XV

PUBLIC INSTITUTIONS

- ①② Indian Hills Community College and outreach center

PRIVATE INSTITUTIONS

- ① William Penn College
- ② Vennard College
- ③ Maharishi International College
- ④ Ottumwa Heights Junior College

CALCULATION OF RATIO OF POPULATION SERVED

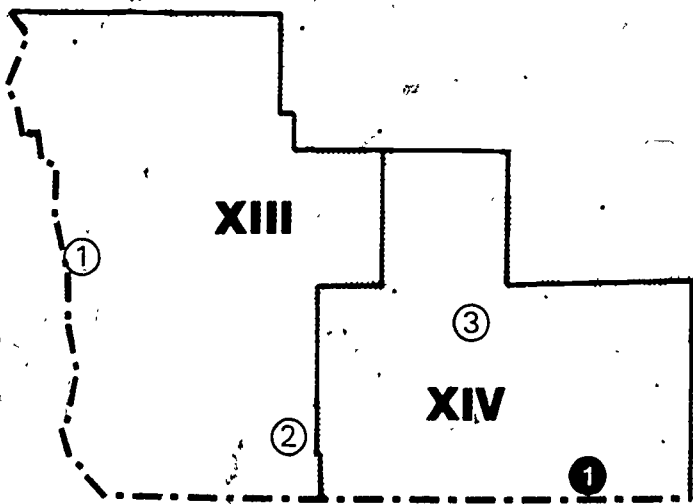
State planning area adult population: 153,825

Nontraditional student registration: 11,470

Southcentral Region Ratio = .07



MAP 10  
SOUTHWEST REGION.



PUBLIC INSTITUTIONS

- ①② Iowa Western Community College & outreach center
- ③ Southwestern Community College

PRIVATE INSTITUTIONS

- ① Graceland College

----- Merged area school districts 13 and 14  
 \_\_\_\_\_ State planning areas XIII and XIV

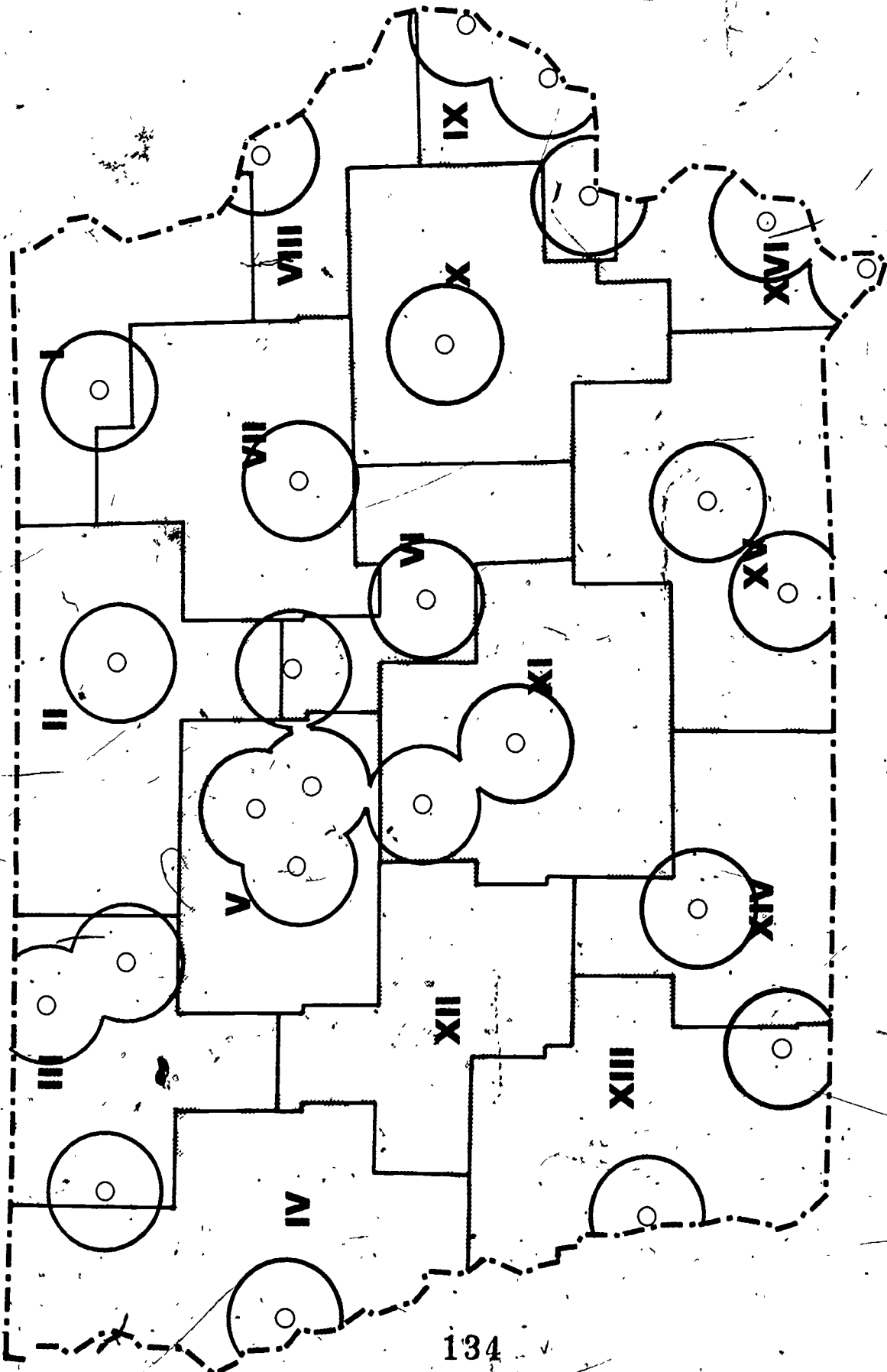
CALCULATION OF RATIO OF POPULATION SERVED

State planning area adult population:	Area XIII =	188,198
	Area XIV =	61,857
		<u>250,055</u>
Nontraditional Student registration:	District 13 =	12,000
	District 14 =	9,200
		<u>21,200</u>

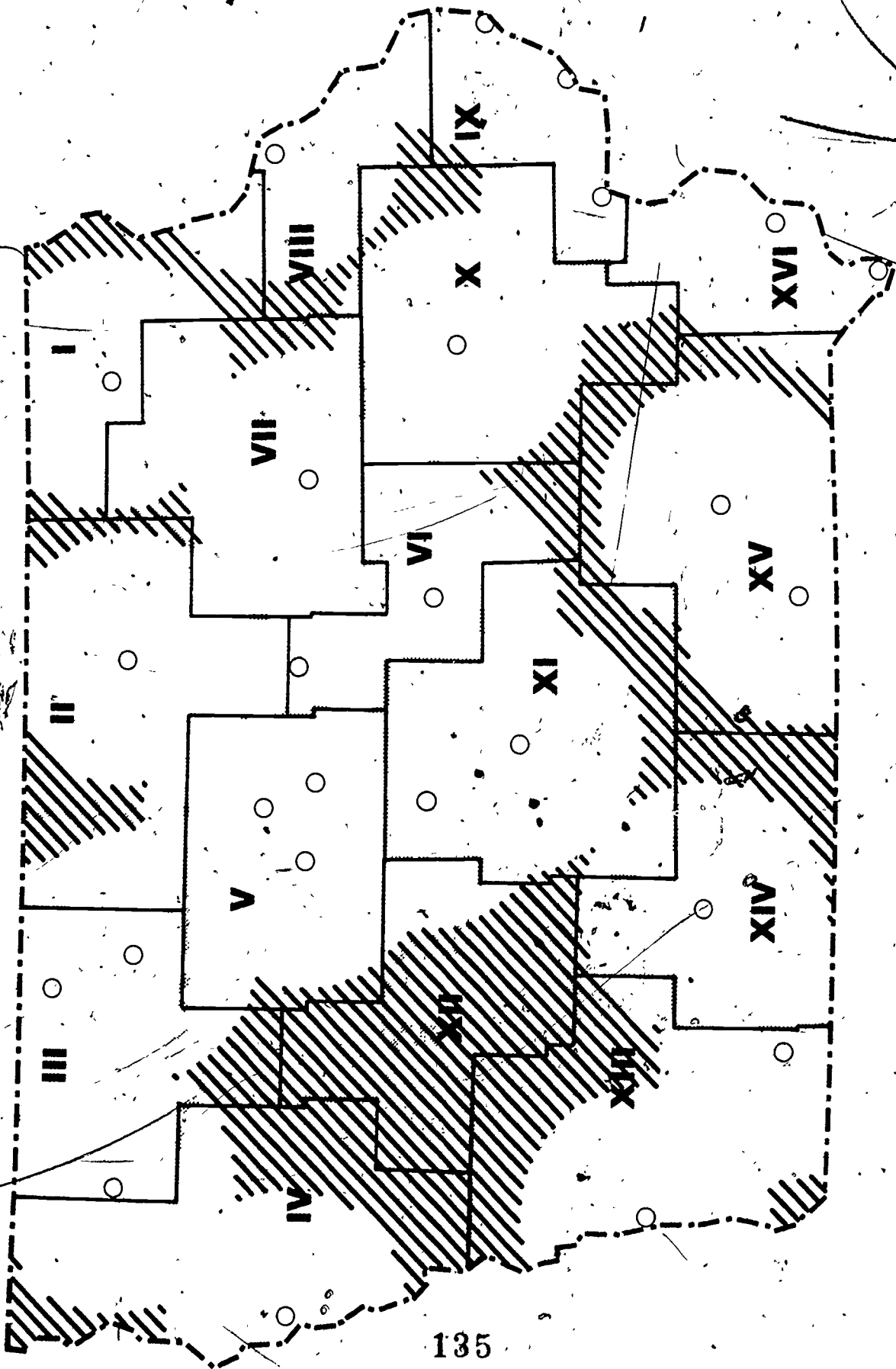
Ratio of Enrollment to Population:	District 13 =	.06
	District 14 =	.15

Southwest Region Ratio = .08

THIRTY MILES OR LESS ROUND TRIP FROM A PUBLIC INSTITUTION



AREAS OF IOWA MORE THAN 60 MILES ROUND TRIP FROM A PUBLIC INSTITUTION



both, the programs reported through the primary collection document and through the enrollment projections obtained from the area colleges in the supplementary data collection effort. In the supplementary enrollment data collected from area colleges, substantial increases were indicated between 1974-75 for which we had official (State of Iowa Department of Education) enrollment data, and 1975-76 which area schools estimated for us.

The largest increase from 74-75 to 75-76 (16.4%) has been in General and Continuing Education courses. The area colleges in looking to the immediate future indicated that generally steady increases could be expected in the General and Continuing Education areas except perhaps in senior citizen programs where funding may be in question. Health areas seem to be expected to have the greatest increase. The programs labeled Career Supplementary increased 11.3 percent between 1974-75 and 1975-76 in area colleges which reported that data to us.

Future expansion is expected in office and distributive education, and in home economics and consumer education areas. The College Parallel offerings have about doubled in the area colleges between 1974-75 and 1975-76 but this is almost entirely due to sudden additions in program offerings at Northwest Iowa Vocational School where registrations jumped from 68 to 148 and at Eastern Iowa Community

College, where marketing supervision courses were established in three locations enrolling 300 students, with an additional 140 students being enrolled in liberal arts at two off-campus location. These are for nontraditional students only.

These recent and current trends in program offerings and enrollments parallel national trends, and the expressed learning interests of Iowans reported in Chapter I.

An increasing number are taking advantage of opportunities to learn for its own sake or to satisfy some personal interest. Another very sizable group are increasingly looking toward education to help them attain economic security through job training and advancement. There is every indication that this trend will continue.

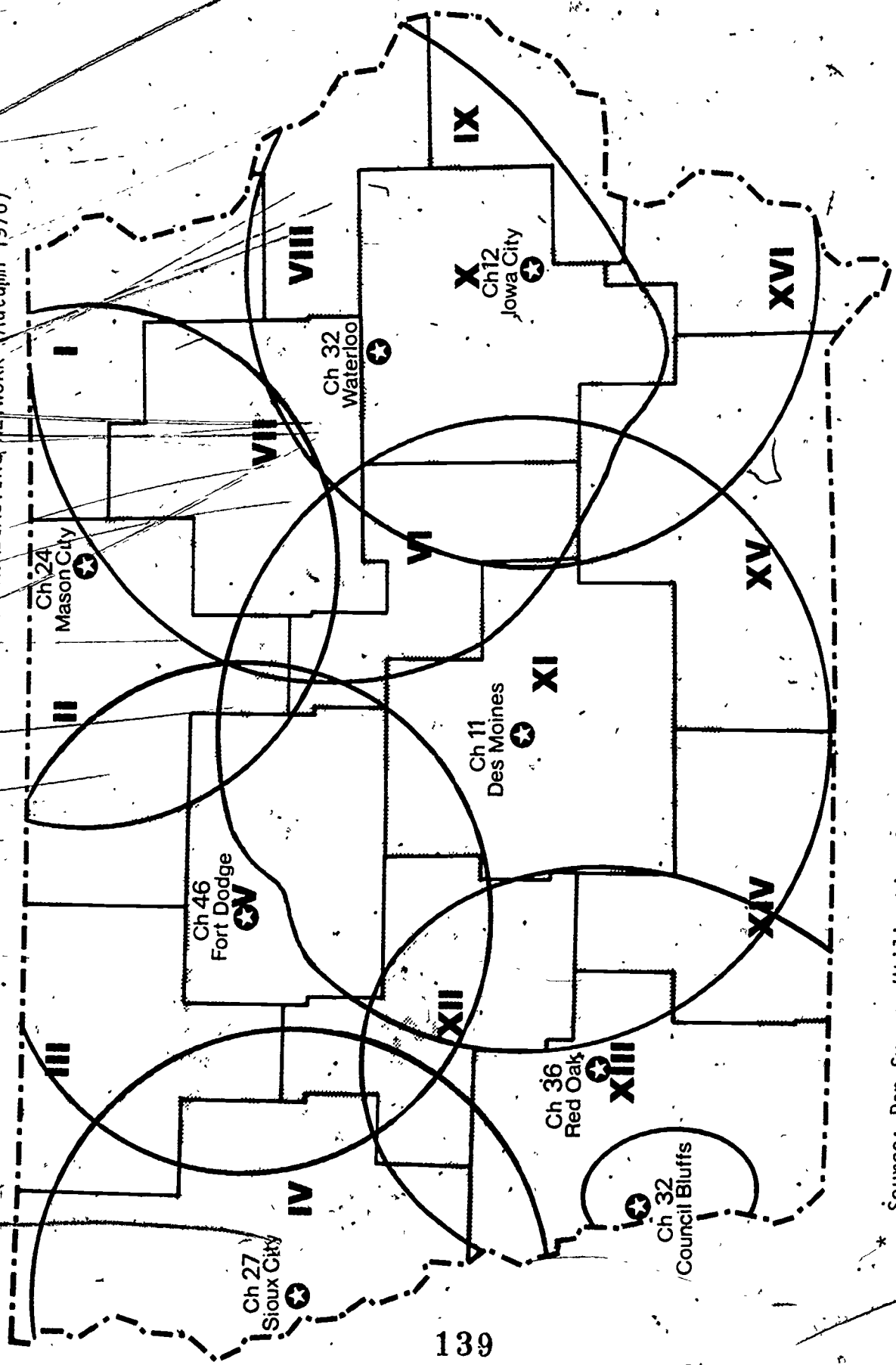
There is commendable flexibility in the design of the curricular offerings for adult students. While 52 percent reported that most or all of the curriculum is structured or prescribed, 29 percent reported that students can design their own unique program. The time of beginning is often flexible - 26 percent indicated that students may begin the program at any time, as opposed to the start of a term only. Further evidence of flexibility is noted in the fact that 52 percent of the programs allow students to complete the program entirely on a part-time basis.

The delivery of the instruction, however, is still pretty traditional. The data indicate that 82 percent of the programs utilize traditional classroom lectures as their principal learning mode. Field work or cooperative work-study and tutorial teaching modes are the next most used primary delivery methods (8%), followed by programmed instruction (7%).

One of the non-traditional delivery modes being explored in Iowa currently is instruction utilizing television and radio. The greatest potential lies in courses being planned by the University of Mid-America, but the Iowa Educational Broadcasting Network (IEBN) also plans to expand its first statewide delivery of educationally rich programming, such as the "Ascent of Man" series, and "Classic Theatre". The IEBN now operates six transmitters which, along with various cable systems, carry the broadcast signal to approximately 90% of the state's population. Two final transmitters are scheduled to be located in Mason City and Fort Dodge by fall, 1976. Map 13 indicates the effective range of this network by autumn, 1976.

The future of radio and ETV in Iowa and particularly how it functions in relation to UMA is still in doubt but could be an important part of statewide solution to the problem of adult needs.

EFFECTIVE RANGE OF THE IOWA EDUCATIONAL TV BROADCASTING NETWORK (Autumn 1976)\*



Source: Dan Summy, Utilization Specialist, Iowa Educational Broadcasting Network



In addition to moving educational opportunities closer to the adults wishing to take advantage of them, the initiating institutions have adjusted the timing of the instruction to accommodate adults who are otherwise principally occupied. While 49 percent of the programs are available in the daytime hours, 71 percent of them are also available in the late afternoon or evening hours. A substantial 72 percent of them are offered on weekends. A variety of other accommodating options exist, including a few which are offered in concentrated blocks of time, rather than being drawn out over several weeks.

#### General Summary about Programs

- Non-traditional educational opportunities have grown rapidly in recent years and are reasonably strong for the state as a whole, though almost exclusively available through public community colleges.
- There is considerable unevenness across the state, however, in the availability of opportunities.
- Relatively few program opportunities exist outside the principal campuses and their branches, which may suggest that further opportunities might be made available through industry, business, agencies and other institutions such as libraries.
- Institutions have made commendable efforts to accommodate their programs to the non-traditional student through flexible curricular structure, admission practices, time of instruction, etc.
- The mode of instruction is still very traditional, however, and may be an area to be explored.

## STUDENT CHARACTERISTICS

The study asked institutions to describe the types of students for whom their programs are designed. TABLE 27 indicates how the responding institutions described their students.

TABLE 27  
TYPES OF STUDENTS FOR WHOM PROGRAMS ARE DESIGNED  
(N = 87)<sup>1]</sup>

	<u>N</u>	<u>Percent of Responses</u>
Working adults	54	62
Special occupational group	38	44
Same age as in traditional programs	35	40
Housewives	32	37
People confined or beyond commuting distance	19	22
Military personnel	13	15
Unemployed and economically disadvantaged	13	14

1] Multiple responses allowed

Apparently, although most of the courses are modeled after those offered to traditional students, there is a definite attempt to make them appropriate for the adult population, i.e., working adults, housewives, special occupational groups, etc. The means of doing this is typically to schedule classes in the evening or at locations other than the home campus.

Almost three-quarters (72%) of the programs described reported that more than half of the students enrolled in their programs are male. This contrasts sharply with the finding in Chapter I that most adults who want to learn but lack the opportunity are women.

In the General and Continuing Education category the majority are female but in Career Supplementary and in College parallel programs the clear interest is on the

part of males -- Career Education by 84 percent and College Parallel by 66 percent. Males are, therefore, taking more advantage of the opportunities that exist than females. It may be that existing programs are not designed so as to attract large numbers of women, or the general lack of supporting services (i.e., child care, information and counseling in the home, financial aid, etc.) may be discouraging to their participation. Those seeking to reach women's needs may have to search out ways to overcome these possible barriers, and others that may exist.

The majority of the participants in these programs are in the middle age ranges. Approximately 30 percent of the programs involve students from the middle to late 20's on up to above the 40's. It is interesting also to note that in the College Parallel programs, 51 percent are utilized by adults in the 30 to 40 year age bracket. Few successful programs for those over 50 seem to be in existence.

The adult students participating in these programs are apparently persistent. Although nearly half of the programs did not have information on attrition, 24 percent of them reported that all or almost all of their students completed their work and another 20 percent reported at least three-quarters completing programs.

## OTHER OPPORTUNITIES

In addition to being asked to describe specially designed non-traditional programs, institutions were asked to describe "opportunities at your institution for young people and adults to enroll in regular undergraduate programs on an intermittent or occasional basis." It is clear from the data that while no institution absolutely requires full-time study (except at the graduate level), nor few (21%) even continuous registration, full-time study is an expectation. Only one institution indicated that dropping in and out was encouraged, while slightly over three-fourths described their practice in terms which could be considered accommodating but not encouraging of intermittent and part-time study.

Sixty percent of the regular undergraduate courses are available to students over 25 years of age, but roughly a third of the 43 institutions reporting do not actively recruit such individuals. Others use various means of making these opportunities available, including special newspaper or broadcast advertisements (63%), literature (47%), special contacts with industrial, professional, military, employment officer and other occupational contacts (47%). Smaller numbers recruit through non-occupational agencies, i.e., welfare offices, churches,

libraries, etc. (28%), and through service programs for adults (30%). Clearly, there is an indicated need for better communication of and about the more traditional opportunities for the non-traditional student. Similarly, relatively few special services are available to assist the non-traditional student to get into and complete such educational options. Many (78%) provide nothing special in the way of counseling services. Roughly a third have no financial aid available, 89 percent have no provision for child care, only 35 percent will help in locating such services. In most cases the hours of available services and facilities are restricted to normal daytime hours.

In sum the institutions of the state are willing to include the non-traditional student in their traditional programs. On the other hand it is evident that they have not gone the extra mile to get them there. Relatively little effort is being made to communicate to such perspective students, and few institutions accommodate their unique needs and circumstances.

Policies Regarding the Award and Acceptance of Credit for all Undergraduates

Part III of the Survey of Institutional Resources sought to get information about activities which were deemed creditable by the institutions. This was an attempt to find out the extent to which non-traditional experiences could be recognized and credited as progress toward an

undergraduate degree or certificate. TABLE 28 outlines the responses to this inquiry.

TABLE 28  
POLICIES REGARDING THE AWARDED AND ACCEPTANCE OF CREDIT

CREDITABLE ASSESSMENT AND EXPERIENCE	TOTAL (N=42)	%	2 YR (N=18)	4 YR (N=24)	PRI (N=26)	PUB (N=14)	BUSINESS (N=2)
<u>STANDARDIZED EXTERNAL EXAMS</u>							
Advanced Placement Program Exams	29	69	8	21	21	7	1
CEEB Ach' Tests or ACF tests	4	9	-	4	4	-	-
College Level Examination Program	37	88	14	23	24	13	-
Coop Test Services at ETs	7	16	2	5	6	1	-
Testing Programs of the Professions	8	18	4	4	4	4	-
Credits of this type awarded by other colleges	34	81	13	21	21	13	-
<u>INSTITUTIONAL ASSESSMENTS</u>							
Inst. proficiency exams	24	56	10	14	13	11	-
End of course test without enrollment	6	14	4	2	3	3	-
Special department exams	21	51	6	15	13	7	1
Oral exams or interviews	5	12	1	4	4	1	-
<u>NON-TRADITIONAL EXPERIENCE</u>							
Volunteer work in community	10	23	2	8	9	1	-
Classes at local free university or experimental college	3	7	-	3	3	-	-
Student body officer	4	9	3	1	1	3	-
Community theatre, church, etc.	5	11	2	3	4	1	-
Sensitivity training or encounter groups	1	2	-	1	1	-	-
Completed work (book, sculpture, etc.)	5	12	-	5	4	1	-
Military courses rec. by CASE	25	60	10	15	14	10	1
Formal courses in business, industry or government	11	24	5	5	5	6	-
Course work at unaccredited college	18	42	5	13	13	5	-
Cooperative work experience	22	51	9	13	12	10	-
Study abroad other than educ. org.	9	21	3	6	7	2	-
Unsupervised foreign travel	2	5	-	2	2	-	-

These responses appear to be very liberal applications of the theory that educational experiences should be recognized and rewarded regardless of how and where they were obtained. In comparison with other states these statements of policy would appear to rank Iowa as a leader in granting credit-by-examination and in the recognition of non-traditional experiences in other ways. The institutional responses to other questions related

to this inquiry, however, suggest that possibly in actual practice Iowa institutions fall short of fulfilling their promise. For instance, nearly 10 percent apparently insist that examination evidence must be supported by other evidence. One of the most common means of validating the test is through further successful work performed on campus. Over fifty percent of Iowa's institutions limit credit-by-examination to one full year's work, and only three institutions indicate that there is no limit to credit-by-examination.

Unfortunately, more than half of the institutions responding to this survey indicated that they offer no real encouragement to individuals to earn credit-by-examination. Another indication of the possible gap between policy and practice is that eight percent impose a recording fee to record credits on the transcript and one institution even imposes a fee equivalent to the tuition fee for the credits granted.

#### CONCLUSIONS

Iowa institutions seem to have problems similar to those faced by other institutions across the country in setting up non-traditional programs, creating opportunities for non-traditional students, and in the development of new policies regarding the award and acceptance of credit. A most prevalent problem



indicated in this data is the difficulty they find, as do most institutions, in assessing non-classroom experiences. Closely related to this (43%) was an indication of a lack of approved techniques. It can be assumed that institutions indicating one of these as a problem also indicated the other. It is surprising to find, therefore, that only two Iowa institutions, Drake and Morningside, have joined the Cooperative Assessment of Experiential Learning (CAEL) project, a voluntary association of colleges seeking answers to these problems.

On an entirely different level, however, it is evident that one of the major barriers to development in this area relates to lack of support from within institutions due to such things as: lack of interest (21%), faculty resistance (36%), concern for academic standards (52%), and suspicion that the non-traditional movement is a passing fad (14%). There have been other very real barriers, barriers which may be increasing in intensity, such as lack of funds, reported by 52 percent of the institutions, and problems both of faculty recruitment and recruitment of students. A relatively small group (20%) cited the fact that there have been no developments because there was no evident need for such programs. Of this group clearly some (10%) indicated "no evident need" as a reason because of the uniqueness of their particular clientele.

The data obtained through this survey process is open to a great deal of subjective interpretation. The limitations on the depth of the study made it impossible to have in hand the data necessary to be absolutely certain of the conclusions being drawn. Given the incompleteness of the data, however, the study team offers the following conclusions:

1. It appears that overall Iowa is doing a respectable job of providing for and supporting the need for non-traditional education, primarily through the area community colleges.
2. The opportunities are not, however, evenly provided across the state. The concentration of opportunities lies in eight of the multi-county planning areas in the northeast quadrant of the state. West Iowa generally lacks opportunities.
3. In the northeast quadrant, the concentration of programs is around a line from Des Moines through Marshalltown and Waterloo, to the very northeast corner of the state. Area I has the greatest number of programs, leads in the greatest number of program areas offered, and has nearly the highest ratio of enrolled non-traditional students to population of any area in the state. An exception to this area's leadership role would be lack of provision for college parallel study.
4. Generally speaking there is a high correlation between the number of programs (courses) offered, and the relative number of the population enrolled. An exception however, is area XI which is near the top in the number of programs available but is still at the bottom of all areas in the ratio of the population

served. This indicates that there may be considerable room for expansion.

5. There are several areas which are especially lacking in opportunities of all sorts for the adult/non-traditional population. These are areas IV, IX, XII, XIII, and XVI. This is not difficult to understand as far as the western areas are concerned because of the relatively few and small colleges located there. But it is difficult to understand why the quad-cities area fails to meet a greater share of the potential need.
6. With 94 percent of its total area in farmland, Iowa is rightly regarded as an agricultural state. Few appreciate, however, that the state produces three times as much wealth in manufacturing as in farming. Considering this there is reason to believe that the opportunities for non-traditional education in industrial and technical education areas are under-represented.

This point is further emphasized by referring back to Chapter I and the areas of interest indicated by adults in the statewide poll. Although nursing and education lead the interest areas, industrial trades and business skills are high on the list. There may be mechanisms to provide these opportunities through cooperative efforts as suggested in conclusion nine on the next page.

7. The educational community in general has recognized the need for non-traditional educational opportunities. They have attempted to fill the gap by providing programs with some flexibility in design, place and time of delivery and in requirements for entry and completion to meet the unique needs of the adult population.

8. There has been a minimal amount of experimentation with non-traditional modes of instruction. The University of Mid-America, as has been noted, will concentrate on a multi-media approach. There appears to be room, however, for additional opportunities of this type, i.e., through newspapers, programmed learning devices, audio-visual cassettes, radio instruction, and other modes as discussed in the next chapter.
9. The study team believes that the opportunities for cooperative programs with industry, business and agencies have not been fully utilized. This is another way to extend opportunities without the costly addition of facilities and permanent staff.
10. There seems to be a lack of good communications about educational opportunities for the non-traditional learner. This might well be an area where some cooperative effort would be in order in an attempt to encourage more adults to seek further education. This is especially true as it relates to opportunities which exist within traditional college programs.
11. An effort seems warranted to design programs that more closely follow the learning needs of certain categories of people, as described in Chapter I. Programs for women seem especially underrepresented.
12. There is a clear need to improve supporting services for the adult learner. Financial aid, counseling, library services, child care as well as other facilitating services need to be made more widely available, and redesigned especially for the non-traditional learner.

13. Credit-by-examination practices need to be examined and perhaps revised in some colleges to remove some of the restrictions which appear to exist compared to what otherwise are fairly liberal stated policies.

This could become even more important in the future as adults take more advantage of opportunities, and as they may be expected to want to transfer that experience from institution to institution, and to gain recognition for life and work experiences. There will be an increasing need for common policies and practices, for skills at assessment, for transfer of credit earned in non-traditional ways and at non-traditional institutions.

For a clearer understanding of what may be involved in new non-traditional programs, we turn now to a summary of activities in other states which may ultimately affect Iowa.

CHAPTER III

An Exploration of Trends in Other States:  
Implications for Iowa

Efforts to meet the learning needs of non-traditional students in other states have yielded interesting and instructive results. Institutional and organizational models developed elsewhere may be applicable to the Iowa setting. Without adequate knowledge about these models, however, it would be difficult to invent a structure or service for Iowa adults and part-time learners that does not contain defects that could be remedied through a careful appraisal of the cost-benefits derived in other states of various service models. This chapter summarizes some of these efforts in selected states over the last half-decade to meet the growing need for educational services for the non-traditional learner. The HEFC did not ask the researchers to do a deep analysis of these efforts, however, and thus a full cost-benefit appraisal was not possible. For a more complete analysis, readers are urged to study the results of a national research project published last year (Medsker, et. al., 1975).

Nonetheless, it is clear from this brief review that Iowa is not alone in being perplexed about the non-traditional learner. Many states and institutions have discussed the

apparent needs and proposed a variety of responses to meet them. Among the more useful examples are cases in the following states, which will be discussed in greater detail later.

California

Colorado

Florida

Illinois

Massachusetts

Minnesota

Nebraska

New Jersey

New York

Texas

Vermont

Wisconsin

As will become apparent, these examples are not complete in the sense that a whole history with a clearly identifiable result is known and can be related. All are "in process," so to speak, but far enough along in discussions and implementation plans to provide instructive data for comparison with Iowa's needs and resources.

Nor can it be said that most of these examples are in a strict sense "state-wide" efforts. In many cases, a



single institution or authority has taken upon itself to provide educational benefits to a new clientele not adequately served by the existing institutions; but without the advice and consent of other institutions and authorities which might have a claim to a statewide constituency.

Indeed, it is rarely the case that a new institution or service is planned by a statewide designated planning agency, such as Iowa's HEFC. The more typical case is the formation of a new institution or service by strong and entrepreneurial individuals or institutions out of a conviction that the service is needed, but without careful scientific analysis of the demonstrated need. Then, in defending the new service, studies were often subsequently conducted to show that the effort was of course necessary.

#### Program Models

Institutional models can be described on at least two dimensions: the structure of the delivery mode, as in the cases described immediately below, or on the basis of the shape, dimension, and location of the new non-traditional target population to be served. These are two sides of the same coin, but it is useful to distinguish them. A variety of structures can be designed to serve most client groups, but some client groups can be served only by a single delivery mode. The meaning of this distinction should soon become clear.

John R. Valley has defined six major models of external and non-traditional degree programs which are helpful in conceptualizing the structures by which Iowa may meet its responsibilities to the new learner (see Gould, S. B. and Cross, K. P., 1972).

#### Administrative-Facilitation Model

A degree-granting and instructional institution or agency establishes an organization and/or facilities to serve the needs of a different clientele, yet it holds to its customary degree pattern. (p. 97-98)

#### Modes-of-Learning Model

A degree-granting and instructional institution or agency establishes a new degree pattern of learning and teaching that seeks to adjust to the capacities and interests of a different clientele from that which it customarily serves. (p. 100)

#### Examination Model

An institution or agency which need not itself offer instruction leading to an external degree awards credits and degrees on the basis of student performance as evidenced by examinations. (p. 109-110)

#### Validation Model

An institution or agency evaluates the student's total learning experiences from whatever means . . . in terms of its conception of a degree, and indicates any additional requirements needed. When they have been met, it awards the degree. (p. 113)

#### Credits Model

An institution or agency that does not itself offer instruction awards credits and degrees for which it sets standards and vouches for the quality of student programming. (p. 117)

### Complex-Systems Model

A degree-granting institution or agency reshapes its pattern of services in various ways, sometimes by combining various simpler models of external degree programs so as to meet the needs of a different clientele. When various external degree models are combined with one another, it is more appropriate to think of the result as an external degree system rather than an external degree program. (p. 119)

These models were originally conceived of as limited to degree granting programs and are characterized primarily by the concept of "external" degree program. For present purposes, the administrative-facilitation, modes-of-learning, and complex-systems models could equally well contain non-degree granting programs of learning for various reasons: skills acquisition, licensing, certification, continuing education, or simply in response to general interest and demand. And further, the use of the term "external degree" evokes visions of a far-flung student constituency, which is not necessarily the case. A new program for adult police officers offered on campus is hardly an external program, though it fits comfortably within the modes-of-learning model, excluding the requirement that degree credit is the object of the program.

Few real life models of new programs fit precisely within the definitions Valley proposes. But for illustrative purposes, the following institutions might be viewed as typically characterizing each model:

- Administrative-facilitation model: a host of programs -- evening, and weekend colleges, off-campus centers, TV colleges run by established institutions, and so forth -- which simply move the time and place characteristics of a program without changing the content or requirements for degrees, might be cited. The TV College of the Chicago Junior College System is an excellent example of this model which has been in operation for twenty years. Closer to hand is the program offered by the University of Iowa at the Quad Cities Graduate Study Center.

- Modes-of-learning model: a typical program in this category would be the Bachelor of Liberal Studies and Master of Liberal Studies degree programs offered by the College of Continuing Education at the University of Oklahoma and a similar program at Drake University.

- Examination model: although a large number of institutions grant credit on the basis of examination, few will offer degrees solely based upon them. The University of London has for over a century done essentially this. The New York Regents program and Thomas A. Edison College in New Jersey, while perhaps better suited to the validation model, also may be categorized here in the sense that they do grant degrees solely upon the basis of examinations, though the usual pattern here is to validate previous learning according to preconceived degree content areas.

• Validation model: Edison's and the New York Regent's programs can be viewed as good examples here. One may have evidence of learning acquired previously evaluated and credited toward a degree. Both examinations and individual assessment methods are used at Edison.

Since the founding of a cooperative research project designed to find the most reliable means of granting credit for previous learning was launched in 1974 (see Willingham, W. W., CAEL Project Status Report, 1975), a number of institutions have begun to experiment with ways to better assess learning for credit. They are following the validation model concept, though in most ways the institutions involved may be entirely conventional.

• Credits model: in the United States, perhaps the only group beginning to operate on the credits model is the Commission on Educational Credit of The American Council on Education. This Commission urges states to review the content and quality of learning in instructional programs offered in non-collegiate organizations (businesses, unions, the military, etc.) and recommend the appropriate amount of credit which might be awarded by educational institutions for successful completion. The first guide for courses other than those offered by the various branches of the military has been issued by the New York State Education Department (New York State Education Department, December, 1974) and a more comprehensive listing is expected by the summer of 1976.

In Great Britain, The Council for National Academic Awards (CNAA) was established in 1964 to administer degrees and other awards to students who successfully complete degree level programs in non-university institutions and organizations.

- Complex-systems model: no single institution encompasses all of the attributes of a complex-systems model, but several approach it: Empire State College in New York and The Consortium of The California State University and Colleges are, in the main, complex in that they offer more than one type of non-traditional learning service.

Closer to Iowa, the Board of Governors B. A. Degree program in Illinois may possibly be classified under this model.

Models of types of structures for the non-traditional learner should also include those which are not directly related to instruction and credit. Since we have defined the learner so broadly in this report, it is appropriate to define the services for him broadly also.

Therefore, to Valley's six models we are adding a seventh:

### Supporting Services Model:

A service or services provided by an institution, consortium, organization, or agency which provide support for the learner other than those for instruction or credit granting purposes. These support services may include but are not limited to financial aid, educational advisement, career and personal counseling, assessment of talents or competencies, and record keeping.

Elements of these services are often provided by many types of existing and new institutions, but for the purposes of this study are separated. Many non-traditional learners cannot or are unwilling to partake of the student services routinely provided by conventional colleges and universities, and must rely upon separately devised and established services. A good example of this model is the Regional Learning Service in Syracuse, New York, which seeks out potential learners among groups of adults, provides information and counseling, assists in locating sources of financial support, inventories learning resources in the area, and provides a focal point for educational opportunities in the region.

The other side of the coin are the groups of potential learners who need and demand further education and training.

Who are these learners? Adults? The handicapped? The isolated? The transient? Are they rich or poor, old or young, highly educated or high school dropouts? The

answer to this question varies from place to place and from setting to setting. It is an extremely complex question, dealing as it does with virtually anyone who is defined as not the typical full-time 18-22 year old student in residence on a college campus.

The more successful campus responses to the question have generally been group specific, defining the "target" population to be served by a new program in carefully circumscribed language. "Rural housewives with low previous education and low discretionary income in a seven county area surrounding Ottumwa who want income-augmenting skills" might be an acceptable statement of need. "Professional and managerial occupation groups residing in and around Des Moines who want and need management training and other business-related skills on a two evening a week basis with optional credit arrangements" is another. Further, the group served should have its dimensions and limiting circumstances analyzed, so as to avoid programs that are set up with self-defeating requirements. A program to serve the rural housewives that requires travel of more than a few miles is likely to fail since one of the characteristics of this target group is that distance from the home is a critical variable. A highly sophisticated delivery model



that ignores this factor will not achieve much success.

There is some knowledge already in existence about adults in general, however. No matter how fragmented the defined population groups, it is likely that the non-traditional learner poses one or more of the following types of problems for the educator: The learner

- has a vague self-perception; he/she has not defined learning goals clearly.
- is "ends" oriented, and generally suspicious of the educational process.
- is highly individualistic; few generalizations hold true in practical settings.
- needs his/her potential for learning assessed; a personalized approach is usually needed.
- is fearful of failure, impersonality, institutional bureaucratic procedures, and competition.
- requires good information and a clearly defined "access" road to meet his/her perceived needs.
- is responsive to "successful" educational experiences.

- needs to enjoy learning. After all, learning is a voluntary activity and may be avoided.
- wants some "standards" against which to compare his/her achievements.
- likely lacks some basic skills and has memories of failure in the traditional schooling process.
- has few guides for what is an "appropriate" learning experience; lacks adult-oriented guidance.
- has uncertain career goals; is often motivated by negative values; e.g., "I must get out of this situation."
- fears that he/she has lost the ability to learn or to think clearly.
- has limited time and energy reserves, and can only devote a few hours a week to a learning activity.
- may be critical and intolerant of the teaching process designed for the traditional learner.
- requires financial assistance to engage in further education.

- needs to receive the "social benefits".

of education, including camaraderie.

Models of educational structures, whether learning validation, modes-of-learning, or some other, must be shaped to the needs of the constituencies who are the target audience of the programs. This much is well known.

The non-traditional learner needs a flexible and responsive program designed for him or her, not one designed at the convenience and according to the accustomed system and format of the institution or the faculty.

The following twelve state experiences, though their recent history is drawn only in outline, may be useful to planners in Iowa. It should be noted that these discussions are the result of a review of the institutional events and commissioned studies of the last half decade, and do not constitute a reporting of these events and experiences which are not a part of the public records. Opinions and conjectures contained in these accounts are solely those of the authors, and it should not be assumed that planners and policy makers in the various states would necessarily agree.

#### California

There are a number of parallels between California's experiences and those in Iowa. California, though on a scale to match its 12.5 million population size, has traditionally had a strong public higher education system serving

a high proportion of the young in a three-tiered system: the University of California, for the college age students from the top 12.5 per cent of the high school graduating classes, and including a very strong graduate school; The California State University System, for those whose records placed them above the 75 percentile of their high school classes; and the community college system for any high school graduate. The tiers, and the roles assigned to them, was set according to the California Master Plan of 1960. Private colleges in California, while very strong, are not as numerous as Iowa's.

In late 1970 and early 1971 the State Coordinating Council for Higher Education set about reviewing the Master Plan. As part of its efforts to define the need for an alteration in the 1960 plan, the Council commissioned a study of learning needs in the largely rural 13 county area in northeastern California (Diridon Research Corporation, 1972) which involved the door to door interview of 1628 adults 18 years and older. Results of that study convinced the Council that the Master Plan needed expansion to accommodate adult learners (Select Committee on the Master Plan for Higher Education, 1972).

Among the Committee's recommendations were: 1) the creation of consortia to help coordinate external degree

programs, testing and evaluation for credit, independent study, etc., 2) provision for time-shortened degrees, 3) that all California residents, regardless of age or part-time status as students, should be treated equally with the traditional student, 4) that weekend and evening colleges should be encouraged, 5) that there should be greater cooperation with business and government to benefit the adult worker, and 6) feasibility studies should explore the need for electronic media in instruction. Perhaps the key element in this set of recommendations was the following: "external and extended degree programs offered by the public segment of higher education should be funded by the state and the student in the same proportion of costs as regular degree programs".

One staff proposal emanating from this report described Golden Bear College, a credit banking and degree awarding institution to be similar in design to the validation model described above.

In part because of lack of funding, and in part because of opposition from some elements in higher education institutions, Golden Bear was not established. However, the State University and College System established several external degree programs and later formed a consortium to provide centralized external degree programs and services not

available through individual units of the system. And the University of California also established the Extended University program, designed to assist the off-campus, part-time learner. Currently, through these two administrative facilitation models, many students are enrolled in regular programs who otherwise would not have had the opportunity.

Some of the key recommendations in the Council's report were not heeded, however, and in 1973 the joint legislative committee on the Master Plan called for the establishment of the California Cooperative University to provide lifelong learning in all parts of the state, and take on several of the functions that Golden Bear might have. Conflict and indecision marked the higher educational scene in California during the next year and one half, partly due to the efforts mounted by the existing educational institutions to meet the Select Committee's recommendations, and resistance to the notion of a new institution separate from the existing three-tiered system.

In 1974, the joint legislative committee realized that a stronger rationale was needed before any action could result outside of the established educational institutions. It therefore commissioned the Educational Testing Service to assess the dimensions of the need for adult educational services, inventory the resources for delivering those

services, and recommend to the legislature whether or not a new institution or service is indeed needed.

The ETS report is now published (Peterson and Hefferlin, et. al., 1975). Many of the recommendations are similar to the 1972 Select Committee's, but go somewhat beyond in several areas. Among them:

- establish a statewide system of education service centers for advising, counseling, and career planning.
- establish a statewide individualized degree program.
- establish a statewide learning validation service that operates a credit bank.

The report goes on to present three alternate approaches to the "unmet needs" in the state of California, and concludes that "perhaps by 1985, California Open College, organized with eight regions, would be providing information and counseling, individualized learning, and validation of learning services ... " (p. 142) California Open College "would not be another tier" (p. 156) "It would represent a complementary counter force to the present three-tiered structure." (p. 156) The Open College conforms to a complex systems model buttressed by elements of the supporting services model.

At the time this study was underway, the administration changed at the University of California and in a policy shift it was determined that fewer resources were to be assigned to the U.C. Extended University. The programs developed under this effort would either be phased out or run entirely through their own revenues.

The Consortium of The California State College and University System, while continuing to expand their external degree efforts since 1974, were indeed not fulfilling the promise of the California Cooperative University concept, for programs were not developing cooperatively at all: individual units in the system were only engaged in designing limited programs in their own natural service regions, not statewide.

The state continues to be characterized by the push and pull according to the self-interests of the three major tiers, and among the units at each level. Little cooperation can be expected if the future resembles the past. Indeed, as resources continue to be held down, as Governor Brown has demonstrated will be the case, and priority is not given to the needs of the adult learners in the state, as the Governor has contended is his bias, the chances for a comprehensive set of services for the non-traditional learner are slim.



It is, however, too soon to assess the chances for success of the ETS recommendations. Reports are that the University of California did not agree with some of the recommendations. On the other hand, the legislature is pleased with the report and the California Postsecondary Coordinating Commission may be invited to establish one or more of the services recommended.

### Colorado

The state wide efforts to serve new clientele in Colorado have so far not been fruitful. In 1972 a Task Force on External Degree Programs, sponsored by the Colorado Commission on Higher Education, looked at the question but failed to arrive at consensus so far as the Office of New Degree Programs has ascertained.

On its own behalf, the University of Northern Colorado established an extensive administrative facilitative model program in their Center for Special and Advanced Programs. Currently bachelor's and master's degrees are granted in a world-wide instructional program in the social sciences, business, psychology, and other areas to government employees and military personnel located at dozens of locations in the U.S. and abroad. While this is not designed as a program specifically for Coloradans, a number of state residents are enrolled.

Another imaginative program offered independently by Colorado State University is Project SURGE, an external graduate level program in engineering which leads to the master of science degree. Regular on-campus engineering classes are videotaped and delivered to simulated classrooms in a number of participating companies, where company employees take credit-bearing work. Programs similar to this one are now in operation in California (Stanford University), Texas (through IUC-TAGER, a consortium of colleges and universities), Florida (Florida Institute of Technology), and elsewhere.

Recently, there has been some statewide activity with respect to the non-traditional learner in Colorado. The Colorado Department of Education performed a study to determine what educational services might be needed by Colorado adults who are not now participants in any formal educational programs.

The study (Barlow and Timaraos, 1975) was performed on a sample of adults 16 years and older not taking credit courses, and included other responses from business and industry and public and private agencies who serve adults. Recommendations based upon the study are now being developed and may be announced in August, 1976. It is the intention of the task force members to devise an orderly plan for meeting the needs established by the study directors:

## Florida

Florida has been one of the leading states in providing services to the part-time, adult, independent learner. The University of South Florida established a bachelor of independent (or liberal) studies in 1971 which is a prime example of a modes-of-learning model, a program specifically designed for the adult learner.

In 1972 the Florida State University System established a system-wide external degree program administered by Florida International University in Miami. Baccalaureate degrees are offered in a number of fields to upper division (junior and senior level) students who may reside anywhere in the state. Assessment of experiential learning, credit by examination, contact learning, and independent study are all part of this complex systems program.

Recognizing that these programs do not entirely cover the spectrum of needs for the non-traditional learner, the State University System formed the Commission on University Outreach and Service in 1975 to assess the needs of Florida adults for further instruction, certification, research and extension services. The Commission surveyed a sample of adults and plans to publish the results of their study in the spring of 1976.

It should be noted that Florida has attracted a number of unique non-traditional institutions.

Nova University is, of course, a well known accredited private doctoral degree granting college offering external degree programs and study in several areas..

Walden University, Haed University, and The University of Sarasota are also external doctoral degree granting institutions who admit experienced adults into degree completion programs. Though not yet accredited, all three are pursuing candidate status with the Southern Regional Accreditation Board. Though not well suited to the Valley models, all four of these institutions are closer to the modes-of-learning model than any other, but the target population is extremely narrow: master's degree holders in education who have substantial professional experience.

### Illinois

Like California, Illinois has been engaged since 1970 in the master plan technique of exploring how to better serve those who find it difficult to attend a conventional college or university. In early 1971 the University of Illinois Master plan Phase III called for a collegiate common market, and roughly sketched out the needed services

and structures that ought to be part of a proposed Cooperative University of the State of Illinois. Subsequently, a task force of the Illinois Board of Higher Education expanded this proposal to include other sectors of the higher education community, and suggested the following types of services for The Cooperative University:

- develop and administer college-level equivalency tests.
- develop and deliver correspondence courses.
- develop radio and TV instruction.
- conduct research on effective multi-media approaches to instruction.
- develop procedures for assessing work and life experiences for credit toward degrees.
- inventory and evaluate training and educational opportunities available outside traditional higher education (a function that would make the administering institution a variation of the validation model).
- establish a counseling network to advise on non-traditional educational opportunities.
- establish tutoring network to assist independently studying students.

- coordinate secondary level resources for college-level instruction.
- establish a credit bank.
- conduct research on educational technology, with emphasis on computer-assisted instruction.
- encourage and broker continuing professional education.
- encourage cooperative programs among state institutions.
- award degrees without regard to where the credits were earned.

By the end of 1972 The Illinois Board of Higher Education had received a specific recommendation for the formation of Lincoln State University, incorporating much of the above. But through a series of mishaps in the staffing of the Board and in the state government, the proposal was effectively tabled. An attempt was made in 1973-74 to revive Lincoln State as a private institution -- Lincoln Open University -- but by 1975 it too failed to survive.

Since that time state level action has taken a different direction. In March of 1973 the A. C. Nielson Company conducted a structured telephone interview with approximately 600 adults for the Illinois Board and

concluded that ninety one per cent of the Illinois population are interested in learning a subject or skill and that 43 per cent (or about three million persons 18 to 65) want credit for a degree or certificate for it (State of Illinois Board of Higher Education, March, 1973).

In 1975-76 the Board staff conducted a survey of public service non-degree programs and activities in the state, and a survey of off-campus and cooperative degree credit activities in Illinois. Both of these reports will be available in late April, 1976.

On their own, however, Illinois institutions have established several programs that are aimed at the non-traditional learner. Spoon River College began an Associate in Arts degree program in liberal studies as early as 1970 for the over 25 year old home and job-bound adult.

In January, 1973, the Board of Governors of State Colleges and Universities established a quasi-external Bachelor of Arts degree program with minimum residency requirements (as little as 15 units of a 120 unit B.A. program) taken at any of the five universities under the authority of the Board. Credits may be earned through assessment of previous learning, independent study, transfer from other institutions, or by examination. No

time limit is imposed on candidates. As of January, 1976, of the 314 students enrolled in the Board of Governors degree program at the branch nearest Iowa, Western Illinois at Macomb, 16 are Iowa residents. While essentially a modes-of-learning model, this program includes other elements which tend to place it in the complex-systems model.

The City Colleges of Chicago formed "College 9" to provide open learning opportunities throughout the Chicago area and utilizing learning resources such as public libraries and museums for students who wish to pursue associate degrees at their own pace and at the most convenient time.

In 1973 DePaul University founded a unit called The School for New Learning, an upper division college for over 24 year old adults that features a competency-based program, contract learning, individualized curricula, and credit for out-of-class learning. Field work and the production of a major work piece are requirements for the bachelor's degree. This program coincides with the modes-of-learning model.

In 1974 John Wood Community College set up an area-wide community college program in cooperation with five other colleges in Illinois and Missouri. Building upon



the resources of the six institutions, students may proceed to Associate degrees at their own pace with the help of any of the institutions, eventually earning their degrees from Wood.

Mundelein College formed a "Weekend College in Residence" for working adults, which allows students to come to classes five weekends per term spaced about three weeks apart. Weekend college students may earn credits toward their bachelor's degrees via transfer credits, up to 27 credit hours for CLEP tests, credit for experiential learning, and, of course, Mundelein courses. Majors are designed to be of interest to adults, e.g. Communications and the Media; Community Relations, Business and Management World, and Personal Universe, placing the program out of the administrative-facilitation model into modes-of-learning.

And the Southern Illinois (at Edwardsville) School of Business arranged an external Master of Business degree primarily for military personnel at base locations in many states and overseas. The program is an example of an administrative facilitation model.

#### Massachusetts.

Massachusetts is also a state that has been active in planning for the non-traditional learner. The Massachusetts Board of Higher Education commissioned two reports in 1971,

one which called for a new State University for Massachusetts that would be non-residential, offering highly individualized programs leading to degrees at both undergraduate and graduate levels, including degrees that could be met by examinations (Zacharias, 1971).

The other calls for development of organizational plans for the new institution and offers suggestions for implementation (Allen, 1971).

At about the same time, the Massachusetts State College System (MSCS) commissioned a study that recommended a new open college be established to offer Bachelor of Arts in Liberal Studies, Bachelor of Science in Business Administration, and similar degrees, both through instruction and through credit and experience certification. The new college was to cooperate with New York State and the New England Educational Consortium, offer comprehensive year-long courses, establish regional learning centers and local study centers, and generally operate as a New England open university (Harclerod and Armstrong, 1972).

A concurrent study of the market for continuing education in Massachusetts queried 3,600 persons 18 and over in a telephone interview format (Becker Research Corp., 1973). The survey concluded that about nine per cent of the adult population was a "prime market" for the

MSCS open college. This prime market tends to be young, from professional and managerial families, relatively affluent, already exposed to some college work, and career-oriented. These findings parallel this study's.

Not to be outdone, a task force report to the Massachusetts Board of Higher Education itself proposed a Commonwealth Open University (Clark, Harris, and Rahaim, February, 1973). This more comprehensive proposal would:

- seek students from all types of backgrounds.
- award degrees on the basis of attained competencies.
- provide opportunities for learning contracts.
- join all 29 campuses of public higher education and any private institutions wishing to collaborate.
- establish learning centers in regions throughout the state.

On April 18, 1973, Governor Sargent directed that a task force to plan the Open University be formed under the chairmanship of the Provost and Director of the MSCS. That task force issued a preliminary report in early 1974 recommending the creation of a Commonwealth Open Learning Network by July 4, 1976, several pilot learning centers for

counseling, referrals, testing, and evaluation, the authorization for an Entitlement Voucher Program, a credit bank, and The Commonwealth College as a means for The Open Learning Network to grant degrees.

Undergirding much of the discussion and planning for The Open University was a massive study conducted by University Consultants, Inc. of Cambridge for the Massachusetts Advisory Council on Education (Nolfi and Nelson, September, 1973). (The Council no longer exists.) This study focused on many of the existing post-secondary learning opportunities for part-time and continuing education offered by a variety of institutions, organizations, and agencies, and only peripherally, on the open university model as one possible option for extending greater opportunity. Its recommendations relate to ways of strengthening the existing system rather than supplanting it with a wholly new institution. For example, recommendations deal with:

- planning by geographical service areas
- statewide planning, coordination and program review
- meeting unmet learning needs
- subsidizing students
- a partnership between "core" institutions and the educational "periphery"

structural management of resources

technology

and so on. This report is perhaps the most comprehensive yet published on a statewide study of ways learning resources can be expanded and brought to bear on the growing demand for education.

Though The Open University proposal has not been enacted to date, due partially to a change in government in Massachusetts, institutions in the MSCS have been active in creating pilot programs. Bridgewater State College offered a Contemporary Civilization video-taped program for adults in 1973. Also in 1973, the University of Massachusetts at Boston established College III, a competency-based community education program for adults, and Fitchburg State experimented with four programs that could be offered externally: Communications, Mathematics, Psychology, and Physics.

Framingham State also began a B.A. in Liberal Studies that year which is described by the college as an external degree, but is more properly an on campus modes-of-learning program for part-time learners.

Salem State also formed an Open College in 1972 that would assist adults to take courses developed at the college

in a flexible time and place format through the use of video and audio tape materials, and by radio. This program is apparently moving ahead at a moderate pace.

In sum, Massachusetts is still very much in the process of working out state policy for the non-traditional learner. The end of the story with respect to the various studies and proposals is not yet known, nor whether or not the voucher plan proposed by University Consultants will be enacted (House bill 4932 is currently pending action in the Ways and Means Committee in the State Legislature).

#### Minnesota

Two events are significant in the state of Minnesota: the founding of Minnesota Metropolitan State University (MMSU) and the establishment of an Advisory Committee on External Studies for the Minnesota State College System. MMSU was founded in June of 1971 as a non-campus upper division and first graduate degree college open to Minneapolis-St. Paul residents. Learning contracts stressing competence acquisition were initially developed with concentrations in allied health, engineering and industrial technology, and public administration. Traditional credits are foregone in favor of competency areas. The college has met with success and has already earned full accreditation with North Central. Local twin cities community colleges are now linked with MMSU in developing competency programs at the Associates level to feed graduates into the University.

In 1975, the name of Minnesota Metropolitan State College was changed to Metropolitan State University

The Minnesota State College System (MSCS) as a whole has also experienced modest success. The External Degree Advisory Committee reviewed individual college external degree proposals, shared information among the state institutions, and conducted studies and prepared reports on issues common to programs of that kind.

Several modest programs were subsequently planned at Mankato, Moorehead, Winona, and Bemidji. Bemidji State College External Studies Program developed an administrative facilitation model whereby students may study at home using locally developed multi-media materials pursuing bachelors degrees in Community Service, Accounting, Business Administration, Vocational Education and Humanities.

Moorehead State College developed a program leading to a bachelor's degree in "continuing studies" for over 25 year old adults. Degree requirements include demonstrated knowledge or competence in a number of general education fields, some concentration in one area (e.g. humanities), some interdisciplinary studies, and a final choice specialization. No specific enrollment requirements are set, and each student's program is designed and implemented by contract developed by the student and his advisor, and approved by a Committee on External Studies.



Other state colleges at Winona and St. Cloud currently have programs of a similar nature for the adult learner. One area of the state which is now in doubt as to proper educational services, however, is southwest Minnesota (bordering northwest Iowa and eastern South Dakota). A learning needs analysis will be conducted to discover what educational opportunities will likely be required in that region in the years immediately ahead. In this respect, Minnesota is similar to Iowa in its concern for the area west and southwest of Des Moines.

#### Nebraska

As may be well known to educators in Iowa, Nebraska's plans for the non-traditional learner have been largely developed through the University of Nebraska (UN) at Lincoln and The State University of Nebraska (SUN) which evolved from a combining of several state resources including UN, The Great Plains Instructional Television Library, and Nebraska's nine station ETV network. In 1974 yet a third entity was formed: The University of Mid-America, (UMA) a consortium of six institutions in four states, including Iowa State University and recently added, The University of Iowa.



UMA has received considerable support from the U.S. Office of Education for the development of multi-media courses to be offered through the combined resources of the six participating universities. Recently, three such courses offered in Iowa through the Iowa State University TV station - Basic Accounting, Psychology, and The Consumer Experience.

UMA's plans call for up to 55 courses over the next five years, many of which will be college parallel and may be credit bearing. They are expected to be a significant addition to the educational resources in the region.

It should be noted that UMA and its Nebraska support institutions SUN and UN have conducted a number of studies in the short time since UMA's founding in 1974. Many of these are technical in nature, dealing with questions of the feasibility, criteria for success, and evaluation of the SUN/UMA program. Needs analyses studies were also conducted, including a sample of Iowa's residents.

UMA came about less through planning based upon demonstrated need prior to implementation of the new structure than through the conviction of several individuals in Nebraska that such a service and set of opportunities to learn were a need that would only be fully realized when the system is in operation and available to the public.

New Jersey

One of the most unique institutions in the United States is Thomas A. Edison (State) College, founded in 1971 to grant associate, bachelor, and master's degrees to clients who present evidence of accomplishment based upon previous college credit, successfully completed examinations, and nontraditional learning experiences. Edison also operates several adult information and counseling centers throughout the state, but does not itself offer instruction. Out-of-state students as well as those in New Jersey may send all evidence of their academic records, test score results (such as CLEP or CPEP examinations), and other evidence of accomplishment from which the college will create a transcript. Clients are then advised what areas of study remain to be completed in order to qualify for a certain degree program. Degrees include Associate and Bachelor of Arts, Bachelor of Science in Business Administration, Associate in Science in Management, and Associate in Applied Science in Radiologic Technology.

Edison is further unique in that committees of qualified faculty from more traditional state colleges and universities in New Jersey act as the control for the credit and degree granting functions, especially in the sub-areas of the Bachelor of Arts degree program. Thus, it is a cooperative venture, benefiting both students and the other state

institutions, which often do the instructing in any further work students are advised to take. Individual assessment of prior experience for credit is now a routine opportunity for applicants.

Edison was early thought to be New Jersey's partner to the New York Regents External Degree Program (see below), and to offer New York's College Proficiency Examinations (CPEP) as well as those offered by the College Level Examination Program (CLEP). However, in 1973 the Edison-Regents' agreement to cooperate was dissolved and Edison began developing its own unique program and assessment techniques, and its cooperative program with other New Jersey institutions. Currently, several Iowa residents are enrolled at Edison.

New Jersey also has at least two unusual educational brokering organizations, The Hudson County Community College Commission (HCCC) and the New Jersey Education Consortium. Only the former is discussed here. Hudson County is a heavily populated, low-income area including Newark that has no community college of its own, but a number of other public and private institutions within bus range. HCCC acts as an intermediary between potential students and the mix of educational opportunities in the area, "brokering" for the student a program by "buying" educational experiences for the student at standard New Jersey community college rates -- \$15 per credit hour. Degrees may be granted by HCCC or by public and private institutions.

## New York

New York is without a doubt a most active state with respect to the non-traditional learner, as befits its size. A large number of studies have been conducted on various population groups in this state since the late 1960's and a wide range of institutions have initiated individualized and other new programs for specific population groups. Several of these will be summarized below.

The Regents of the University of the State of New York have initiated a pioneering program called the New York Regents External Degree Program, established in the early 1970's to provide external degrees through examinations. In 1972 the Associate of Arts was offered, and subsequently a number of programs have been established including the Bachelor of Business in 1973 and the Associate of Applied Science in Nursing in 1974. At the present time the Regents External Degree Program has served a large number of adults (current enrollment is reported to be 8000) situated both in New York and throughout the nation.

At about the same time the State University of New York (SUNY) planned and established Empire State College, a state-wide institution that offers degrees at the associate and

baccalaureate level on the basis of programs in which there are no fixed residential requirements. The college opened a number of learning centers in different regions of the state of New York, each of which prepares learning contracts with individuals in pursuit of a degree. Progress is measured through a variety of experiences and with the use of a wide range of resources.

Empire State College is a separate and independent institution on an equal basis with the other institutions in the State University of New York system. It has been fully accredited and operates its own institutional research program, evaluating the effectiveness of its degrees.

Both SUNY and the Regents have commissioned various studies over the last half decade that should be of interest to many planners in Iowa and elsewhere. Among these are studies in several of New York's planning regions, established during Rockefeller's years as Governor as the official organizational units for planning for economic and educational development. There are eight such regions. These studies are summarized in "Past, present, and future regionally-based, statewide efforts in postsecondary continuing education in New York State under H.E.A.I."

(Williams, 1975).

One excellent publication appearing in 1972 is a summary of recurrent education opportunities available in New York State, compiled by a group of researchers at SUNY Buffalo (Regan, et. al., 1972). In that year the Regents commissioned an inventory of continuing education and extension programs in the state prior to establishing guidelines for the development of external degree programs among state institutions (EPRC, 1972). But perhaps the most thorough planning document appeared in 1974 (University of the State of New York, 1974), which assessed the progress made by the total postsecondary community toward the achievement of the Regents' goals.

Recently, the Department of Education sponsored a two-year project called the Adult Education Study directed by Dr. Norman Kurland. Kurland's office has issued a number of papers on aspects of the education of adults in New York and nationally and has become an authority on such subjects as an entitlement program for adults.

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The City University of New York (CUNY) has also conducted a study of adult education and has subsequently established a program to serve the adult learner among the CUNY institutions, the Individualized Baccalaureate Program, established in 1972.

Other institutions in New York which have established unusual degree programs for adults are the following:

- Adelphi University's Adult Baccalaureate Life Experience Program is a very creative modes-of-learning flexible degree program available in the region surrounding Garden City, New York.
- C. W. Post Center of Long Island University has established a weekend college which allows adults in the Long Island area to earn degrees through attendance at courses offered at convenient times only during the weekend.
- the College of New Rochelle has established a New Resources Program which provides flexible adult degree programs in several settings in the New York City area including a unique arrangement with the municipal employees union in Manhattan. One feature of the New

Resources Program is that it enables adults to carry a full academic program with only two intensive three hour evening seminars per week. This program is similar to Adelphi's and has been designed in an extremely imaginative manner to fit the needs of New York City residents.

- Bachelor of liberal studies programs are not new to New York State. University College at Syracuse University established a BLS program as early as 1966. This kind of program has expanded to a number of institutions in the state including SUNY Brockport.

- Programs serving specific clientele which are notable include:

- Rochester Institute of Technology's Master of Applied Science and Technology Program in cooperation with SUNY Brockport, which allows working adults to complete the degree requirements in a flexible time/place format.



- Skidmore College has established a university without walls program for nurses similar to the one offered by New York Regents External Degree Program, but with more assistance in program completion than the simple examination program offered by the Regents.
- LaGuardia Community College has established a "middle college" which enrolls able students in the 10th, 11th, and 12th grades of high school and the first two years of college in a single institutional program.
- The Harlem College Extension of Malcomb-King College enables low income minority students residing in the Harlem area to continue their education.
- Pratt Institute, through the Center for Innovative Education, provides a unique university without walls program in the professional arts disciplines.
- And finally, in one of the most unique programs anywhere, the College of Human Services in Manhattan established an Associate in Arts program in the field of human services in 1970 which has an unusual en-

trance requirement: students must establish that they are at or below the poverty level established by the Federal government. This program is competency based, and all enrollees must be placed in human services jobs in and around New York City while enrolled, which allow for two afternoons a week, at the college. The program emphasizes the development of skills in the application of human services. The College is now implementing a Masters program along similar lines,

It should be said that New York has been less successful in coordinating continuing education opportunities for adults and other non-traditional learners as it is successful in developing action oriented programs at a multiplicity of institutions. The majority of the newer programs have developed out of interest at local institutions and organizations in extending their resources into the community.

#### Texas

Texas is a state which has conducted several major studies over the last half decade which have yet to result in state-wide programs. In 1973 the Coordinating Board of the Texas College and University System conducted a study of the state-wide plan for adult and community education. The final

report concluded that there were "staggering needs for more programs and ~~for new approaches to serve the adult learner~~". At least 13 separate studies were included as the basis for the report, and focussed on such topic areas as the following:

- the role of a multi-purpose institution in serving a large and sparsely populated geographic region
- the participation of state employees in continuing education
- the role of continuing education in meeting the needs of local government
- experiential education and service learning internships
- the use of educational technology in education for the public
- a model of credit by examination programs
- continuing education for business and industry in Texas
- planning for continuing professional education
- continuing education for women
- continuing education for the elderly in rural areas of Texas

- educational alternatives for senior citizens
- a feasibility study of external degree programs for non-traditional students conducted by the University of Texas at Austin.

The report included a study of various examples of non-traditional study programs, identified key people who might serve as consultants to them, and developed a base from which a more intensive study might be launched. (See Anthony Neidhart, 1974.)

Unfortunately, no specific outcome has resulted from this series. On their own, a number of small regional and institutional programs have emerged in response to specific local learning needs. For example, the IUC-Texas Association for Graduate Education and Research (TAGER) is a nonprofit educational consortium that has joined nine colleges and universities in North Texas and several industrial firms by means of a closed circuit television network to strengthen higher education in the region. In the fall of 1971, 39 undergraduate courses were offered, 12 courses were available at either the undergraduate or graduate level, and 59 courses were open only to graduate students using the circuit.

This network has grown appreciably since that time.

A "chicano" graduate program was established in the fall of 1970 called Collegio Jacinto Trevino. This master's program was established in connection with Goddard College of Plainfield, Vermont and is located in Mercedes, Texas. The primary focus of this program is in-service training for teachers of chicano youngsters in the rural areas surrounding Mercedes.

Antioch College supports and assists its own graduate center -- called the Juarez-Lincoln Graduate Center in Austin, Texas. Students pursue individualized plans of part-time study in areas such as curriculum development and evaluation, community educational cooperation, bilingual bicultural education, administration and management and staff development and training. The program leads to a Master's degree in education.

A Texas example of the supporting services model is the independent study project at the Dallas Public Library. The Library has established a program whereby users may use library resources to study various subject matter areas and take the college level examination tests (CLEP) for credit at universities which accept scores. All Dallas Public Library branches serve as information resource and advisory centers for adults interested in self-education. Southern Methodist University faculty cooperated in the project by preparing study guides.

## Vermont

Although a very small and relatively poor state, Vermont has two programs that are especially noteworthy. The first one is a nationally available program called the Adult Degree Program operated from Goddard College in Plainfield, Vermont. The ADP was started in the early 1960's and is basically for people over 26 who have had some college, and who can spend two weeks of residence every six months in an external program leading to the Bachelor of Arts degree. Within this general framework, students design their own programs, and may take CLEP, generals, and other evidence of academic accomplishment for advanced standing. The minimum time required for a degree is three semesters.

Goddard also runs a non-resident Master of Arts program whereby students may choose virtually any field and the college arranges for a nearby expert in that field to guide the candidate through a series of learning projects. Regional seminars are available in different parts of the United States.

A third Goddard program called the Graduate Specialized Studies Program is focussed at the Master's level in social ecology, performing arts, women's studies, learning

disabilities, and other fields for those who can spend one 12 week summer residency plus nine months of faculty supervised independent study. Begun in June 1975, this program is the latest in a series of highly imaginative academic degree programs which has characterized Goddard for many years.

Second, Vermont has a unique institution called the Vermont Community College. Originally an experiment supported by an OEO grant to establish a demonstration model community college, VCC has evolved into an unusual program which extends over the whole eastern half of the state of Vermont and serves well over 3,000 students currently. It is state sponsored and supported and offers the Associate in Arts degree.

However, VCC has no faculty of its own but hires temporary faculty from the community to teach subjects in which they are expert to community people located in towns where VCC has set up community learning centers. Conceived to be a free program to Vermont adults, the college has recently been forced to require regular fees for courses provided through the college.

It might be noted that because of the low cost and the unusual structure of Vermont's community college, the state institutions in Vermont have raised the question of

comparability with their programs, faculty and salary levels.

### Wisconsin

The state of Wisconsin, through the University of Wisconsin system, has been trying to establish an open degree program for a number of years. In 1971 and 1972 a study committee recommended the establishment of the Regents External Degree Program in Wisconsin. This degree was designed "primarily for those with the will and ability to learn at the collegiate level but for whom the traditional system and its variations is ill conceived or ill adapted".

Wisconsin is the state with one of the most extensive continuing education and extension programs in the United States. The "Wisconsin idea" undergirded much of the land grant institution's statewide service programs, and for many years Wisconsin has been a leader in providing educational benefits to adult residents.

Nevertheless, this proposal was accepted by the University regents and recommended to the legislature in early 1973. Key elements of the program would include

- a liberal admissions policy

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- credit by examination up to half of the total requirements of 120 credits
- minimal distribution requirements
- free acceptance of all university system credits on an equal basis whether on or off campus
- specially designed courses and formats to maximize opportunity for those who find traditional formats unsuitable
- heavy emphasis on media offerings that minimize geographical limitations
- a grading system that permits each student to learn at his own pace
- counselling designed to serve the students' interests rather than the institutions' interests
- funding by the university and the state at the same level of support as conventional resident undergraduate programs.

In 1974 a specific plan for the Wisconsin Open University was submitted to the legislature which approved the plan without funding it. Budgetary constraints in the state have prevented funding to the present time.

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Since 1973 several studies of adults over 25 have been conducted in various parts of the state of Wisconsin for the Regents. A significant population of adults with some college has been identified as potential clients for an open university. At the present time the university is now planning a modified program entitled "Wisconsin Idea Degree Completion Programs". The Regents will review this program in the spring of 1976 and, if adopted, will utilize system funds to adapt existing campus degree programs and institutional support systems into a competency assessment, counselling, testing and degree program. This would allow for a modest start without new funding authorization from the state legislature. Iowa educators should watch this project in Wisconsin carefully.

#### Multi-State Systems

As noted above, there are a number of programs in the United States which are now serving a student population which reside in states other than that in which the institution sponsoring the program is located. The study team thought it advisable to determine the extent of the impact of many of these programs on Iowa residents. With that in mind a short questionnaire was developed and made available to the following 20 programs offering degrees at the college or graduate level:

- Spoon River College, Canton, Illinois
- Institute for Personal and Career /  
Development, Central Michigan University,  
Mount Pleasant, Michigan
- Division of Independent Study, Regents  
Degree Program, Albany, New York
- Union for Experimenting Colleges and  
Universities, Antioch College, Yellow  
Springs, Ohio
- University Without Walls, Northeastern  
Illinois University, Chicago, Illinois
- Board of Governors of State Colleges and  
Universities Degree Programs, Springfield,  
Illinois
- External Programs of Continuing Education,  
Santa Clara University, Santa Clara,  
California \*
- External Studies Programs, Bemidji State  
College, Bemidji, Minnesota
- Non-traditional Study Programs, Moorehead  
State College, Moorehead, Minnesota
- External Studies Program, St. Cloud State  
College, St. Cloud, Minnesota

- Non-traditional Study Program, College of Agriculture, Department of Extension Education, University of Missouri, Columbia, Missouri \*
- Field Studies Programs, LaVerne College, LaVerne, California \*
- Adult Degree Program, Goddard College, Plainfield, Vermont
- Thomas A. Edison State College, Trenton, New Jersey
- Nova University, Fort Lauderdale, Florida
- Campus Free College, Arlington, Massachusetts \*
- Walden University, Naples, Florida
- Heed University, Hollywood, Florida
- University of Sarasota, Sarasota, Florida.

From the responses received, it is clear that few Iowa residents are now being served by these programs. Nova University has a dozen Iowa residents in the Illinois border area earning graduate degrees in community college programs, and, as noted above, less than a score of Iowa residents are earning degrees through the Illinois Board of Governors program. About two dozen Iowa residents have earned degrees through the New York Regents program since 1971. A scattering of individuals are taking programs in other institutions, but the impact of multi-state programs has, as yet, clearly been barely perceptible in Iowa.

\* no responses received from these institutions

### Supporting Services Model

One model in addition to John Valley's that was added by the study team is the "supporting services" model, described above. While no example of this model has yet emerged as the prototype on the American scene, there are several programs which are becoming better known nationally, and which are beginning to call themselves "brokering" organizations. The National Center for Educational Brokering, directed by Francis U. Macy, has recently been founded in Syracuse, New York. This center has defined four distinct services which are typically offered by educational brokers. These are: 1) helping clients define goals for better personal and working lives; 2) assisting clients in setting objectives for further education; 3) assisting clients in selecting learning experiences to achieve appropriate competencies and certification; 4) assisting clients in gaining access to appropriate learning opportunities. Some institutions already mentioned which offer these services on a routine basis are the Community College of Vermont, the Hudson Community College Commission, Thomas A. Edison College, the University of Wisconsin Extension, DePaul University, and Wenatchee Valley College.

Other brokering programs not mentioned earlier which have been identified as providing services for adults are:

- Career Counselling Service, Providence, Rhode Island
- Educational Opportunities Center Program, Boston, Massachusetts
- Women's Inner City Education Resource Service Center, Roxbury, Massachusetts
- New Jersey Education Consortium, Princeton, New Jersey
- Pennsylvania Adult Counselling Program, Harrisburg, Pennsylvania
- Regional Continuing Education for Women Program, Philadelphia, Pennsylvania
- Regional Learning Service of Central New York, Syracuse, New York
- Center for Open Learning, Demopolis, Alabama
- Greater Cleveland External Degree Service, Cleveland, Ohio

When these types of programs are not supported by major educational institutions, they are typically forced either to rely upon substantial subsidies through federal grants and other private foundations or through high fees. There

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has yet to evolve a self-supporting mechanism for these organizations, especially the free standing ones, to insure their viability in the future. Nevertheless, it is clear from the few models listed above that this kind of service is a growing addition to the educational scene, particularly in areas where open education institutions serving several levels of learning are not available or well known to the population.

#### Conclusion

This brief review of institutional models, state histories, new institutions and efforts, and impact of new multi-state programs on Iowa residents holds some lessons to program planners in Iowa. Some of these lessons are implicit and self-evident; others are less clear and subject to judgmental errors.

The study team feels that the following are fair statements that have implications for Iowa and for the HEFC:

1. All the non-traditional program models exist somewhere and have been found to work in certain settings and given certain funding assumptions. One may have questions or reservations about a new program on one basis or another. But one cannot say that a certain model can be discounted as unworkable on its face.

2. The majority of new programs and services have come about because of local, campus, or system based efforts on the part of entrepreneurial individuals or leading administrators. Few new institutions or programs have been rationally planned and executed by a statewide planning authority which includes representatives from several sectors of the postsecondary community.
3. Iowa is among the leading states in its concern for continuing education of the non-traditional learner. The Commonwealth College Proposal, the several non-traditional programs already in existence, the Regents External Degree Program proposal, the programs offered through extension, continuing education, and the area colleges demonstrate the vigorous nature of the state's institutions. On a per-capita basis, Iowa is already extraordinarily rich in ideas and programs for the adult and part-time learner, when compared to other states.
4. Federal assistance for programs in service to the adult, part-time non-traditional learner is a fairly recent phenomenon. The Fund for the Improvement of Postsecondary Education, N.I.E., Title I funds for state-wide planning, Vocational Education programs, Career Education programs, CETA and other student assistance grants, and other programs are increasingly influential -- taken as a whole -- on the states, despite year to year unevenness in detail. Moreover, most of this support is on a short term basis, providing little assurance for long range planning. But even this pattern is clearly threatened by budget cuts at the Federal, state and institutional levels. A number of state plans have foundered through fiscal stringency; and some new institutions -- Vermont Community College among them -- are being questioned in the face of austerity budgets. The future of some highly non-traditional institutions and programs is clearly problematical. Planners are going to have



to demonstrate the need and utility of new programs for non-traditional learners to compete successfully for funds usually allocated to programs and institutions serving the traditional students particularly if the programs are not attached to major, permanent, established state universities. On the other hand, some modest programs can exist on their own income and are practically assured a viable future.

5. Proposals for a new institution, service, or program requiring additional public funding immediately become political footballs and create discord among competing institutions and in setting state priorities. Opposition from a strong and influential source has been demonstrated as deadly. Such opposition can come from any of several directions.
6. New unilateral programs with modest initial funding that come from existing discretionary resources and which do not require approval beyond the immediate institutional Board of Trustees have the greatest chance of success. Dozens, perhaps over 150 new degree programs serving a significant number of adults, have come about over the last half dozen years through the efforts of people in one unit of an institution. Many of these are referred to in the above recitation.
7. Last year the National Advisory Council on Extension and Continuing Education (NACECE, 1975, p. 13-14) estimated that over 15 million adults participated in continuing education in 1972, and an additional 11 million adults over 17 were engaged in full-time study. These figures have been confirmed and expanded by recent still unpublished findings by the National Center for Educational Statistics. Therefore, by any measure, the programs and institutions described above, interesting and instructive as they are, cannot yet be said to contribute more than a miniscule effort to the total adult education

industry. Several hundred students here, several thousand there, are still a "drop in the bucket," and states which rely on new and non-traditional forms at the expense of their existing efforts to serve the adult learner are probably still serving their constituents.

8. Planning alone is insufficient. A great deal of attention must be given to strategies and tactics for implementation and operation of a new institution, program or service. The road to 1984 is littered with interesting, imaginative proposals and studies which led nowhere. In an environment of scarce resources, astute developmental and political leadership is indispensable.

As a backdrop to the events described in this chapter, one must remember the quiet revolution which has been occurring across the nation. Community colleges, which in most states tended over the years to emphasize college parallel programs, have been growing at an unprecedented rate in the adult, vocational, and career program areas. In many states these latter programs have far outstripped the traditional degree credit and transfer programs, and have clearly become a dominant factor in serving the non-traditional learners. This trend is clearly evident in Iowa, as Chapter II has shown, and one must give due regard and recognition to the contributions these institutions are making in the service of the adult learner. The study team has not emphasized these contributions here, but want it to be clear that this revolution has not gone unnoticed.

It is hoped that these observations and conclusions provide perspective through which the Iowa Higher Education Facilities Commission can more clearly see the role Iowa may play in approaching the demonstrated needs for expansion and articulation of the resources in service of the adult and non-traditional learner.

CHAPTER IV

Toward the Third Century:

Conclusions and Recommendations

Professor ~~Cyr~~ Houle of the University of Chicago has postulated that we are entering a third era in American higher education, one that is likely to be as far-reaching and fundamental to American society as the legacies of the first two are today (Houle, 1974). First, the colonial colleges were founded, essentially independent of the state, to train and educate the few -- in those days, primarily the clergy and a few young gentlemen of intellectual pretensions -- for service to society. These early colleges thrived and grew into some of the most excellent universities we have today.

The second era began soon after the Civil War and embraced the notion that universities were for the sons or daughters of any man, and that universities themselves could provide a service to society through training in the practical arts, research, and public service. The land grant universities, many of which were founded soon after the first centennial of the nation, was the embodiment of much of this ideology, and these too thrived and grew. Much of what we have attained today is due in large part to these great universities.

The third era had its beginnings in the early efforts to train and educate the working citizen through extension, continuing education, and adult schools. These efforts also

have grown over the years, were given increased impetus in the 1960's by the democratizing trends which were evident in many colleges in those years, and contributed to the founding of many community colleges. This thrust departs from the previous era in acknowledging that all persons, regardless of age or circumstances, should not only have access to education and training of all kinds, but should have some say in the design of the education they are to receive. The learner's needs and goals should take precedence, whenever possible, over that of the institution (see Commission on Non-traditional Study, 1973). This persuasion undergirds much of what we have come to call "lifelong learning" and "non-traditional study". Some of the more unique outgrowths of this sentiment have been documented in Chapter III, and are often characterized by programs of independent study, credit and degrees by examination, and indeed the whole notion of external degrees, again explored by Professor Houle (1973).

The potential of the third era, coincidentally corresponding once again with the nation's centennial, is enormous. The efforts and programs existing today are but a fraction of those possible. George W. Bonham, editor in chief of Change Magazine, has looked at the known characteristics of the American population in the year 2000 (known because the adults in 2000 A.D. have almost all now been born), and concludes that there will be at least 160 million adults above the age

of 24. (The post World War II baby boom generation will be between 45 and 55 years old in 2000.) If only 3 per cent, a very conservative figure by today's standards, attend college full time for one semester, there would be an additional 2.4 million full time equivalent students each year over today's enrollment levels, and a potential total enrollment of between 18 and 20 million students, roughly twice today's levels. Moreover, if the trends toward increased enrollment in the voluntary, non-degree "periphery" of education continues (see a seminal document stressing the policy implications of the enrollment trends of the "core" versus the "periphery" by Stanley Moses, 1971), the total "learning force" in 2000 may be well over 100 million persons, a challenging total indeed!

Statewide planning and policy formation has not yet fully recognized the implications embedded in these and similar statistics which demonstrate the drop in available 18 year olds beginning in 1980 and continuing through at least 1994, a drop estimated at over 23 per cent from today's levels (Glenny, 1973). The fewer 18 year olds there are to enter college in the traditional fashion, and the more adults there are seeking further learning in ways and in places possible and attractive to them, the more institutions will have to adjust their accustomed ways of doing things. The message of this report, therefore, is clear: the findings we have

uncovered for Iowa, modest though they are, and tentative, are yet persuasive -- something more is needed now, and that something will be in even greater demand as time goes on. What is it?

#### PROBLEMS AND THEIR POSSIBLE SOLUTIONS

The study team has determined that a useful way to approach its recommendations is first to identify a problem, or unmet need, then state a general recommendation designed to address the issue, followed by a discussion of alternate strategies which might be employed to solve the problem or meet the need. This method was chosen because it recognizes that these issues and their solutions are complex and far-reaching: probably no one solution will be sufficient, particularly if undertaken unilaterally by a single unit or resource in the state. Cooperation will be necessary.

In these discussions the proposal for the Iowa Commonwealth College will be included, to indicate its potential for meeting part of the need. The potential of the Regents' External Degree Program proposal (State Extension and Continuing Education Council, June 25, 1975) will also be discussed.

#### Problem 1: Policies

The study team did not undertake an extensive investigation of policies toward the non-traditional learner except where noted in the Institutional Survey results described in



Chapter, II. We do regard some of these limiting credit by examination and transfer acceptance policies as a problem. But we also view the larger question of overall state institutional policy toward the adult learner as a more serious problem. It seems clear to us that many institutions and their controlling boards have not yet fully comprehended the magnitude of the inexorable shift in the demographic base over the next ten to twenty years, nor do they realize the dimensions of the current need for further learning opportunities in the state. Planning should take place now, we feel, if there is to be an adequate, comprehensive program for the future that recognizes that: a) no one institution or system has all the resources to provide for the demand, and b) these demands will require major internal shifts and discomfitures, such as extensive faculty retraining, the inclusion of a number of programs designed for the non-resident, part-time student, the gradual reallocation of resources away from the conventional undergraduate programs, and perhaps institutional cooperation and joint program development among institutions of very unlike character.

The basic recommendation of this report, therefore, is the following:

#### Recommendation 1

*All postsecondary institutions, agencies, and organizations should develop active planning and devise appropriate policies to confront the challenge of lifelong learning for all Iowans.*

If one accepts the social policy that no one is automatically excluded from further learning, then a number of very hard and very specific questions arise: what does lifelong learning portend for our faculty? What happens to our finely-hoped on-campus residential program? What about the curricula? The graduate school? The selectivity of our admissions policy? Our standards? What, indeed, happens to our autonomy?

We cannot answer these questions for any given institution or system. But we do know they must be asked and dealt with rationally, year by year, as conditions change. A thoughtful discussion of the implications for institutions of a lifelong learning policy is contained in The Learning Society: A Report of the Study on Continuing Education and the Future (Center for Continuing Education, University of Notre Dame, undated). We recommend it to the reader.

And as to statewide coordination and planning, the study directors at the Center for Research and Development in Higher Education at Berkeley, California, have listed several alternative strategies in their landmark study, Extending Opportunities for a College Degree: Practices, Problems, and Potentials (Medsker, et al., 1975):

- "If fully oriented to the goals and needs of nontraditional programs, state coordinating agencies can greatly facilitate program operation, especially with respect to statewide regulations concerning budgeting, educational standards, and such matters as admissions and residency requirements.

"As extended degree programs increase both in number and importance, state agencies should be vitally concerned about articulation among these types of programs as well as among new and traditional programs. Concern should focus on such factors as the problem of transfer from one program to another and from one level to another, and on communication among institutions concerning credit for life/work experience, narrative transcripts, and similar issues.

"Depending on the nature and legal responsibility of the state coordinating unit, it is incumbent on it to continuously assess the extent to which the educational needs of adults in the state are being met, and whether new and better ways of meeting such needs should be initiated. Several options are available to states wishing to ensure that the degree needs of adults are met:

- a) Create a new institution of the 'open university' type.
- b) Attach new degree programs to existing coordinating bodies.
- c) Approve extended degree programs proposed by existing institutions or systems.
- d) Create a cooperative structure of existing institutions to provide nontraditional educational services and to facilitate the dissemination of information to institutions, employers, and potential students about the opportunities within the state for extended degree programs.
- e) Analyze and report on the community and statewide needs for various types of extended degree programs.

- "Coordinating agencies have a special responsibility for determining:
  - a) Whether institutions or systems are responding with sufficient speed to adult needs and demands for degrees.
  - b) Whether new extended degree programs are offered through authorized agencies, institutions, or systems, and if not, whether there is sufficient faculty expertise to mount viable programs.
  - c) Whether extended degree opportunities are sufficiently well-distributed over the state. Given the fact that most public institutions have their own 'service areas,' there may nevertheless be instances when an institution outside of that geographical area; which has developed a particular type of delivery system, can provide greater opportunities for adults."

Clearly, there are clues to implementing lifelong learning in other studies, proposals, and conferences. The issue of credit for learning acquired in unconventional ways was explored in a conference at Drake University in May, 1975 (Robert J. Barak and Roger S. McCannon, eds., 1975). Several publications of the CAEL (Cooperative Assessment of Experiential Learning) Project expand upon this issue and describe how a number of institutions have gone about dealing with this question (CAEL Report, 1975). An overview of the entire domain was helpfully discussed in a recent ERIC/Higher Education Research Report (Shulman, 1975).

Some assistance for pilot and experimental programs may be found in federal sources, particularly the Fund for the

Improvement of Postsecondary Education, which has supported a wide range of efforts to expand opportunities, and has focussed on educational assistance centers as one means of expanding access. In addition, Senator Mondale of Minnesota has introduced legislation (Lifetime Learning Act; Senate bill 2497) in the ninety fourth congress that would provide grants to institutions and agencies for projects of lifetime learning. In addition, Senator Hathaway has proposed legislation to appropriate four times the 10 million suggested in the Mondale bill to the states on the basis of population for use in the development of their own continuing education capacities. Whether or not these pieces of legislation are enacted, it is clear that a growing sentiment exists for realizing what Professor Houle sees as the "third era".

#### Problem 2: Balancing Opportunities

Once the issue of policy is settled, and institutions and systems have decided for themselves whether or not the non-traditional learner has an equal claim to their educational resources, the next step is to make the existing resources available more equitably to the interested population.

We have clearly seen in Chapter II that opportunities for degree programs, adult continuing education, extension, vocational programs, and other specialized programs are not evenly available by planning region, nor are they equitably available by depth and extent across regions. Further, as

Warren Willingham has so clearly demonstrated in Free-access Higher Education (1970), large portions of the Iowa population are not within reasonable commuting distance of a "free-access" (as opposed to simply an accessible) institution, a key variable for many adults (see pp. 85-87 and Willingham's definition of "free access" on pp. 15-16).

We have also noted that within the traditional degree structures, unequal opportunities for Associate, Bachelor's and Master's degrees exist for persons in different locations. Residents of Area I may be well served in non-degree vocational, career and adult programs compared to other areas, but have very limited opportunities for an Associate degree earned while living at home and working. The same is true at other degree levels, and in many other areas.

The professional, extension and continuing education programs of the Regent's institutions, while theoretically available statewide (and indeed, if one simply counts courses, that is true in non-professional fields), are obviously not equally available to all state residents. Graduate programs in some fields and in limited areas are available (for example, at the Quad Cities Graduate Study Center in Moline, Illinois), but a continuing problem here and elsewhere lies in the need to find a sufficient number of persons in a given area to warrant the establishment of a study center or extension class. Chapter III has described several "electronic classroom" programs in other states which might help alleviate this problem.

Correspondence instruction is an equitable way of providing access by region or level, but as we have shown in Chapter I, not all adults find that this method meets their learning needs and interests. Nor would the multi-media approaches being tested by the University of Mid-America (through its Iowa resources, ISU and UI) completely satisfy the variability of the potential non-traditional learning audience.

Thus the study team feels that a great opportunity and challenge exists in Iowa to provide a more equitable dispersion of existing educational opportunities, by a variety of existing delivery means and modes, by both planning region and by program content and level. This is a job that will require much coordination, cooperation, and creativity, but we believe it can be done given sufficient planning time and resources.

#### Recommendation 2

*Institutions and agencies, either singly or in consort, should make equality of opportunity a reality for Iowa residents.*

Though this is simply stated, it is of course not simple in implementation. This means that area colleges must devise means of providing their programs across service areas in ways other than simply through the local high schools, so that sparsely populated regions of the state have a realistic opportunity for participation.

This means that private colleges, specialized schools, area colleges, and representatives from Regent's universities

and the HEFC should plan together to extend educational opportunities to unserved regions and for unmet needs, by such imaginative methods of "sharing" facilities, "purchasing" faculty time, designing joint degree programs, etc., to magnify and disperse opportunities.

We are not recommending that any new colleges or any new buildings be put up to meet this recommendation. It is our opinion that most of what is recommended here can be implemented through shared cost, short term leasing, a re-definition of service areas, the inclusion of private institutions in regional planning, and a careful redeployment of program content and network delivery resources.

Special attention must be given to the planning of educational services in the west and southwest Iowa counties, for the less affluent, for the elderly, and for those whose previous educational experiences have not been successful. More attention must be given to provision for a variety of delivery modes other than either instructor-led classroom or correspondence. Special subgroups of the population -- identified by follow-up studies in local regions -- will have to be served in ways that specifically meet their needs; and when met, then closed down to provide resources for other groups. It should be the job of a comprehensive planning agency to coordinate much of this activity and to see that the goals adopted by the educational community are adequately met. Under the existing state planning and coordinating organizations,



this authority is dispersed and coordination is only intermittently effective. We believe a much stronger, centralized agency should be authorized to carry out this important role.

### Problem 3: Expanding Opportunities

If the existing programs available in some areas of the state are widened to include all areas, the question becomes, what is missing? Chapters I and II concluded that there are indeed missing elements greater than those that can be explained simply by geography and lack of coordination. A widespread but low-demand interest in home and family topics, hobbies, recreation, and public affairs permeates the state (see TABLE 6). A widespread, relatively high demand exists for a number of vocational subjects and technical skills, particularly in those fields that have economic implications for the relatively less well off. Specific field demands are strong in some professional areas, especially education, engineering, management, and nursing. A moderate demand for opportunities to earn traditional college degrees, on a non-resident, part-time basis exists, but an apparent strong desire for "external" graduate degrees resides in the college educated population (about 250,000 persons). The Iowa Commonwealth College and the Regent's External Degree Program proposals both speak to the need for college degrees.

Business skills are in great demand, and yet relatively few responses have been forthcoming to meet this widespread

need among adults by the public institutions. Non-resident, flexibly paced, part-time programs at low cost are the mode most highly favored by adults and other non-traditional learners who do not fit the patterns required by existing programs. A learning validation opportunity appears warranted by the data.

We believe this problem is at the crux of this report. We believe that with sufficient good will, ways will be found to meet the growing needs in more comprehensive fashion. Specific challenges to the significant groups who have a role to play in this coordination will be set down in a later section.

### Recommendation 3

*New programs designed to meet specific, identified learning needs of non-traditional learners should be developed by the most appropriate educational institutions and systems, in cooperation with other systems and institutions.*

The question becomes, then, what organization should assume leadership in developing programs to meet what need, how should cooperation be facilitated, and who should pay? Again, the study team cannot answer these questions in detail, but we do feel that sufficient resources exist among the various post-secondary sectors to make a comprehensive response possible. Moreover, we feel that insufficient attention has been paid to the potential contribution to vocational and career programs by commercial and industrial firms, labor unions, farm associations, and municipalities; and in general education programs by libraries, historical and cultural societies, museums, and other

community groups and organizations. Educational institutions have a tendency to ignore many relevant community organizations which could add substantially to its student population, program quality, and sources of support.

Does the Iowa Commonwealth College (ICC) idea (Iowa Coordinating Committee for Continuing Education, undated) meet the needs as described in Chapter I? This question was asked of the study team by the Higher Education Facilities Commission in its original charge. Our evaluation of this proposal follows.

In brief the ICC proposal states that opportunities to earn Associate of Liberal Studies (A.L.S.) and Bachelor of Liberal Studies (B.L.S.) degrees ought to be offered through the auspices of a new, separately organized non-teaching institution established by the state legislature and directed by a Board of Governors selected from all types of Iowa postsecondary institutions.

Credits would be accumulated through attendance at participating institutions of higher education and applied to Commonwealth College transcripts. Participating institutions (defined in the proposal) would also supply some supporting services, liaison officer time, and other resources to the project. Credit earned elsewhere would be evaluated for possible inclusion on ICC transcripts. ICC staff would be limited to a few administrators in a central office, regional advisors, and three faculty advisory boards made up of institutional representatives.

The program would be limited to three broad fields of learning -- generally paralleling typical undergraduate major areas. Though degree programs are the primary focus of ICC, provision would be made for non-degree enrollment and special programs leading simply to certificates of completion. Though the college will not offer instruction routinely, special programming (perhaps utilizing public TV) may be arranged through the college staff.

Supporting services of advisement and assessment would be carried out by central and regional advisors on the ICC staff. The initial ICC budget was estimated at \$276,000 for central staff to be located in Des Moines, and regional costs adding another \$130,000 per year. Initial foundation support to organize ICC did not materialize.

There are certain strengths in the ICC concept. The first is its cooperative, participatory nature, linking all types of institutions in a single effort that could potentially expand to other areas of cooperation. We view that as an important (if difficult to arrange) asset.

Second, it allows part-time students from many areas of the state to earn degrees in more flexible ways than may be possible through the college that is nearby. ICC would allow up to 30 credits earned through assessment of life experience for an A.L.S. and up to 60 such credits in the B.L.S. degree program. (No statement of maximum acceptable

credits earned by examination was included in the proposal.)

Also, the usual time-to-completion of program would be viewed in a more permissive light than is usually the case for institutions.

But we feel that several disadvantages are inherent in the proposal. First, it should be remembered that most non-traditional learners are interested in fields other than the arts and sciences (general education), and though some want degrees, many simply want certification, licensing or evidence of completion. Focussing the statewide program on A.L.S. and B.L.S. degrees in three general education areas seems to needlessly limit the potential audience to be served, though the proposal leaves open the possibility of non-degree options.

Second, the ICC concept is not really designed for the adult. It allows for the inclusion of adults in regular classes, but demands the usual amount of credit-hour, distribution, and concentration requirements expected of most undergraduates. Although some life experience credit is allowed, its inclusion is not heavily emphasized, nor is the credit by examination option. (We understand that when this proposal was written little was known about credit for life experience, which is more thoroughly understood today.) Adults, as we have pointed out, need to have programs designed especially for them, to have degree or certificate programs reconceptualized from the ground up, including a heavy emphasis on self-designed programs. And they need extensive supporting services.

Further, ICC would not address the difficult issue of equality of access region by region, nor the need for low cost opportunities (the ICC program would be relatively expensive).

The proposal's arguments are not convincing that the degrees should be A.L.S. and B.L.S. rather than A.A./A.S. or B.A./B.S. As we view the subject requirements, the difference between what is here proposed and what is generally required of traditional students is so minor that a specially designated degree seems inappropriate, particularly compared to B.L.S. degree programs in other states. This provision, as do others in the proposal, does not seem designed to provide the best possible service to the new and non-traditional learner.

We have one other observation. The provision that ICC provide no instruction itself, while attractive from the point of view of other institutions and the expected ICC budget, puts students at a disadvantage on a number of counts. It is unlikely that ICC students would be able to receive appropriate, individualized equal treatment in competition with regular undergraduate students at the institutions in which they plan to enroll. They are, moreover, expected to conform to the time frame typical of most colleges -- quarters and semesters, credit on the basis of time spent in classes, etc.

It would be a struggle, we feel, for students (few in number, we believe) to effect changes in their favor at the institutions they are attending, and they are apt to be treated somewhat less favorably with regard to student services.

In sum, while the Iowa Commonwealth College proposal holds some advantages over the status quo in Iowa postsecondary education, we feel that its limitations do not make it the most attractive option in an array of options available to the state at this time.

#### Recommendation 3a

*The Iowa Commonwealth College proposal, in its present form, should not be further considered for implementation.*

The study team reviewed a proposal to establish a "Regents External Degree Program" which was made available to us in November, 1975 (State Extension and Continuing Education Council, 1975). Keeping in mind the discussion above with respect to the Iowa Commonwealth College proposal, we have these reactions:

- The State Extension and Continuing Education Council is to be congratulated in doing an excellent job of collating data on the need for a program or programs for the adult, part-time student, and for designing a program that attempts to meet a portion of the

need. Entrepreneurial action, we believe, is important.

- We understand the sensitivity the proposers have to the prerogatives of other segments in the state, and to the ICC proposal, but in our view the lack of indications of how the program would fit into a statewide plan including other segments of the postsecondary community is unfortunate.
- We were pleased to see that the proposed degree seemed to recognize the special needs of adult learners, and that emphasis was placed upon self-developed programs of study and assessment of prior learning more in keeping with typical B.L.S. degree programs such as those in Oklahoma, Ohio, New York and elsewhere. We were further pleased to learn that the program will consider 6 hours a full load for the non-traditional learner.
- While we understand the degree program character of the Regent's institutions, we were disappointed with the exclusion of vocational, career, and certification programs, and the relatively heavy requirements (45 units) for work that must be taken through (the three) state universities. The Illinois Board of Governor's programs, for example, requires that only 15 of a



total of 120 units for a degree must be taken at one of the participating institutions.

Similarly smaller percentages of required residence credits from a single resource are typical of other adult degree programs. The B.L.S. program at Drake, for example, requires 30 units at the sponsoring campus.

- The Regent's proposal only partially solves the regional balance issue, though this problem could be further reduced if aspects of the ICC proposal (provision for coordination and cooperation; option to allow more than 17 units of course work with any institution) were integrated into the proposal.
- The Regent's proposal, while providing a degree option unavailable in some areas of Iowa, is shortsighted, we believe, in not making special provisions for guidance and counseling for its potential students.

The small program staff envisioned in the proposal relies heavily for these student contacts upon existing university personnel, who would have added responsibilities to assume with these new students. The experience of other B.L.S. programs we have reviewed indicate that a good deal of

personalized discussion, planning, assessment, and goal setting must be an integral part of the program.

- The proposal does not touch upon the growing interest in and experience gained through programs elsewhere that have found adults respond well to competency-based degree programs -- Metropolitan State University in St. Paul, for example, and various programs in Illinois and Wisconsin. The Regents program assumes that baccalaureate degrees for adults are equal to time spent in class plus some assessment of previous work or life experience that may be equivalent to classroom work and some provision for credit by examinations. We believe that enough is now known about the measurement of competence outcomes of undergraduate study to urge that any entirely new adult degree program include aspects of this liberating trend in American higher education.

In our view, the Iowa Commonwealth College idea and the Regent's External Degree Program proposal each has

strengths and would meet a portion of the needs indicated in this study. But the portion to be served would be small, we believe, for the needs and desires of adult learners are very different from those typical of traditional undergraduates, and programs to serve them should be likewise very different. We would therefore prefer to see new initiatives somewhat bolder in design and comprehensiveness, significantly different from the models of the past to put Iowa in the forefront among states successfully responding to the demands of lifelong learning.

What elements should be incorporated into new initiatives? We believe a new statewide program should provide:

- primary emphasis on the non-traditional learner's needs..
- the variety of learning delivery modes that adult learners need and find acceptable.
- for an opportunity to earn all degrees, and especially graduate degrees, on a part-time, external basis.
- the scope which adequately responds to the magnitude of the potential demand for learning opportunities in the state.

- for equal opportunities for Iowa citizens on the basis of residence.
- for equal opportunities for Iowa citizens on the basis of ability to pay for further learning. (Neither ICC nor the Regent's proposal mentions financial aid, without which we have seen many Iowa residents would be barred from participation.)
- the variety of learning content adults need and want. Other studies have shown that adult entry subjects are often vocational and career related, but subsequent course selection is likely to be more akin to the typical college fare.
- adequate counseling and advocacy for adults that is so necessary for success with many persons, and for influencing institutions to change their accustomed ways of doing things to better serve them.
- for linking Iowa to educational resources and opportunities developing outside the state.
- for the proper utilization of the enormous learning resources available in Iowa's excellent private colleges, and for building upon the opportunities afforded

through linkup with businesses, associations,  
community organizations, and the media.

- for a comprehensive Iowa program.

We believe that there are elements of program models in other states that could be incorporated into a uniquely Iowan model. We concluded in Chapter III that, according to the record, few new programs come about through planning, but that Iowa is, however, already rich in ideas and programs compared to other states, and in order for these ideas to be realized, astute developmental and political leadership among in-state persons is a sine qua non. Though cooperative ventures are difficult to design and execute, Iowa is more fortunate than many states in its history of good relations among institutions and systems.

Looking about the state there are initiatives that partake of the vision we hold for the postsecondary system. Upper Iowa has learned a great deal about running external programs that could be of benefit to other in-state institutions. Likewise, Palmer Jr. College, Graceland College, Simpson College, Coe College and others have unusual programs that might be shared informally with sister institutions for their possible emulation.

Several area colleges (Western Iowa, Iowa Western, Iowa Lakes, and Hawkeye) have cooperative arrangements to assist employees in such diverse businesses as Iowa Beef Processors, Lozier Manufacturing, World Herald Newspaper, Eaton Corporation,

Schild Bantam, and John Deere Company. The Adult Education Department of the Clinton Community School District also has several cooperative programs. These arrangements, though few in number and limited in scope, are of the type we feel could well be expanded to other institutions and locations to the benefit of adults, colleges, and employers.

With these conclusions in mind, we will suggest several alternatives in a subsequent section for consideration by the various significant institutions, agencies, and organizations. But ultimately, we believe, the final formula for a successful response to the needs for increased educational services to the non-traditional learner will not come from external consultants, but from the leadership in Iowa.

#### Problem 4: Providing Supporting Services

One of the major problems adults face when contemplating further education is the helpful, one-on-one discussion, counseling, assessment of previous learning and future potential, goal definition, and other services prior to and after entry or re-entry into postsecondary education. Non-traditional students entering non-traditional programs need extraordinary assistance. Chapter III has mentioned their need more than once and listed some adult information and advocacy centers cropping up in a number of places.

We believe that a similar opportunity is needed now in Iowa, and that its utility will grow and be seen as indispensable as attitudes and conditions change in the 1980s and beyond.

As evidence of a growing interest in an information source of the type recommended below, the Center for Higher Education was recently founded in Cedar Rapids (Cedar Rapids Gazette, January 11, 1976) as a result of a study undertaken in the Linn and Cedar Rapids county area by a local consulting firm (Frank H. Magid Associates, 1975). According to the Gazette article, it is hoped that the Center will provide local residents with a clearinghouse of information on graduate level opportunities offered through the three Regent's universities and Drake University, and will assist in the development of undergraduate and graduate degree programs available on a part-time basis through these institutions and with the future participation of Coe, Mt. Mercy, and Cornell Colleges. The Center is expected to open in July, 1976.

This sort of arrangement is a salutary innovation of the kind this report favors. We feel that this prototype, while somewhat limited in scope initially and in the geographic region covered, ought to be available to any Iowa resident. The full range of support services indicated in our data has not yet received a test in Iowa, but this Center offers a beginning. Together with examples in other states, we feel that sufficient illustrations exist for the realization of our fourth recommendation.

#### Recommendation 4

*All Iowa residents should have the full range of adult supporting services conveniently available, including a source or sources of financial aid, such that re-entry into appropriate post-secondary education is facilitated.*

The establishment of these services need not duplicate student services presently available through existing institutions, for we feel that (1) adults need special help different from that typically needed by traditional undergraduates. (2) The "attitude" of those doing the helping ought to be that the public is their client and their reason for being; they are not beholden to any one educational enterprise or another. (3) Further, they should take an advocate's role on behalf of their clients, urging institutions to remove unnecessary barriers, devise useful and appropriate programs responsive to the adult's learning needs and interests, and find sufficient support to enable the adult to participate. (4) Finally, in support of the concept of lifelong learning, these helpers should be prepared to assist the individual at several points in time over an adult's career-life pathway.

These persons may be a thorn in the side of many a dean or registrar, but their ultimate impact will be substantial for nontraditional learners, enabling many of the potential learners in our sample to become enrolled learners.

Besides information, counseling, and advocacy, there is need for a statewide resource for learning validation, testing,



assessment, and "credit banking." These services may be available through the area colleges, through the state universities, or through a new entity. The agency providing the service is less important, we feel, than the fact of a comprehensive service provided equitably through the state.

We surmise, for example, that a single mobile van housing data about existing learning resources, carrying persons competent in advisement, testing and assessment, a place for testing, and linked to institutions and organizations that can construct a transcript of valid credits earned or transferred, would provide a sufficient test of the utility of more permanent service centers later. Such an experiment would be a good guide to planners of the scope and magnitude of the demand for post-secondary testing and assessment, but would require a relatively modest investment.

One service that exists outside of Iowa that may hold special advantages for Iowa adults at a cost saving to the state is the learning validation function. Both the Regent's External Degree program in New York State and Thomas A. Edison College in New Jersey assess previously acquired knowledge through a variety of means, establish transcripts of acceptable work, and grant appropriate degrees. Both programs now operate multi-state. The New York program has recently concluded discussions with the American College Testing program in Iowa City that will enable residents in many states to take CPEP and other examinations, and Edison has a similar arrangement

for crediting CLEP examination results through the College Board test centers. Personal assessment of a more complex nature is available in the home states, but the clear potential exists for a liaison institution or program in Iowa to provide this service in the mid-west region under contract with one of the eastern institutions.

Typically, assessment leads to the recommendation for more creditable academic work, for it is a rare person indeed who can qualify for a New York Regent's or a Thomas A. Edison degree solely on the basis of previous learning. Thus a validation function in Iowa would serve as a source of new students for Iowa's institutions. We suggest this service begin in a modest cooperative basis but if demand becomes sufficient to warrant it, an independent Iowa validation service may evolve.

Financial aid for the part-time learners is a knotty question that is being argued in the halls of Congress, in Iowa, and in other state legislatures (Pennsylvania and Massachusetts). The National Advisory Council on Extension and Continuing Education has prepared a pamphlet, "Continuing Education: Right or Privilege" (1975) which contains a number of recommendations for amendments to the student financial assistance provision of Title IV of the Higher Education Act, allowing federal assistance to be broadened to encompass the part-time learner. This battle and others (see especially the plan for an educational entitlement fund being refined by

the New York State Department of Education's Adult Education Project) will be fought regardless of what happens here.

But we believe that much can be done now in Iowa to support needy adult part-time learners, if all the potential sources of support are systematically included in a search.

Such sources include outright student assistance provisions by state and municipal authorities, philanthropic foundations, business and larger employers (particularly for their own employees and their families), labor and professional unions, farm and business associations, women's groups, and other state and local sources. Banks can be urged to give favorable rates for educational loans to employed adults. (The state government can be a powerful instrument here, providing incentives for banks to comply in this regard.)

Educational institutions themselves can make substantial contributions to this effort by removing self-restrictive provisions of their own scholarship and loan funds, and give the part-time student an equal chance to receive aid, tuition remission in certain circumstances, and loans.

Often overlooked sources of support for the nontraditional learner are work-study and cooperative education programs, usually designed for the young apprentice. Many of these programs can be reconceived and redesigned to suit adult circumstances and to maximize opportunities for the recognition and crediting of previous learning and accomplishment. Potential cooperating businesses and other organizations should be canvassed for this purpose.

The point here is that Iowa need not wait for word from Washington on the possibility of increased student assistance funds for classes of people outside the usual categories. If the statistics gathered in this study hold true in practice, the low income potential learner will need encouragement and support if he or she is to benefit from the increased opportunities we call for.

Problem 5: Cooperation and Coordination of Role and Function

It should be clear by this time that the study team favors a statewide, coordinated approach to meeting the needs of the nontraditional learner despite evidence from other states that cooperation and coordination is difficult to achieve. The typical case is that a single institution (like Upper Iowa College) or a single system (like the Regents' universities), devise and develop its own programs in response to needs and utilizing existing resources as it sees them. This has led to some successful and imaginative institutions and programs as Chapter III has demonstrated.

But this approach tends to be very unbalanced (and inherently unfair), leaving whole categories of potential learners ignored while focussing on the favored few who fit the needs of the institution. A body charged with statewide coordination should not let this happen, or if it does, should help devise programs to fill the voids. This is the thrust of our next recommendation.

## Recommendation 5

*Meeting the educational needs of the nontraditional learner should be a cooperative effort by all relevant institutions and organizations coordinated statewide.*

In Iowa, authority is decentralized in the institutions, but the only officially mandated statewide planner and coordinator is the Higher Education Facilities Commission. The Commission must presently operate with only tact and persuasion in their armory, but in service of the adult citizen we believe the Commission should be strengthened to assume a key central role. The organizations and institutions controlling large segments of the learning resources must, as much as possible, allow the Commission latitude in planning statewide efforts, and in negotiating for the programs and services the Commission feels are essential.

This general recommendation caused several members of the HEFC Advisory Committee overseeing this study great concern. There are at least three informal coordinating committees in Iowa which have traditionally been the mechanism by which institutions worked out their plans and problems with one another. These groups of concerned individuals have been an effective force in the State over the years, although enjoying no official status, and without adequate budget or staff support.

The study team strongly feels, however, that the time is now passing when these committees, working relatively independently, can manage to coordinate the complicated interlocking arrangements which this report favors. We urge them to pool their efforts with those of the HEFC to provide the Commission a single, unified basis for statewide planning and coordination.

Problem 6: The Information System.

It was discovered while completing the institutional survey that wide differences in conception and terminology exist between and among Iowa's postsecondary institutions. Program designation and categorization was the most salient problem insofar as this study was concerned, but it was clear to us that other data on relevant characteristics of learners, facilities, communities, businesses, media, and other variables important to the implementation of lifelong learning in Iowa either do not exist or exist in incompatible ways. Institutional data across systems and by level (including the primary and secondary system) could also be improved. The lack of continuously available, reliable data is a positive barrier to effective planning, we feel, and leads to our final recommendation:

Recommendation 6

*Steps should be taken to expand, articulate and routinize the collection of data in Iowa relevant to effective planning for lifelong learning.*

Most postsecondary data is collected by various institutions for their own planning and program improvement purposes or for reporting to the U.S. Office of Education. But the need for information for planning and coordination by the HEFC goes far beyond institutional needs, and is more detailed and comprehensive than Washington's. We feel that the Commission needs help in devising and implementing a comprehensive data collection and analysis plan, for the persuasiveness of the Commission's arguments rests to a large extent upon the accuracy of its facts.

There are several data base resources which are, of course, already in use - the census data, and the National Center for Educational Statistics studies and HEGIS reports. Gross enrollment data from the institutions is useful to a point, but one must collate this with the characteristics of the enrollees if one is to plan for greater utilization of the state's resources. For example, such data could quickly explain why Iowa ranks so low in percent of part-time enrollment (see TABLE 2, page 26), a question that perplexed us.

We have learned that the Commission has agreed to explore what help can be gained from the National Center for Higher Education Management Systems (NCHEMS) resources, located with the Western Interstate Commission on Higher Education (WICHE) at Boulder, Colorado. NCHEMS has extensive experience and in its State Level Information Base (SLIB) program can provide useful procedures for the systematic collection of a continuous flow of usable data.

In addition to this collection system, we suggest that space potentially available in public buildings be monitored. As the demographic base shifts over time and classroom and other space in primary and secondary schools becomes less in full-time demand for the schools' primary purpose, the expansion of programs for adult, part-time learners may usefully be integrated into these facilities, reducing the need for relatively expensive capital expenditures. We are well aware that space utilization arrangements are already

a routine part of the area colleges' programs, but we feel that the central coordinating agency should also know what resources exist, particularly in the less well served planning areas.

A constant danger in any highly structured management information system is that the system itself stifles creative responses to new learning needs by requiring common reporting and transfer formats. This danger is particularly evident in nontraditional programs as has been reported by some of the very unconventional institutions referred to in Chapter III. (Meeth, R. L., 1975).

For example, credit-hour based transcripts and degrees hampers the development of competency based educational programs, and the free transferability of evidence of academic progress. Strict FTE formula funding may inhibit institutions from developing and encouraging the use of credit by examinations, or advanced placement by examinations. And the lack of an accounting system for adult continuing education leads to a vacuum of knowledge about the non-credit adult student.

The expanded use of the Continuing Education Unit (CEU) may provide a help on this latter point. There is already a state plan in Iowa urging the use of the CEU in all Iowa institutions (Continuing Education Unit, March 1974), but not all institutions participate, and clearly, few institutions use this system to gather statistical data on adult learners. The CEU could provide a vehicle to begin to "track" the adult learner's behavior.



Finally, we suggest that the Commission continuously monitor the public's needs for programs and reactions to the services recommended in this report. The field poll used in this study is an important state resource for further development. Continual questioning of the Iowa adult population on issues raised in the first poll over the next several years should provide an incomparable opinion-base for planning purposes. Single questions, or sets of two or three, are not expensive, and the feedback is rapid. We feel that field polling is a useful and important component of a comprehensive data management program, and we suggest that the HEFC should consider its use routinely.

## SUGGESTIONS FOR THE SEGMENTS

In order to approach the six recommendations contained in this report, each segment of the post-secondary community in Iowa will have to take an active part in the planning and implementation of those aspects of the educational resources appropriate to it. We do not propose a master plan for the state; neither do we have a blue print in mind now that would satisfy all our findings. Rather, we hope that many of the ideas we have stressed and the data we have relayed can be successfully integrated into a comprehensive approach developed with the assistance of the Commission to meet the state's educational needs for the nontraditional learner in the last quarter of the century.

Here are a few suggestions for each segment to consider. These are not exhaustive, only illustrative of the kinds of actions and decisions we favor:

### Regent's Universities

- Consider developing a systemwide policy with respect to lifelong learning; encouragement of competency-based education for mature learners; encouragement of part-time, external, independent learning by liberalizing residency requirements; encourage credit by examination options.

- Make a concerted effort to equalize access and services for part-time learners across the state; examine rules for part-time students so as to remove unintended barriers. Consider a tele-network for achieving equal access.
- Examine the Regent's External B.L.S. Degree Program proposal in light of the needs developed in this report, and integrate the resulting program into the statewide effort coordinated with the HEFC and the joint efforts of other segments in the state.
- Consider opening up a variety of non-degree related options (by expanding the continuing education programs, primarily) and integrating them into similar efforts by other segments; make provision for program co-sponsorship, work-study, or cooperation with community organizations and business firms.
- Explore cooperative assessment and validation programs with institutions and organizations out of state which are experienced in this regard, or work with the HEFC to establish a new regionwide service.
- Consider forming a consortium with private institutions in Iowa offering graduate programs and with other graduate schools in nearby states to develop additional external graduate programs in several high priority subject areas.

- 7
- ● Determine if the three institutions can re-orient and expand their various student services to better meet the needs of adult learners.
  - Encourage follow-up studies of potential markets for new programs.
  - Review barriers to the utilization of financial aid funds for part-time, off-campus learners.
  - Think about ways of establishing an atmosphere in the three universities which will be conducive to the gradual shift in emphasis toward the concept of lifelong learning, and encouraging the development of imaginative programs to implement it.

The Private Colleges and The Iowa Association of Private Colleges and Universities

- Each private college is urged to consider adopting a policy to expand opportunities for the non-traditional learner; to actively encourage adult part-time attendance, credit by examination, and adult-oriented programs.
- Each college should consider developing joint programs with other institutions and organizations in its region to meet the kinds of learning interests and needs apparent in this report.
- The Iowa Association of Private Colleges and Universities may provide the vehicle for a consortium to extend new programs to new areas of the state, to

provide a common terminology and procedures for part-time adult students, and to act as a forum whereby each private college may make its views known to others on the questions raised in this report.

- The colleges should consider joining with institutions and organizations out of state to assist in the gradual realignment of faculty toward the adult student, to help develop skills in assessment of previous learning, to acquire teaching-learning resources that expand faculty coverage to new audiences, and to become familiar with the concepts of lifelong learning.

#### Area Colleges and The Department of Public Instruction

- The DPI and the area colleges ought to reexamine their program development and planning area emphasis so as to equalize access for Iowa citizens. Each college need not offer every program, but every area ought to have provision whereby residents have access to each program.
- The DPI should consider a policy whereby space, faculty time, and other services may be purchased, leased, or borrowed from other educational resources, institutions, or public agencies for the effective redeployment of educational opportunities.

- If the area colleges do not have the resources for degree programs in all regions of the state, they should consider a program of purchasing educational services from private colleges at public institution rates for Iowa residents, similar to the Hudson Community College Consortium (see Chapter III).
- A multi-media approach to the Associate of Arts Program may be obtained from the Universal College Program (Azusa Pacific College in California is the parent institution), the Chicago TV College or some other source such as the External Studies Program of the University of Pittsburgh. An arrangement to more fully utilize University of Mid-America programs seems in order.
- The DPI might consider redefining the area college programs to better fit multi-segment definitions, with special attention to "adult" programs. Adults enroll in all programs; thus short-term enrichment, recreational, and continuing education programs need a more appropriate designation. The CEU may be more consistently utilized to help area colleges "track" the part-time, non-credit learner.
- The DPI has a special responsibility to provide lifelong learning opportunities to all Iowa citizens. Thus it should take a leading role in assisting the HEFC in planning, in conducting

follow-up studies of learning needs, in developing a data base, and in actively seeking out joint programs with private colleges, industrial firms, business schools, and community organizations. Attention should be paid to the demonstrated needs for technical and industrial trades opportunities.

#### The Higher Education Facilities Commission

- We suggest that the Commission adopt the SLIB management information collection system in concert with the segments such that planning alternatives and their consequences are clearly revealed, and expand the data base to include a continuous monitoring of public opinion and preferences through a polling service.
- Objectives based upon analysis of these data should be formulated, and annual reports should be made to the public on progress in meeting those objectives.
- HEFC should monitor progress in meeting the recommendations contained in this report; convene planning meetings on each objective and assist in devising the means by which the triple goals of a) balancing opportunities, b) expanding opportunities, and c) providing supporting services are met.
- HEFC should take a leading part in discussion with the education "periphery", the business community,

labor; external validating institutions, the state legislature, and other important partners in the business of serving society's learning needs. The goal of these discussions should be the realization of lifelong learning opportunities for all citizens.

- If a workable plan for a statewide external degree program, containing provisions for home-based study toward personal goals, credit by assessment and validation, counseling, and other supporting services does not emerge, consideration should be given to setting up a separate institution similar to the ICC proposal, but containing somewhat different operational arrangements.
- The Commission should monitor the efforts each segment has made to inform the public of non-traditional opportunities, programs and services, and consider providing additional public information assistance itself.
- Consideration should be given to the Commission's role in developing a financial aid fund for adult part-time learners (especially for the homemakers who want to turn to a new career; and the low income, low previous education groups in the Iowa population).



### The Private Business Schools

- Consideration should be given to adjusting programs to include part-time older, home-based learners from a wide region.
- Agreements and contracts with colleges, business firms, labor unions, and others to provide for these new learners ought also to be considered.
- Work-study and cooperative arrangements with major employers (including municipal workers) might be developed to reduce the cost of business study for individuals.

### The State Legislature and The Governor

- The education staff of the governor's office and the legislative committees concerned with work and education should become familiar with the concepts of lifelong learning and convey these ideas to their respective policy makers.
- Special consideration should be given to public policy alternatives for portions of the Iowa population who may need further education and learning opportunities to better themselves and their life circumstances. This includes potential new learners from the presently unemployed; and low income, low previous education citizens.

- Legislative alternatives should be debated that would effectively reduce the cost of further education for low income adults. These debates should include: 1) ways of providing incentives for banks to lower interest rates for educational loans; 2) the development of public policy legislation to assist working adults to partake of recurrent and intermittent education at various times throughout their lives; and 3) the consideration of incentive support for public institutions which demonstrate a commitment to lifelong learning.
- Special legislative consideration ought to be given to the idea of using public financial aid funds to equalize the cost of education for working and part-time learners who choose to continue their education in private institutions.
- The most immediate need is for the legislature and the governor to recognize The Higher Education Facilities Commission as the single statewide postsecondary planning and coordinating agency in Iowa, and to provide the additional financial support necessary for the Commission to carry out the important role outlined for it in this report.

## SUMMING UP

We began this report with a quotation from a housewife in Ottumwa. Since it should be clear to the reader that we fully agree with her, we shall repeat it:

*"I really feel that all people at all times should have access to educational opportunities. Men, women, young, old and anyone else who wishes to learn or makes a commitment to want to learn should have the opportunity. All modes of communication should be used and all segments of life and living problems should be offered."*

At the start of this final chapter, we used projections of the learning population in the year 2000 to emphasize the potential magnitude of the national enrollment. For Iowa this projection holds true in spades. The demographic figures for Iowa project that an even larger percentage of the population in 2000 will be adults and/or retired than is likely to be true in all but a handful of states. Thus the planning for educational services to that large group of citizens - the nontraditional learner of 1976 - should be the primary objective of most educational institutions and organizations. We have tried to set down the elements of those services, and to point the way for various segments of the post-secondary community to cope with these population changes.

If Iowa is successful in adapting its educational enterprises to this end - and we fully expect it will be, for Iowa has an enviable history of success in this arena - the nontraditional learner will not only be well served, he will indeed have become the traditional learner in the third era of American higher education.

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APPENDIX I

Iowa Market/Opinion Poll Survey instrument. . . . . 258

Cover letter accompanying institutional survey. . . . . 270

Institutional Resources Survey instrument . . . . . 272

Cover letter accompanying enrolled student survey . . . . . 287

Enrolled Student survey instrument. . . . . 289

Letter accompanying adult resident survey. . . . . 297

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IOWA MARKET/OPINION SURVEY  
(State Sample)

IMOS SUPPLEMENTARY QUESTIONNAIRE INSTRUCTIONS

This questionnaire will be either inserted inside of the Iowa Poll questionnaire or will stand alone and be asked as a complete questionnaire in itself.

WHEN INCLUDED AS PART OF TOTAL IOWA POLL

Ask the questions in this section after question 200 on the main questionnaire. This section is very important and must not be left out. After completing this section (question 315) return to the control section, question 100, on the main questionnaire and complete the interview.

WHEN ASKED AS A SEPARATE QUESTIONNAIRE

Most assignments have additional supplementary marketing questionnaires with no white questionnaire attached. Introduce yourself by using your usual Iowa Poll identification. These questionnaires are self-contained and include all necessary control questions. When this questionnaire is asked as a separate unit, question 315 is deleted.

THE QUESTIONNAIRE

- INTRODUCTION Read the introduction exactly as written. Do not skip it as it is important for the respondent to understand the topic.
- Question 301 Read the list and check the appropriate box. If respondent answers "no" to all of them; check "no, not now a student".
- Question 302 Read the list and check only one answer. If respondent answers "no, not now interested in engaging in further learning", skip to question 312, otherwise continue with question 303.
- Question 303 Use CARD A with this question. Give the respondent time to look over the card. do not rush them. Record as many answers as the respondent gives.
- Question 304 This is a long question, take your time with it. Give respondent time to look over the card. Do not rush them. Use CARD B and record a responses given. Be sure to mark the correct box which corresponds to the subjects mentioned by the respondent. Ignore the numbers to the left side of the box, they are for office purposes only. This question continues on page 3.
- Question 305 Again use CARD B with this question. You may have to read back to the respondent the choices they made in 304 in order for them to answer this question. Be sure to write in the name and the number of the subject chosen. Following this question is an introduction to questions 306-311. Read it to the respondent and insert the subject chosen in question 305 in the appropriate spot when reading this introduction.
- Question 306 Be sure the respondent understands this question, you may have to repeat it. Do not read the list, just check the one closest amount.
- Question 307 Do not read the list, just check the category which includes the respondent's answer.

- Question 308. If respondent answers "yes", ask the dependent part and use CARD C. Record only one answer.
- Question 309. Use CARD D with this question. Record only one answer.
- Question 310. Read answer from question 309 in space provided in this question. Use CARD E with this question. Record only one answer.
- Question 311. This question has two parts, be sure to ask both parts and record an answer for each part.
- Question 312. Ask everyone this question. Use CARD F and record as many answers as the respondent gives. If the respondent mentions some other way of learning, check the appropriate box and write in the answer in the space provided.
- Question 313. Use CARD G with this question. Do not rush the respondent and record as many answers as the respondent gives.
- Question 314. Use CARD H with this question. Record all responses given. If respondent has another reason, check the appropriate box and write that reason in the space provided.
- Question 315. Read the transition phrase for this question. If the respondent has an opinion, ask the dependent part of this question.

NOTICE: This question is included only in the questionnaire inserted in the regular Iowa Poll ballot. This is intentional.

Buff questionnaires included with white questionnaires:

After completing question 315, return to the control questions (q. 100) on page 4 of the white questionnaire and complete the interview.

Buff questionnaires not included with the white questionnaires (self contained).

Continue with the control questions numbered 400 through 405 and complete the required information on page 8 of the buff questionnaire.

GENERAL

The questions in this section are longer and more involved than the normal Iowa Poll questions. Take your time both in reading the question and in getting a response. Do not rush the respondent.

OUTLINE OF IOWA POLL  
SAMPLE DESIGN AND  
RESPONDENT SELECTION

---

The 800 personal interviews were conducted among state-wide Iowa adults (18 years and over) in their homes by professional, independent interviewers.

The sample design is a multi-stage area probability design, constructed to be representative of all Iowa households.

Using the 1970 Census as a source of household and population statistics, the stages of selection are made as follows:

1. Sample locations (cities, towns, farm locations)
  - a. The seven metro counties in Iowa are automatically included.
  - b. Selection of other cities, towns, and farm interviewing locations is made by a random, stratified process from geographically grouped county clusters.
2. Interviewing segments (blocks or rural townships)
  - a. 1970 Census block statistics are used where available, to insure random selection of census tracts and blocks.
  - b. In the absence of block statistics, blocks are randomly selected from city telephone directories.
  - c. Townships are selected using probabilities based on the number of households in the township. Farm selections are in turn systematically chosen from townships.
3. Households
  - a. Interviewing starts at an assigned point on a block, which is rotated throughout the sample. The interviewer proceeds counter-clockwise around the block until a quota of four interviews per block is reached. Two call-backs are allowed.
  - b. Farm interviews move counter-clockwise around farm sections, calling on both sides of the road, until their farm quota is completed.
4. Respondents
  - a. One respondent 18 years or over is interviewed per household.
  - b. The interviewer first asks to interview the youngest male (18 years or over) at home. If there is no male at home, then the oldest female (18 years or over) is asked for.
  - c. Interviewing is conducted after 3:00 p.m. on Monday through Friday and all day on Saturday. There are no time restrictions on farm interviews.

B. 218

# IOWA MARKET/opinion survey

## Unanalyzed total percentages

### Added

The next series of questions has to do with your possible interest in further education for yourself -- education that could help you in your job or in other ways help make your life more satisfying or productive.

301. First, are you in fact engaged at the present time in any kind of education beyond high school? (READ LIST; RECORD ONLY ONE ANSWER)

- 4 1  Yes, a full-time student
- 3 2  Yes, as a part-time student taking at least one course for credit toward a degree or certificate
- 2 3  Yes, as a part-time student taking at least one non-credit course
- 91 4  No, not now a student

302. Within the next two years, would you like to engage in some form of further learning beyond high school -- for example, take a course or begin a program of learning, either for credit or not for credit? (READ LIST; RECORD ONLY ONE ANSWER)

- 12 1  Yes, would like to engage in further learning and definitely plan to do so
- 18 2  Yes, would like to engage in further learning but have no definite plans yet
- 6 3  Possibly, but difficulties would have to be overcome
- 64 4  No, not now interested in engaging in further learning

\* IF "NO", SKIP TO QUESTION 312, OTHERWISE CONTINUE WITH QUESTION 303

303. (SHOW CARD A) For which of the reasons listed on this card are you interested in further learning? Tell me all the reasons you would consider important in your decision to pursue further education. (RECORD AS MANY AS RESPONDENT MENTIONS)

- 35 1. Meet new people, get away from daily routines, get involved in something new.....1
- 29 2. To work toward a degree (to resume college work that was interrupted, for example).....2
- 65 3. To be better informed; gain new knowledge, cultural enrichment, etc...3
- 54 4. For personal satisfaction, personal happiness.....4
- 20 5. To deal more effectively with personal or family problems.....5
- 24 6. To learn more about how to solve community problems, or to bring about change in the community.....6
- 51 7. To improve my income.....7
- 43 8. To prepare for a job (or a new job).....8
- 37 9. For a job requirement, to perform the job better, to get a promotion...9
- 3 10. Other reason not listed above.....X
- 11. Undecided.....R

304. (SHOW CARO B) listed on this card is a wide variety of subjects and skills which people might wish to study or learn. If you had your choice, and didn't have to worry about cost, class scheduling, or your normal responsibilities, which of these interest you enough to spend a fair amount of time learning them? Tell me as many as you want. (RECORD ALL THAT RESPONDENT MENTIONS)

	total	percentages:
1. AGRICULTURE, including farming, agronomy, animal husbandry, farm economics.....	1	<input type="checkbox"/> 13
2. ARCHITECTURE, including city planning, landscaping.....	2	<input type="checkbox"/> 13
3. BASIC EDUCATION, such as reading skills, basic math, writing, etc.....	3	<input type="checkbox"/> 12
4. BIOLOGICAL SCIENCES, such as biology, botany, zoology, basic medical sciences.....	4	<input type="checkbox"/> 12
5. BUSINESS SKILLS, such as typing, dictation, filing, bookkeeping, accounting.....	5	<input type="checkbox"/> 26
6. CHILD DEVELOPMENT, such as parenthood, child care.....	6	<input type="checkbox"/> 22
7. CITIZENSHIP, including American Institutions, civics.....	7	<input type="checkbox"/> 7
8. COMMERCIAL ART, such as design, fashion, graphics.....	8	<input type="checkbox"/> 15
9. COMMUNICATIONS, ARTS/MEDIA, including journalism, radio & TV, advertising.....	9	<input type="checkbox"/> 17
10. COMMUNITY ORGANIZATIONS AND PROBLEMS, such as local government, school issues.....	X	<input type="checkbox"/> 15
11. COMPUTING SCIENCES, such as data processing, programming, statistics.....	1	<input type="checkbox"/> 15
12. CONSUMER EDUCATION, such as money management, buying, credit, home economics.....	2	<input type="checkbox"/> 20
13. COSMETOLOGY, including beautician training, styling, barbering.....	3	<input type="checkbox"/> 7
14. CRAFTS, such as weaving, pottery, woodworking.....	4	<input type="checkbox"/> 33
15. CREATIVE WRITING.....	5	<input type="checkbox"/> 12
16. EDUCATION, teacher training for certification.....	6	<input type="checkbox"/> 12
17. ENGINEERING.....	7	<input type="checkbox"/> 12
18. ENGLISH LANGUAGE TRAINING.....	8	<input type="checkbox"/> 5
19. ENVIRONMENTAL STUDIES, ecology, conservation.....	9	<input type="checkbox"/> 15
20. FINE AND PERFORMING ARTS, such as painting, music, drama, dance, photography, filmmaking.....	X	<input type="checkbox"/> 22
21. FLIGHT TRAINING, including soaring, ballooning.....		<input type="checkbox"/> 15
22. FORESTRY, including ranger training.....		<input type="checkbox"/> 15
23. GARDENING, cultivation of flowers, vegetables, fruits.....	3	<input type="checkbox"/> 30
24. GREAT BOOKS.....	4	<input type="checkbox"/> 9
25. HISTORY, such as European, U.S. Constitution.....	5	<input type="checkbox"/> 15
26. HOME AND APPLIANCE REPAIR, maintenance.....	6	<input type="checkbox"/> 22
27. HUMANITIES, such as literature, poetry, art & music appreciation, philosophy, classics.....	7	<input type="checkbox"/> 15
28. INDUSTRIAL TRADES, such as welding, carpentry, electronics.....	8	<input type="checkbox"/> 19
29. INVESTMENT, such as financing, banking, stocks, bonds.....	9	<input type="checkbox"/> 19
30. LABOR AND INDUSTRIAL RELATIONS, unions, cooperatives.....	X	<input type="checkbox"/> 8
31. LANGUAGES, such as French, Chinese, Spanish.....	1	<input type="checkbox"/> 17
32. LAW, including paralegal.....	2	<input type="checkbox"/> 8
33. LIBRARY SCIENCE.....	3	<input type="checkbox"/> 2
34. MANAGEMENT, business administration, hotel management.....	4	<input type="checkbox"/> 15
35. MEDICAL TECHNOLOGY, such as dental assistant, X-ray.....	5	<input type="checkbox"/> 7
36. MEDICINE, including dentistry, osteopathy, pharmacology.....	6	<input type="checkbox"/> 7
37. NURSING.....	7	<input type="checkbox"/> 12
38. OCCULT SCIENCES, such as astrology, ESP, tarot, telepathy, etc.....	8	<input type="checkbox"/> 6
39. PERSONAL PSYCHOLOGY, such as encounter groups, awareness training, understanding emotions.....	9	<input type="checkbox"/> 16
40. PHYSICAL FITNESS AND SELF DEFENSE, exercising, karate.....	X	<input type="checkbox"/> 24

304. Continued.

- 41. PHYSICAL SCIENCES, such as physics, chemistry, math, geology, astronomy.....1  6
- 42. PUBLIC AFFAIRS, such as current events, world problems, politics.....2  16
- 43. PUBLIC AND CITY SERVICES, such as fire science, law enforcement, sanitation.....3  6
- 44. PUBLIC SPEAKING.....4  9
- 45. REAL ESTATE, INSURANCE.....5  10
- 46. RELIGIOUS STUDIES, such as Bible, comparative religion, yoga, TM, etc.....6  13
- 47. SAFETY, such as first aid, home or water safety.....7  13
- 48. SALESMANSHIP, MARKETING.....8  9
- 49. SEWING, cooking, home crafts.....9  25
- 50. SOCIAL SCIENCES, such as economics, ethnic studies, government, psychology, sociology.....x  16
- 51. SPORTS AND GAMES, such as boating, bridge, fishing, golf, swimming, tennis.....1  25
- 52. TAXATION, tax law.....2  14
- 53. TECHNICAL SKILLS, such as auto mechanics, TV repair, drafting, machine maintenance.....3  14
- 54. TRAVEL, living in a foreign country.....4  24
- 55. OTHER CHOICE NOT LISTED ABOVE.....5  4

305. (CONTINUE TO SHOW CARD B) Which one subject or skill, of those chosen in the previous question, are you most likely to study or learn in the next two years, if it were conveniently available and economically possible? (WRITE IN NUMBER AND NAME OF SUBJECT CHOSEN)

(Number) (Name)

The next six questions refer to the subject or skill you have just chosen, which was (READ NAME OF SUBJECT CHOSEN IN QUESTION 305, AND ASK QUESTIONS 306-311). Keep it in mind as you answer them.

306. Regardless of how long this skill or subject normally takes to learn, or how costly you expect it might be to learn it, how much money would you actually be willing to spend to acquire this skill or knowledge? I am interested in the total amount you feel this is worth to you to learn. (DO NOT READ LIST; RECORD THE ONE CLOSEST AMOUNT)
- 4 1  Not willing or not able to spend anything
  - 5 2  \$1 - \$25
  - 4 3  \$26 - \$50
  - 7 4  \$51 - \$100
  - 9 5  \$101 - \$300
  - 9 6  \$301 - \$600
  - 9 7  \$601 - \$1,000
  - 12 8  \$1,001 - \$2,500
  - 20 9  Over \$2,500
  - 21 X  Not sure what I am willing to pay
307. About how many hours per week altogether would you want to devote to your studies to acquire this knowledge or skill, including class time, homework, travel time, and so forth? (DO NOT READ LIST; RECORD THE ONE CLOSEST AMOUNT OF TIME)
- 18 1  5 hours or less per week
  - 18 2  6 - 9 hours
  - 24 3  10 - 19 hours
  - 10 4  20 - 29 hours
  - 6 5  30 - 39 hours
  - 17 6  40 hours or more
  - 7 7  Not sure how many hours

308. Would you want to earn credit toward a degree or certificate for the study you chose?
- 65 1  Yes\*  
 32 2  No  
 3 3  Undecided

\* IF "YES", ASK: What kind of degree or certificate are you interested in? (SHOW CARD C; RECORD ONLY ONE ANSWER)

- 19 1. A statement of satisfactory completion of the course or program, e.g., for possible use in job advancement..... 1
- 11 2. A public school certificate that would permit me to engage in teaching, counseling, special education, etc..... 2
- 15 3. Certificate or license needed for other specific occupation (beautician, electrician, real estate salesperson, etc.)..... 3
- 7 4. AA, Associate of Arts, community college degree... 4
- 15 5. BA, Bachelor of Arts, or other four-year college degree..... 5
- 14 6. MA, Master of Arts, or other Master's degree..... 6
- 10 7. Graduate or professional degree (Ph.D., M.D., Law Degree, etc.)..... 7
- 5 8. Other degree or certificate not mentioned here..... 8
- 5 9. Undecided..... 9

309. There are many places people can go to study or learn. In view of your work and family commitments, life style and so forth, where would you most likely be able to engage in learning the subject or skill you have chosen? (SHOW CARD D) Assume that all the locations listed on the card are fully creditable toward a degree, or for satisfying whatever reasons you have for pursuing further learning. Please indicate the one institution or place you feel is most appropriate for you. (RECORD ONLY ONE ANSWER)

- 7 1. At home, through correspondence courses, radio or TV courses, or a combination of these..... 1
- 2 2. At your place of work..... 2
- 1 3. With a private tutor..... 3
- 6 4. At a new type of college, where one does mainly independent study together with short periods of time with other learners, a "college without walls"..... 4
- 1 5. At a library, museum, YMCA, church or other community agency..... 5
- 12 6. At an adult learning center that would be located from five to thirty miles from your home... 6
- 8 7. At a local high school..... 7
- 7 8. At a private vocational, trade, or business school..... 8
- 22 9. At your age community or junior college campus..... 9
- 10 10. At a private college or university..... 10
- 13 11. At a campus of one of the three Regents (State) Universities in Iowa..... 1
- 4 12. At a university, college, or school in a neighboring or other state..... 2
- 1 13. At another place not listed above..... 3
- 6 14. Undecided..... 4



310. (SHOW CARD E) Which of these is the chief reason for your choosing (ANSWER GIVEN IN QUESTION 309) as a location most appropriate for your further study? (RECORD ONLY ONE ANSWER)

970

- 46 1. Convenience.....1
- 23 2. Programs are offered that I want.....2
- 2 3. Prestige of the institution.....3
- 5 4. Cost.....4
- 8 5. Will be most comfortable with the people -- instructors, students -- there.....5
- 6 6. Will generally enjoy studying there the most.....6
- 5 7. Other reason not listed above.....7

(Undecided = 5)

311. If you were to decide today to pursue the subject or skill you chose earlier.....

- 75 (a) Do you feel you know who to see to give you expert advice about learning opportunities? 1  Yes, I know who to see to get expert advice
- 18 2  No, I don't know who to see
- 7 3  I'm not sure who to see
- 80 (b) Do you feel you know where to go to sign up? 1  Yes, I feel I know where to go to sign up
- 16 ~~to go to sign up?~~ 2  No, I don't know where to go to sign up
- 4 3  I'm not sure

This is the end of the questions specifically related to the subject or skill you chose earlier. The last questions are about your feelings about education in general.

**ASK EVERYONE:**

312. Whether or not you plan to pursue any further education in the next two years, there are a number of ways people can study or learn. (SHOW CARD F) In view of your work and family commitments, life style and so forth, which of the ways listed on this card are possible and appropriate for you? (RECORD ALL THAT RESPONDENT MENTIONS)

76

- 24 1. On-the-job training - sponsored by your employer... 1
- 6 2. On-the-job training - sponsored by your union or cooperative... 2
- 14 3. Learning that combines work experience together with meetings with an instructor and other students... 3
- 12 4. Conventional classes that meet during the day at the nearest college campus... 4
- 18 5. Conventional classes that meet in the evening at the nearest college campus... 5
- 12 6. Classes during the day at a location within 5-30 miles from your home... 6
- 20 7. Classes during the evening at a location within 5-30 miles from your home... 7
- 6 8. Classes held only on weekends at a location that is convenient to you... 8
- 9 9. Courses using television or radio, with occasional meetings with your instructor... 9
- 5 10. Courses by newspaper... X
- 13 11. Independent study or projects, in consultation with an instructor at a convenient time and place... 1
- 16 12. Correspondence study at home... 2
- 5 13. Private lessons... 3
- 2 14. Other way of learning ~~see responses below after background questions~~ (Please tell the interviewer what you have in mind) 4
- 23 15. Undecided... 5

(None = 6)



313. (SHOW CARD G) Listed on this card are various services that could be provided by a comprehensive adult education program provided by a college or university. If you decide to continue your education, which of these services do you think you might use? (RECORD AS MANY AS RESPONDENT MENTIONS)

- 17 1. Take a course or other program of learning..... 1
- 6 2. Receive training in basic skills -- reading, writing, basic math, English language..... 2
- 9 3. Use a location provided by the program as a place to study..... 3
- 8 4. Discuss educational or career plans with a staff member..... 4
- 6 5. Personal counseling to help you solve personal or family problems..... 5
- 12 6. Obtain information about educational opportunities in the region -- where to find courses; how to use libraries, museums, etc.; where to take equivalency examinations; and so forth..... 6
- 14 7. Have the program staff evaluate learning that you have obtained outside of college -- through self study, on the job, through volunteer work, military experiences and the like -- for possible credit toward a degree or certificate..... 7
- 8 8. Testing to obtain advanced standing in a program of studies..... 8
- 14 9. Testing of strengths and weaknesses in various subjects or skills..... 9
- 12 10. Have the program staff assess your personal talents and competencies -- for potential personal growth, for living a more satisfying life, etc..... X
- 10 11. Establish a file or registry where you can send evidence of all your educational achievements and perhaps your job experiences, and through which the program can issue transcripts to schools, employers and others at your request..... 1
- 50 12. Not interested in using any of these services..... 2

314. (SHOW CARD H) Which of these are likely to be important reasons why you might not enroll in some kind of study in the next two years? Please indicate any factors that might prevent you from pursuing further education for yourself. (RECORD AS MANY AS RESPONDENT MENTIONS)

- 29 1. Cost (tuition, fees, books, transportation, etc.)..... 1
- 9 2. No college near enough that offers the courses I want..... 2
- 9 3. Courses that are available don't seem useful or practical to me..... 3
- 5 4. Courses that are available are not interesting to me..... 4
- 2 5. Courses I want are not scheduled when I can attend..... 5
- 24 6. My responsibilities at home prevent me from attending..... 6
- 19 7. My job responsibilities prevent me from attending..... 7
- 6 8. Transportation problems..... 8
- 10 9. Child care problems..... 9
- 2 10. I don't know how to get enrolled, where to get information, etc..... X
- 11. I don't think the instructors will understand my learning needs and problems..... 1
- 10 12. I don't have any reason or need for further learning..... 2
- 9 13. I don't think I have enough energy or stamina to continue my education..... 3
- 4 14. I'm not sure I could do the work..... 4
- 23 15. I think maybe I'm too old to go back to school..... 5
- 31 16. I am no longer interested in any more formal schooling..... 6
- 3 17. Other reason. See responses below after background questions..... 7

(Please tell the interviewer)

## SAMPLE COMPOSITION

The following table illustrates the demographic composition of the respondents taking part in this survey.

<u>Occupation of principle wage earner in family</u>	
Professional	10%
Managerial	8
Clerical	8
Sales	3
Craftment	14
Operatives	7
Laborers	6
Farmers	15
Unclassified	3
Service Workers	3
Retired	17
Unemployed	2
Widow not employed	4
Sample Base	(806)

<u>Education of respondent</u>	
Grade 1-8	16%
9-11 High School	12
12 (completed high school)	38
1-2 years college	11
3 years college	4
Completed college	9
Beyond college	4
Trade, vocation, business school	6
Sample Base	(805)

<u>AGE of respondent</u>	
18-20	4%
21-24	9
25-29	12
30-34	10
35-39	7
40-44	7
45-49	7
50-54	7
55-64	15
65 and over	22
Sample Base	(806)

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LABOR GROUP AFFILIATION

---

Yes, Union	23%
Yes, farm association	4
Yes, business association	4
Yes, service club	5
No, none of these	67
Sample Base	(803)

---

INCOME of family last year

---

Under <del>75,000</del>	14%
\$5,000-\$9,000	21
\$10,000-\$14,999	29
\$15,000-\$24,999	18
\$25,000 and over	10
Refused	8
Sample Base	(795)

---

SEX of respondent

---

Male	48%
Female	52
Sample Base	(805)

---

RESIDENCE

---

Metro (over 50,000 pop)	30%
City/Town	52
Farm	18
Sample Base	(787)

### Open-Ended Questions

(Summary of responses)

#### Question 312:

This question contained the alternative "other way of learning" which was checked by 2 per cent of those responding (14 cases). A special hand tab made of these questionnaires resulted in the following:

<u>Response</u>	<u>Number Of Cases</u>
Self teaching	3
Company financed classes	2
One day seminars	1
No response given	8

#### Question 314:

This question contained the alternative "other reason" which was checked by 3 per cent of those responding to this question (26 cases). A special hand tabulation was conducted on these questionnaires with the following results.

<u>Response</u>	<u>Number of Cases</u>
No reason not to continue	5
Currently in school	3
No time	2
When I needed it, I couldn't get it	1
Religious convictions	1
Can't go for two years	1
Would take only for fun	1
Company has own school	1
No response given	11

Midwestern Regional Office

College Entrance Examination Board  
990 Grove Street, Evanston, Illinois 60201  
(312) 869-1840

October 20, 1975

SAMPLE COVER LETTER ACCOMPANYING  
INSTITUTIONAL RESOURCES QUESTIONNAIRES  
SENT TO ALL IOWA INSTITUTIONS

Dear

In a recent letter (September 11, 1975) to you, Mrs. Willis Ann Wolff, Executive Director of the Higher Educational Facilities Commission of the State of Iowa, outlined plans for a statewide study of the non-typical student in Iowa. The project, funded by the U.S. Office of Education, will explore the demand for specific programs for the non-traditional student and the general knowledge of such programs already offered.

The office of New Degree Programs, an office jointly sponsored by the College Entrance Examination Board and Educational Testing Service, has been engaged to carry out research in connection with the study. One of our assignments is to inventory the many programs already functioning in Iowa to serve the non-traditional student. We would like to request your assistance in this aspect of the data collection by asking if you would have a member of your faculty or administrative staff most familiar with such programs at your institution complete the enclosed questionnaire.

In order for us to facilitate the completion of the questionnaire, would you return the enclosed postcard, giving us the name and title of the person who will be supplying the data. We intend to hold four workshops in the state during the week of November 3 - 7 to assist in interpreting questions pertaining to the data being collected. The attached sheet indicates the dates, times, and locations of the workshops. You might like to know that concurrently with this Inventory of Institutional Resources the Office of New Degree study team will be conducting a field poll of both prospective students and currently enrolled students, to assess the interest in and satisfaction with such programs throughout the state.

We appreciate and thank you in advance for your cooperation. If we can answer any questions about the project, please contact either of us.

I. Bruce Hamilton  
Educational Testing Service  
Project Director  
609-921-9000

Roy E. Halladay  
College Entrance Examination Board  
Project Coordinator  
312-869-1840

IBH/REH:bod

**SURVEY OF IOWA INSTITUTIONAL RESOURCES  
FOR NON-TRADITIONAL EDUCATION**

**SCHEDULE OF WORKSHOPS FOR THOSE INVOLVED  
WITH COMPLETION OF THE QUESTIONNAIRE**

The following sessions have been established for personnel involved in the completion of the survey questionnaire. Attendance will facilitate understanding of the intent of questionnaire items and agreement on definitions. If for some reason you are not able to attend one of the sessions but have questions, please feel free to contact either Bruce Hamilton or Roy Halladay (see covering letter).

**MEETING SITES AND DATES**

Private Institutions      Tuesday, November 4      10:00-12:00  
Drake University      Coordinator: Dr. Phillip Langerman

Area Schools      Tuesday, November 4      1:00-3:00  
Des Moines Area Community College, Ankeny  
Coordinator: Dr. Paul Lowery

Regents Universities      Wednesday, November 5      10:30  
University of Iowa, Iowa City  
Coordinator: Dr. Robert Ray

Business Schools      Thursday, November 6      1:00-3:00  
American Institute of Business, Des Moines  
Coordinator: Mr. Keith Fenton, President

SURVEY OF IOWA  
INSTITUTIONAL RESOURCES FOR NON-TRADITIONAL EDUCATION

PART I

SPECIAL PROGRAMS FOR NON-TRADITIONAL STUDENTS

The Iowa Higher Education Facilities Commission wishes to know if your institution offers any specially-designed programs based on new or unconventional forms of education free of the time or place limitations of traditional classroom instruction. (Programs refers to a collection of offerings around some common purpose or structure. Questions of definition will be resolved either in workshops or through communication with those responsible for the Survey.) They may be unconventional in any of the following ways:

*Type of Student Enrolled* - such as working adults, housewives, young and older adults motivated to study independently, or others who cannot easily come to the campus or do not wish to devote full-time to classroom work. (Full-time is defined as 12 or more semester hours.)

*Location of Learning, Experience* - such as regional center offerings, field work, home study, or other off-campus programs.

*Method of Instruction* - such as non-lecture or non-classroom teaching and learning methods, distinctive from those common in higher education.

The content of the programs may either be different from or the same as conventional courses or programs; but in either case they must be programs offered for non-typical groups of students or at an unusual location or in a novel way.

If your institution currently offers no such programs, please skip to Question 26 inside.

If your institution is planning such programs, there will be an opportunity for you to report such plans on the last page of this form.

PROGRAMS TO EXCLUDE

You do not need to mention any of the following types of programs:

*One-time Programs* - such as one-shot weekend workshops and non-credit lecture or concert series.

*Conventional Programs for Regular Students* - such as interdisciplinary majors, cluster colleges, independent study for full-time students, January intersessions, and remedial or compensatory education.

*Professional Programs at the Graduate and Professional Level* - such as continuing medical, legal, engineering management development programs, graduate education programs, etc.

LIST OF NON-TRADITIONAL PROGRAMS: If your institution currently offers any non-traditional programs apart from the three types mentioned previously, please identify them below by title or brief description and check the characteristics that make each of them particularly unconventional. (87 programs described)

1. DEGREE LEVEL: Check the highest certificate or degree awarded in each program. (71)
  1. Not a certificate or degree program 23.9%
  2. Certificate less than degree level 9.9%
  3. Associate degree only 36.6%
  4. Bachelor degree only 28.2%
  5. Graduate or Professional degree only 1.4%
  6. Other (please indicate)
  
2. LENGTH OF PROGRAM: Check the amount of work required for completion of each program. (If time and credit hours differ, reply in terms of credit hours.) (68)
  1. Less than six months 13.2%
  2. Six months to one year (up to 30 semester credits) 19.1%
  3. Up to two years (60 semester credits) 30.9%
  4. Up to three years (90 semester credits) 5.9%
  5. Up to four years (120 semester credits) 30.9%
  6. Other (please indicate)
  
3. FOCUS OF THE PROGRAM: Check all the areas of content that are emphasized in each program. (87)
  1. Same content as traditional curriculum 54.0%
  2. Occupational and career orientation 40.2%
  3. General or liberal studies 27.6%
  4. Social problems (ecology, etc.) 9.2%
  5. Recreation or leisure activities 2.3%
  6. Other (please indicate)
  
4. PRINCIPAL LOCATION OF LEARNING ACTIVITIES: Check the one primary learning site for each program. (77)
  1. Main campus 61.0%
  2. Regional learning or extension center 22.1%
  3. Business or industrial site 9.1%
  4. Community center, agency, or library 1.3%
  5. Home 6.5%
  6. Other (please indicate)





5. TYPES OF STUDENTS FOR WHOM THE PROGRAMS ARE DESIGNED: Check all major groups for which each program is aimed. (87)

- 1. Same age students as in conventional programs 40.2%
- 2. Military personnel 14.9%
- 3. Special occupational group 43.7%
- 4. Housewives 36.8%
- 5. Working adults 62.1%
- 6. Unemployed and economically disadvantaged 14.9%
- 7. People confined or beyond commuting distance 21.8%
- 8. Others (please identify the group)

6. AGE OF PROGRAM: Check the approximate number of years each program has been in operation. (87)

- 1. Less than one year 26.4%
- 2. One to two years 25.3%
- 3. Three to five years 26.4%
- 4. Six to ten years 8.0%
- 5. More than ten years 13.8%

7. CURRENT ENROLLMENTS: Check the approximate total number of individual students expected to enroll during the current academic year (September 1975 - August 1976). (87)

- 1. Under 25 28.7%
- 2. 25 to 100 36.8%
- 3. 101 to 500 19.5%
- 4. 501 to 1000 2.3%
- 5. Over 1000 12.6%

8. PLANNED ENROLLMENT: Check the direction that enrollment in each program is expected to take during the 1976-77 academic year. (87)

- 1. Much greater 11.5%
- 2. Somewhat greater 41.4%
- 3. About the same 43.7%
- 4. Smaller 3.4%

9. INTERINSTITUTIONAL RELATIONSHIPS: Check whether each program is conducted by your institution alone or as part of a cooperative interinstitutional operation. (87)

- 1. Conducted by institution alone 74.7%
- 2. Part of a cooperative operation with other educational institutions 10.3%
- 3. Part of a cooperative operation with non-educational organizations (business or industrial firms, hospitals, union, etc.) 14.9%

283

274

10. ADMISSIONS RESTRICTIONS: Please check *all* criteris used as admissions requirements for each program. (87)

- |   |       |
|---|-------|
| 1. Minimum age (please specify)   | 12.6% |
| 2. Sex (men only or women only)   | 1.1%  |
| 3. Ethnic background  | 1.1%  |
| 4. Low socioeconomic background   | 0.0%  |
| 5. High school diplons or equivalent  | 54.0% |
| 6. Must have completed some prerequisites and/or specific training before enrolling | 19.5% |
| 7. Meets state education code requirement   | 11.5% |
| 8. Satisfactory scores on standardized examinations (ACT, CEEB, CLEP, etc.)         | 9.2%  |
| 9. Certsin rank in high school class  | 3.4%  |
| 10. Other (please specify)  |       |

11. SEX OF STUDENTS: What proportion of the students in each program are male? (85)

- |                                 |       |
|---------------------------------|-------|
| 1. Few or none                  | 16.5% |
| 2. About one-quarter            | 11.8% |
| 3. About one-half               | 38.8% |
| 4. About three-quarters         | 14.1% |
| 5. All or <del>almost all</del> | 18.8% |

12. STUDENT AGE: Are *most* of the students in each program from any particular age group? (77)

- |  |       |
|--|-------|
| 1. Information unavailable               | 6.5%  |
| 2. Primarily 18 to 22 year olds          | 15.6% |
| 3. Primarily in middle to late 20s       | 22.1% |
| 4. Primarily in 30s and 40s              | 44.2% |
| 5. Approximately equal range of all ages | 11.7% |
| 6. Other (please specify)                |       |

13. CURRICULAR OPTIONS OR REQUIREMENTS: Please check *all* of the following features that apply to the curriculum of each program. (87)

- |  |       |
|--|-------|
| 1. Students may begin the program at <i>any time</i> (as opposed to <i>start of term</i> only) | 26.4% |
| 2. Students design their own <u>unique</u> program   | 28.7% |
| 3. Most or all of the curriculum is structured or prescribed                                   | 51.7% |
| 4. Learning contracts are devised between students and faculty                                 | 5.7%  |
| 5. Concentration or <u>major</u> is required   | 33.3% |

13. CURRICULAR OPTIONS OR REQUIREMENTS (Continued)

6. Distribution among courses (e.g., general education) is required	25.3%
7. Pacing of program is determined by students individually	42.5%
8. Course work at several different campuses is possible	29.9%
9. Students may earn degree or complete the program entirely on a part-time basis	51.7%

14. LEARNING OPTIONS: Please indicate how much of each of the following learning situations is used in the program by placing in the appropriate boxes a (1) indicating much use, a (2) indicating some use, or leaving a blank indicating no use. (87)

	(1)	(2)	(3)
1. Traditional classroom lectures	71.3%	13.8%	14.9%
2. Tutorial	8.0%	25.3%	66.7%
3. Programmed instruction	6.9%	26.4%	66.7%
4. Computer-assisted instruction	0.0%	8.0%	92.0%
5. Tape cassette instruction	4.6%	25.3%	70.1%
6. Talk-back telephone instruction	0.0%	2.3%	97.7%
7. Closed-circuit live talk-back television	2.3%	0.0%	97.7%
8. Closed-circuit TV or video-tapes with no talk-back	2.3%	17.2%	80.5%
9. Network radio or television	1.1%	10.3%	88.5%
10. Field work or cooperative work study	8.0%	18.4%	73.6%
11. Correspondence	4.6%	3.4%	92.0%
12. Occasional short-term campus residency	4.6%	9.2%	86.2%
13. Other (please specify)			

15. PRINCIPAL LEARNING OPTION: Which of the above methods constitutes the major means of learning in the program? (Circle the appropriate box for each program.) (65)

1. Traditional classroom lectures	81.5%
2. Tutorial	1.5%
3. Programmed instruction	1.5%
4. Computer-assisted instruction	0.0%
5. Tape cassette instruction	1.5%
6. Talk-back telephone instruction	0.0%
7. Closed-circuit live talk-back television	1.5%
8. Closed-circuit TV or video-tapes with no talk-back	0.0%
9. Network radio or television	1.5%

15. PRINCIPAL LEARNING OPTION (Continued)
- |  |      |
|--|------|
| 10. Field work or cooperative work study   | 7.7% |
| 11. Correspondence                         | 3.1% |
| 12. Occasional short-term campus residency | 0.0% |
| 13. Other (please specify)                 |      |
16. SCHEDULED INSTRUCTION: When is instruction in each program scheduled? (Check as many as apply.) (87)
- |  |       |
|--|-------|
| 1. Daytime                             | 49.4% |
| 2. Late afternoon and evening          | 70.9% |
| 3. Weekends                            | 21.8% |
| 4. One weekday                         | 10.3% |
| 5. Blocks of several days periodically | 9.2%  |
| 6. Other (please specify)              |       |
17. ATTRITION AND COMPLETION: Approximately what proportion of students who start each program complete it? (86)
- |                            |       |
|----------------------------|-------|
| 1. Information unavailable | 46.5% |
| 2. All or almost all       | 24.4% |
| 3. About three-quarters    | 19.8% |
| 4. About one-half          | 8.1%  |
| 5. About one-quarter       | 0.0%  |
| 6. Few (less than 25%)     | 1.2%  |
18. RECOGNITION AWARDED: What type of recognition is awarded the graduates of each program? (67)
- |  |       |
|--|-------|
| 1. Certificate or other non-degree award                             | 23.9% |
| 2. Regular degree, similar to that awarded for conventional programs | 67.2% |
| 3. Special degree distinct from those for conventional programs      | 9.0%  |
| 4. Other (please specify)  |       |
19. ACADEMIC ADVISING: Who provides academic advice to students in each program? (85)
- |                             |       |
|-----------------------------|-------|
| 1. Faculty advisors         | 72.6% |
| 2. Counseling staff members | 12.9% |
| 3. Administrative staff     | 9.4%  |
| 4. Others (please specify)  |       |

20. EDUCATIONAL COUNSELING: How frequent is academic and educational advancement and counseling? (85)
1. Primarily at enrollment and registration periods 51.8%
  2. Occasional between registration periods 23.5%
  3. Intensive and continual throughout the program 24.7%
  4. Other (please specify)
21. FACULTY: Who comprises the major faculty for each program? (86)
1. Regular faculty, who teach conventional programs as well 86.0%
  2. Separate faculty of the institution 3.5%
  3. Special instructors from the community, professions, business, industry, or the arts 10.5%
  4. Other (please specify)
22. FINANCING: What is the primary source of funding for each program? (85)
1. Self-sustaining through student fees 56.5%
  2. Primarily institutional subsidy 5.9%
  3. Primarily foundation or other outside grant 9.4%
  4. Other (please specify)
  5. Combination of above 28.2%
23. OPERATING COSTS: Are the costs of conducting each program roughly comparable to those for conventional programs of your institution? (87)
1. Information unavailable 9.2%
  2. Yes, generally comparable 64.4%
  3. No, generally less than conventional programs 24.1%
  4. No, generally more than conventional programs 2.3%
24. STUDENT COSTS: Are the fees to students for each program roughly comparable to those for conventional programs for your institution? (87)
1. Information unavailable 3.4%
  2. Yes, generally comparable 70.1%
  3. No, generally less than conventional programs 25.3%
  4. No, generally more than conventional programs 1.1%
25. ACCREDITATION: What type(s) of accreditation has been awarded to each program? (Leave blank if unaccredited.) (87)
1. North Central Association of Colleges and Secondary Schools 73.6%
  2. Professional Accrediting Agency 3.4%
  3. State Accrediting Agency 23.0%
  4. Other (please specify)

PART II

OTHER OPPORTUNITIES FOR NON-TRADITIONAL UNDERGRADUATES

In addition to specially designed *non-traditional* programs, the Iowa Higher Education Facilities Commission is concerned with opportunities at your institution for young people and adults to enroll in *regular undergraduate programs* on an intermittent or occasional basis. The following questions refer to these opportunities. (43 institutions responded)

26. INTERMITTENT STUDY: For your undergraduates, is continuous progress generally expected, or are leaves of absence and "dropping in" and "dropping out" encouraged? (42)
- 21.4% Continuous registration or progress is expected
  - 45.2% Dropping in and out is facilitated but *not* encouraged
  - 31.0% Neither continuous registration nor dropping in and out is encouraged or discouraged
  - 2.4% Dropping in and out is encouraged
27. PART TIME DEGREE STUDY: Can any student earn your principal undergraduate degree *entirely* by part-time study? (41)
- 80.5% Yes, entirely by part-time study
  - 4.9% Yes, although some short-term intensive campus residence is required
  - 14.6% No, but some work may be taken on a part-time basis (please specify the percentage of part-time work permitted) \_\_\_\_\_
  - 0.0% No, full-time study is required entirely
28. OLDER STUDENTS: Are people over 25 actively encouraged to enroll? (43)
- 65.1% Yes, into *regular* programs with younger undergraduates
  - 0.0% Yes, but ordinarily into *special* undergraduate programs for part-time students
  - 18.6% No active encouragement or recruitment
  - 16.3% Combination of above
29. RECRUITMENT: What are the major means used to recruit older students and other potential students (e.g., dropouts)? Check those most used. (43)
- 32.6% No active recruitment of older students
  - 46.5% Special literature is prepared
  - 62.8% Special newspaper or broadcast advertisements
  - 46.5% Industrial, professional, military, state employment offices, and other occupational contacts
  - 27.9% Employment counselors, welfare offices, churches, and other non-occupational contacts
  - 30.2% Special facilitating services for adults (low fees, counseling, etc.)
  - Other (please specify) \_\_\_\_\_
30. ADULT COUNSELING: Are adult students advised and counseled by different faculty or staff members than younger students? (41)
- 0.0% Yes, separate counseling and advisement services
  - 22.0% Varied (please indicate differences)
  - 78.0% No, same staff and services for all students

31. FINANCIAL AID FOR PART-TIME STUDENTS: What financial aids are available to your part-time students? (Check all that apply.) (43)
- 44.2% Grants (scholarships, fellowships, and other non-repayable awards)
  - 32.6% NDEA loans
  - 51.2% Federally-insured loans
  - 20.9% Other loans
  - 37.2% Work-study jobs
  - Other
  - 27.9% No financial aids are available to part-time students
32. TUITION AND FEES: Are tuition and fees for part-time students charged on a per-credit basis or a flat-fee basis? (43)
- 79.1% Per-credit or unit basis
  - 11.6% Varies (please specify how)
  - 4.7% Reduced-rate flat fee
  - 4.7% Same flat fee as full-time students
33. CHILD CARE: Does your institution provide child care for students' children during classes and study hours? (42)
- 0.0% Yes, without extra charge
  - 11.9% Yes, with extra fee
  - 33.3% No, but assists in locating child-care facilities
  - 54.8% No provisions exist for child care or for assistance in locating such care
34. HOURS OF SERVICE: What services are available to evening and weekend students before or after their classes? (Check all that apply.) (43)
- 44.2% Counseling services
  - 34.9% Business offices
  - 32.6% Financial aids office
  - 23.3% Job placement service
  - 53.5% Bookstore
  - 83.7% Library
  - 34.9% Computer terminals or centers
  - 51.2% Laboratories
  - 88.4% Study areas
  - 86.0% Student lounges
  - 41.9% Cafeterias
  - 9.3% Institution's museums
  - 16.3% Health services
  - 34.9% Physical education facilities
  - 76.7% Free parking

35. IDENTIFICATION OF CREDITS: Are credits in part-time programs, such as evening or weekend classes, distinctively-identified on transcripts? (43)

9.3X Yes, distinctively identified

0.0X Some distinction, but obvious only to institutional specialist

90.7X No

36. FLEXIBILITY OF CREDITS: Are credits from your part-time degree program applicable to the regular full-time degree? (43)

9.3X No part-time degree program

90.7X Yes, credits are applicable to full-time degree

0.0X Limited (please indicate limits)

0.0 No credit applicable to full-time degree

### PART III

#### POLICIES REGARDING THE AWARD AND ACCEPTANCE OF CREDIT FOR ALL UNDERGRADUATES

The Iowa Higher Education Facilities Commission needs information on activities deemed by your institution to be academically "creditable" for all of your undergraduate degrees. (43 institutions responded)

37. CREDITABLE ASSESSMENTS AND EXPERIENCE: Please check each of the kinds of assessments and experience for which your institution actually awards course credit to undergraduates.

69.8 Advanced Placement Program examinations

9.3 CEEB Achievement Tests or ACT tests

88.4 CLEP (College-Level Examination Program of CEEB)

16.3 Cooperative Test Services (ETS) or Cooperative Foreign Language Tests

18.6 Testing programs in the professions (Nursing, office management, etc.)

81.4 Credits awarded by other colleges or universities for passing standardized tests such as the above.

Other standardized external examinations (please specify)

#### INSTITUTIONAL ASSESSMENTS:

55.8 Institutional proficiency or equivalency examinations

14.0 End-of-course tests without course enrollment

51.2 Special departmental tests

11.6 Oral examinations or interviews

Other institutional assessment (please specify)

#### NON-COURSE WORK (Possibly credited through independent study):

23.3 Volunteer work in community agency

7.0 Classes at local free university or local experimental college

9.3 Student body officer or active participant in institutional governance

11.6 Participant in local community theater, orchestra, or civic activity



NON-COURSE WORK (Possibly credited, through independent study): (Continued)

- 2.3 Sensitivity training or encounter group experience
  - 11.9 A completed work (book, piece of sculpture, patent, etc.)
  - 60.5 Military courses recommended for credit by the Commission on Accreditation of Service Experience (CASE)
  - 25.6 Formal courses of instruction conducted by business, industry, or government agencies
  - 41.9 Course work completed at an unaccredited college
  - 51.2 Cooperative work experience
  - 20.9 Study abroad sponsored by groups other than educational institutions
  - 4.7 Unsupervised foreign travel
  - Other (please specify)
38. LIMITS ON CREDIT BY EXAMINATION: How much credit is allowed toward a degree through examination only? (33)
- 9.1 No credit awarded for examinations alone
  - 3.0 Less than one quarter or one semester's full-time credit
  - 12.1 Not more than one quarter or one semester's full-time credit
  - 51.5 Not more than one year's full-time credit
  - 18.2 More than one year's full time credit is possible, but some course attendance required
  - 6.1 No limit: possible to earn undergraduate degree entirely by examination
  - Other (please specify)
39. ENCOURAGEMENT OF CREDIT BY EXAMINATION: Please check any ways your institution encourages students to earn credit by examination. (43)
- 53.5 No real encouragement to earn credit by examination
  - 41.9 Wide publicity that the institution awards credit by examination
40. FEES FOR EXAMINATIONS: If students can earn credit by taking end-of-course exams without having enrolled in the courses or by taking special departmental tests, what fees are charged for these examinations? (36)
- 25.0 No credits permitted to be earned this way
  - 8.3 No fees
  - 55.6 Examination fee to cover the cost of providing the test
  - 8.3 "Recording" fee to record credits on transcript
  - 2.8 Fee equivalent to the fee for the credits granted
  - 0.0 Fee greater than the fee for the credits granted
  - Other (please specify)

41. CREDIT FOR PRIOR WORK EXPERIENCE: Please check whether any of the following four students would ordinarily receive any credit for their work experience without having to take a special examination or test. (43)

~~9.3~~ A 25-year-old student with two years' experience in the Peace Corps or Vista

~~14.0~~ An older man with ten years' investment counseling experience

14.0 A middle-aged wife with five years' volunteer social-worker experience

7.0 A sophomore who dropped out of another college after his freshman year and worked in a newspaper office for a year

42. RESIDENCY REQUIREMENT: What is the usual minimum amount of resident work that an undergraduate must complete at your institution to earn an undergraduate degree? (42)

4.8 No residency required

40.5 Less than one academic year's work or less than 30 semester hours' credit

45.2 One academic year's work or 30 semester hours' credit

9.5 More than one academic year's work or more than 30 semester hours' credit

43. MEANS OF SHORTENING THE PROGRAM: How can a student receive a degree in a reduced length of time? (Check all that apply.) (42)

1.9 Not possible

73.8 Year-round attendance with no reduction in credits

76.2 Heavier student course load with no reduction in credits

78.6 Credit by examination with no reduction in credits

0.0 Reduced number of credits in a revised curriculum (please indicate the number of credits required in this curriculum)

Other (please specify)

#### PART IV

##### PROBLEMS AND PLANS IN NON-TRADITIONAL STUDY

44. PROBLEMS: Please check any of the following issues which have posed difficulties or obstacles for your institution in the development of non-traditional programs, opportunities for non-traditional students, or in the development of new policies regarding the award and acceptance of credit. (42)

19.0 No evident demand or need for such developments

38.1 Recruitment of students

25.8 Recruitment of appropriate faculty

4.8 Inadequate preparation of students

21.4 Lack of interest within the institution

35.7 Faculty resistance

52.4 Institution's concern about its academic standards

14.3 Suspicion of passing fad

9.5 Lack of interest among institution's constituency

52.4 Lack of funds

44. PROBLEMS (Continued)

23.8 Problems of budgets based on FTE units

54.8 Difficulty in assessing non-classroom learning

42.9 Lack of approved examinations or other assessment techniques

7.1 Accreditation

4.8 Licensing and certification

7.1 Employers' concerns about graduates' qualifications

21.4 Acceptance of graduates into advanced education or graduate schools

Other (please specify)

45. STUDIES: If any studies are available from your institution about the areas touched upon in this questionnaire, or if any market surveys have been completed to determine needs and interests in these areas, please indicate how or from whom they can be obtained.

46. PLANS: If significant changes are planned at your institution for the coming 1976-77 year or beyond in the areas of this questionnaire, please describe them briefly for the information of the Commission:

POLICIES ON THE AWARDING AND ACCEPTANCE OF CREDIT

LIMITS ON CREDIT BY EXAMINATION

	43		18	24	26	14	2
	<u>TOTAL</u>	<u>X</u>	<u>2 YR</u>	<u>4 YR</u>	<u>PRI</u>	<u>PUB</u>	<u>PROP</u>
1. No credit for exam alone	3	9.1	3	-	2		1
2. Less than one gr. or 1 sem's cred.	1	3.0	4	1	1		-
3. Not more than one gr. in 1 sem.	4	12.1	2	2	3	1	-
4. Not more than 1 full yrs. cred.	17	51.5	7	9	8	8	-
5. More than 1 full yr. but some attend. reg.	6	18.2	3	3	4	2	-
6. No limit: can earn degree by exam	2	6.1	1	1	1	2	-



POLICIES REGARDING THE AWARDING AND ACCEPTANCE OF CREDIT

	43 TOTAL	1 1	18 2 YR	24 4 YR	26 PRI	14 PUB	2 PROP
<b>CREDITABLE ASSESSMENTS AND EXPERIENCE</b>							
<b>STANDARDIZED EXT EXAMS</b>							
a. Advanced Placement Prog Exams	30	69.8	8	21	21	7	1
b. CEEB Achievement Tests on ACT tests	4	9.3	-	4	4	-	-
c. CLEP	38	88.4	14	23	24	13	-
d. Coop Test Services (CTS)	7	16.3	2	5	6	1	-
e. Testing Progs in the Prof's	8	18.6	4	4	4	4	-
f. Credits awarded by other colleges	35	81.4	13	21	21	13	-
<b>INSTITUTIONAL ASSESSMENTS</b>							
g. Inst. Proficiency Exams	24	55.8	10	14	13	11	-
h. End of course test - no enrollment	6	14.0	4	2	3	3	-
i. Special Dept. Exams	22	51.2	6	15	13	7	1
j. Oral Exams or Interviews	5	11.6	1	4	4	1	-
<b>NON-COURSE WORK</b>							
k. Volunteer work in Community	10	23.2	2	8	9	4	-
l. Classes at local free university or exp. college	3	7.0	-	3	3	-	-
m. Student body officer	4	9.3	3	1	1	3	-
n. Community theatre, church, etc.	5	11.6	2	3	4	1	-
o. Sensitivity training or encounter group	1	2.3	-	1	1	-	-
p. Completed work (book, sculpture, etc.)	5	11.9	-	5	4	1	-
q. Military courses rec. by CASE	26	60.5	10	15	14	10	1
r. Formal courses in business, industry or government	11	25.6	6	5	5	6	-
s. Course work at unaccredited college	18	41.8	5	13	13	5	-
t. Cooperative work experience	22	51.2	9	13	12	10	-
u. Study abroad other than educ. org.	9	20.9	-	6	7	2	-
v. Unsupervised foreign travel	2	4.7	-	2	2	-	-

EDUCATIONAL TESTING SERVICE

PRINCETON, N. J. 08540

Area C-2 609  
5217-9009  
TABLE-ED/ 11/15/51 C.

SAMPLE COVER LETTER ACCOMPANYING  
ENROLLED STUDENT QUESTIONNAIRES  
SENT TO 65 IOWA INSTITUTIONS

You will remember that on October 20 we wrote you with regard to the completion of the Inventory of Institutional Resources, one aspect of the study commissioned by The Iowa Higher Educational Facilities Commission. We appreciate your help, and hope that the inventory has not proven unduly burdensome for you.

We will need your help in another phase of this study. As mentioned in the letter of October 20, a second objective is to gather information from a sample of adults and other non-typical students who are currently enrolled in the programs identified in the inventory and other part-time programs at your college. Their characteristics, attitudes, and learning objectives will be compared with similar facts drawn from a sample of potential students who are not enrolled. This letter is to enlist your help in reaching a substantial portion of the enrolled part-time adults.

Enclosed are a number of copies of the ENROLLED STUDENT form of the survey. We would like to poll approximately 5% of the adult students from Iowa enrolled part-time in credit or non-credit programs of study offered by your institution. We define adult as at least 18 years old; part-time as less than 12 semester hours. (We are not interested in short term or one shot programs.)

It is not always clear what type of students or programs you should include in this sample. In general, we are interested in working adults, housewives, young or older adults who are studying independently, or others who cannot easily come to campus or do not wish to devote full-time to classroom work. Students in regional centers, engaged in field work, home study, or other off campus ("external") programs are all of interest to us. However, we are not interested

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in conventional programs for regular students, even though these may be somewhat unusual, e.g. interdisciplinary, independent study for full-time students, work-study programs, etc. Neither are we interested in professional programs at the graduate level. If you have a question as to whom you should include in your sample, please call us at the numbers listed below for clarification.

We do not at this time know how many such non-typical students from the state of Iowa are currently in your programs. But we would like approximately 5% of those you have to complete the enclosed questionnaires. Please compute your needs for questionnaires on the basis of individual students, not FTE, and select the respondents on a random basis. If you enroll 2000 such students, please have 100 forms completed; if you enroll 20 or fewer, please have one questionnaire completed. Envelopes are provided for you to return the completed instruments to the Educational Testing Service, Princeton, New Jersey, 08540.

We may not have provided you with enough instruments for a 5% sample. Please call or write the ETS office below for additional forms. If we provided more questionnaires than you need, please discard the extras.

Our schedule is such that we hope to begin analysis of these questionnaires as soon after December 1st as possible. If you can see that these are completed, gathered by your office, and returned to us by that date or soon thereafter, you will have helped considerably. We are very grateful for your assistance and cooperation.

I. Bruce Hamilton  
Project Director  
Educational Testing Service  
609-921-9000

Roy E. Halladay  
Project Coordinator  
College Entrance Examination Board  
312-869-1840

IBH/REH:bk  
Enclosures

IOWA POSTSECONDARY ALTERNATIVES\*  
QUESTIONNAIRE

(ENROLLED STUDENT FORM)

The Iowa Higher Education Facilities Commission is interested in discovering whether or not a need exists for further educational opportunities or means of providing for adult learning in the state. To find this out, the Commission asked the Office of New Degree Programs of the College Entrance Examination Board and Educational Testing Service to design a study that would provide a clear answer to the question.

This questionnaire is one part of that study. It is written for students of any age over 17 years old but not enrolled full time in a regular on-campus program. Its purpose is to discover facts about the persons who are enrolled in part-time learning programs or one that is provided off-campus primarily for adults. Other questionnaires will help the study team make an inventory of the programs and schools offering instruction for adults, or ask the public at large if they plan to participate in an adult program in the future.

It is very important to the Commission that this questionnaire be filled out completely and accurately. Your assistance in meeting this standard is earnestly requested. The results of the study will be made available to the public in Iowa in the Spring of 1976.

Please note that this questionnaire is anonymous. No one will know who filled it out.

When you have completed it, please return it promptly to the person from whom you received it. Thank you for your cooperation.

\* Copies distributed to 65 Iowa institutions; 650 usable responses returned.  
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Response rate from types of institutions:

Regent's Universities - 30.5  
Area Community Colleges - 51.7  
Private Colleges & Univ. - 47.8

If you have been given this questionnaire, it is because you are enrolled in at least one course of study or learning activity. Your views on further education are considered very important.

1. The first thing we want to know is why you are engaged in further learning. From the list below, check all the reasons that you would consider important in your decision to pursue further education. (check all that apply)

A. 36.1 Meet new people, get away from daily routines, get involved in something new

B. 46.1 To work toward a degree (to resume college work that was interrupted, for example)

C. 72.3 To be better informed: gain new knowledge, cultural enrichment, ect.

D. 60.0 For personal satisfaction, personal happiness

E. 23.8 To deal more effectively with personal or family problems

F. 19.5 To learn more about how to solve community problems, or to bring about change in the community

G. 44.9 To improve your income

H. 44.8 To prepare for a job (or a new job)

I. 42.0 For a job requirement, to perform the job better, to get a promotion

J. 7.7 Other reason (please specify)

2. What is the subject or skill you are presently learning? If you are learning only one subject, what is it? If you are taking a series of courses, what is the subject matter area in which you are concentrating?

Write out In order of frequency: Education - 92; Social Sciences - 54;

Business skills - 48; Management - 42; Basic Education - 36;

Nursing - 35; Other choice - 33; Agriculture - 29; Computing

Sciences - 23; Law - 23 (tie); Home and appliance repair - 20;

Library Science - 18; Personal Psychology - 16; Physical Sci-

ences - 13; Languages - 12; Technical Skills - 11.

3. How much will learning this subject or skill cost you? Estimate the total amount you expect you will pay from your own funds to learn this subject or subject matter area.

Amount \$  $\bar{F} = \$300$

- (3.a) Are you a tuition scholarship recipient for the cost of the course(s) in which you are currently enrolled? (check one)

Yes 7.2 full 2.9 part

No 89.9

- (3.b) Does your employer, union or other group reimburse you for your tuition fees? (check one)

Yes: 28.6

No: 71.4

4. About how many hours per week altogether are you devoting to your studies at this time? (Include in your estimate time spent in classes, homework, travel to and from your place of study, etc.)

About  $\bar{H} = 12$  hours per week.

- (4.a) About how many more hours per week might you be willing and able to devote to studying additional subjects or skills, if you decide to do so?

About  $\bar{H} = 5$  more hours per week.

5. Is it your intention to earn credit toward a degree or certificate for the study you are now engaged in? What kind of degree or certificate? (check only one.)

A. 1 None, not interested in any form of academic credit

B. 2 A statement of satisfactory completion of the course or program, e.g., for possible use in job advancement

C. 3 A teaching credential (teaching, counseling, special education, etc.)

D. 3.1 Certificate or license needed for other specific occupation (beautician, electrician, real estate salesperson, etc.)

E. 6.1AA Associate of Arts degree; community college degree

F. 20.5BA Bachelor of Arts degree, or other four-year college degree

G. 10 MA, Master of Arts degree, or other Master's degree

H. 1 Graduate or professional degree (Ph.D., MD, law degree, etc.)

I. 9.90 Other degree or certificate (specify) EST certificate - 5;

IPM - 1; Ed. S. - 1; M.S.W. - 1; S. N. - 2; other responses - 12.

300

6. This question has to do with (a) the way you are presently learning the subject or skill you mentioned in question 2, and (b) the number of ways you feel you could learn it, in view of your work and family commitments, life style and so forth. Please check as many spaces as appropriate for how you now learn and how you feel you could.

	(A) Am now learning this way	(B) Could learn this way	
A.	41.2	58.7	On-the-job training sponsored by my employer.
B.	19.2	80.8	On-the-job training sponsored by my union or cooperative.
C.	41.4	58.6	Learning that combines work experience together with meetings with an instructor and other students.
D.	44.0	56.0	Conventional classes that meet during the day at the college nearest my home.
E.	42.4	52.6	Conventional classes that meet in the evening at the college nearest my home.
F.	10.3	259.8	Classes during the day at a location 5 to 30 miles from my home.
G.	51.6	48.4	Classes during the evening at a location 5 to 30 miles from my home.
H.	9.6	90.4	Classes held only on Saturday at a location that is convenient to me.
I.	4.7	95.3	Courses using television or radio, with occasional meetings with my instructor.
J.	3.5	96.5	Courses by newspaper.
K.	13.7	86.3	Independent study or projects, in consultation with an instructor at a convenient time and place.
L.	24.7	75.3	Correspondence study at home.
M.	1.8	98.2	Private lessons.
N.	53.8	46.1	Other way of learning: Extension - 5; Summer courses - 2; (please specify) weekend workshops - 1; Quad Cities Grad. Center - classes further than 30 miles - 5; by videotape - by special arrangement - 1; other way - 16.

7. Now look back at question 6 and circle the letter opposite the one way you would most prefer learning, given your family and job responsibilities, life style and so forth.

In order of responses:

Evening classes at nearest college	404
Evening classes 5 - 30 miles from home	100
Work - study program	70
Day classes at nearest college	65
Emp. sponsored on-the-job training	34
Independent study with consultation	34 (tie)
Correspondence study at home	27
Day classes 5 - 30 miles from home	20
Remaining responses	36



8. In question number six you indicated the way you were learning the subject or skill you mentioned in question 2. Now tell us (a) the place you are learning it, (b) the place you would most prefer learning it, if it were possible to make a free choice. Assume that all the locations listed below are fully creditable toward a college degree, or for satisfying whatever reason you have for pursuing further learning. Check the one institution or location in column (A) you are now using, and the one in column (B) you would most prefer using.

	(A) Now learning here (check one)	(B) Would prefer learning here (check one)	
A.	<u>12.4</u>	<u>5.8</u>	At home, through correspondence courses, radio and television courses, or a combination of these.
B.	<u>4.1</u>	<u>7.7</u>	Where I work
C.	<u>0.0</u>	<u>1.5</u>	With a private tutor
D.	<u>0.7</u>	<u>13.7</u>	At a new type of college ("college without walls" or "external degree program") where I do mainly independent study under the direction of an instructor I occasionally see.
E.	<u>1.1</u>	<u>7.5</u>	At a library, museum, YMCA, church, or other community location
F.	<u>12.4</u>	<u>11.8</u>	At an adult learning center that is 5 to 30 miles from my home
G.	<u>10.0</u>	<u>10.5</u>	At a local high school
H.	<u>3.3</u>	<u>1.9</u>	At a private vocational, trade, or business school
I.	<u>27.5</u>	<u>16.6</u>	At the area community college
J.	<u>16.5</u>	<u>11.1</u>	At a private college or university
K.	<u>7.4</u>	<u>14.4</u>	At a campus of one of the three public (state) universities in Iowa
L.	<u>.4</u>	<u>2.1</u>	At a university, college, or school in a neighboring or other state
M.	<u>4.1</u>	<u>8.4</u>	Other place (please specify) <u>none at. corres.</u> <u>Local elementary school - 1; extension - 4;</u>

9. Are you interested in using any of the following kinds of services (other than classes) that might be offered by a comprehensive college or university adult education program? Check all that you might wish to use.

- A. 31.2 Use the location as a place of study
- B. 33.8 Discuss educational and/or career plans with a staff member
- C. 13.2 Study skills counselor
- D. 21.4 Personal counseling
- E. 36.3 Obtain information about educational opportunities in the region -- where to find courses; how to use libraries, museums, etc.; where to take equivalency exams (CLEP tests, etc.); and so forth

(list continued)

- F. 38.8 Have the program staff evaluate learning that you have obtained outside of college -- through self study, on the job, through volunteer work, military experiences and the like -- for possible credit toward a degree or certificate
- G. 22.0 Testing to obtain advanced standing in a program of studies
- H. 31.2 Testing of strenghts and weaknesses in various subjects or skills
- I. 28.0 Have the program staff assess your personal talents and competencies -- for potential personal growth, for living a more satisfying life, etc.
- J. 38.8 Establish a file or registry where you can send evidence of all your educational achievement and perhaps your job experiences, and through which the program can issue transcripts to schools, employers, and others at your request
- K. 12.9 Would not be interested in using any of these services
10. Which of the following list of possible reasons posed serious problems for you prior to your enrollment in the program you are now in? If you found any of them a problem, please check it. (Check as many as apply)
- A. 28.8 Cost (fees, books, transportation, and so forth)
- B. 23.1 No college close by offering the courses I wanted
- C. 12.8 Courses/available generally didn't seem useful or practical
- D. 8.8 Courses available were not interesting to me
- E. 26.9 Courses I wanted were not scheduled when I could attend
- F. 41.1 Home responsibilities
- G. 37.2 Job responsibilities
- H. 12.3 Transportation problems
- I. 17.4 Child care problems
- J. 6.6 Didn't know how to get enrolled, how to get information, and so forth
- K. 4.2 Didn't think teachers would understand my learning needs and problems
- L. 4.1 I didn't feel I had a reason or incentive for further education; further learning would not help me all that much
- M. 6.6 Not enough energy or stamina
- N. 8.5 A feeling that I probably could-not do the work
- O. 8.9 A feeling that I am too old to go back to school
- P. 4.3 Other reasons :Volunteer Responsibilities - 1; Distance too great - 5; (please specify)  
 Husband disapproved - 2; Excessive tuition rate for part-time students -  
 Peer pressure that someone my age shouldn't be in-school - 2; etc. - 20.

11. What is the occupation of the principal wage earner in your family?

(See "additional comments," next page)

12. What is your occupation?

(See "additional comments," next page)

13. What is your age?

A. <u>18-20</u>	} 18.6	F. <u>40-44</u>	} 27.5
B. <u>21-24</u>		G. <u>45-49</u>	
C. <u>25-29</u>	} 39.1	H. <u>50-54</u>	} 13.2
D. <u>30-34</u>		I. <u>55-64</u>	
E. <u>35-39</u>		J. <u>65+</u>	1.1

14. What is your sex?

A. 33 Male  
B. 66.2 Female

15. What is your race?

A. <u>White, Caucasian</u>	C. <u>7.5</u>	D. <u>Mexican, Latin American, Chicano</u>	} All others: 2.5
B. <u>Black, Negro</u>		E. <u>Native American (American Indian)</u>	
C. <u>Oriental, Asian</u>		F. <u>Other</u>	

16. What was the last grade you completed in school?

A. <u>8th grade or lower</u>	1.7	E. <u>3 years college</u>	} <i>Some college</i> 29.1
B. <u>9th - 11th</u>	} 31.0	F. <u>Completed 4 year college</u>	
C. <u>12th (completed high school)</u>		G. <u>Beyond college, including advanced degree</u>	7.6
D. <u>1-2 years college</u>		H. <u>Trade, vocational, business school</u>	8.1



17. Where do you live?

A. 58. City (population over 5,000)

B. 22. Town (500 to 5,000 population)

C. 19. Farm

18. What was your approximate total family income last year?

A. 8. Under \$5,000

B. 21. Between \$5,000 and \$10,000

C. 31. Between \$10,000 and \$15,000

D. 28. Between \$15,000 and \$25,000

E. 10. Over \$25,000

Additional comments about your educational interests:

From question 11:

From question 12:

What is the occupation of the principle wage earner: Occupation of respondent:

Professional	- 29.9
Managerial	- 12.1
Sales & Clerical	- 10.1
Craftsman	- 10.6
Farmer	- 11.3
Service/Operative/Laborer	- 21.9
Retired	- 8
Unemployed	- 2.7

Professional	- 34.7
Managerial	- 6.7
Sales & Clerical	- 10.7
Craftsman	- 8.3
Farmer	- 3.6
Serv/Oper/Laborer	- 12.0
Retired	- 0.3
Unemployed/Student	- 4.7
Housewife	- 19.0

Thank you for completing this questionnaire. Please return it promptly to the person from whom you received it.





If you do not wish to participate in this study, please return the blank questionnaires.

Thank you for any assistance you can give us. The results of the study will be available to the state of Iowa in the spring of 1976. Your assistance is most earnestly requested and, if given, most warmly appreciated.

Sincerely yours,

I. Bruce Hamilton  
Project Director  
Educational Testing Service  
609-921-9000

Roy E. Halladay  
Project Coordinator  
College Entrance Examination Board  
312-869-1840

IBH/REH:bk  
Enclosures

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IOWA POSTSECONDARY ALTERNATIVES QUESTIONNAIRE \*  
(Adult resident form)

To Iowa Citizens:

The Iowa Higher Education Facilities Commission is interested in discovering whether or not a need exists for further educational opportunities in the State. To find this out, the Commission asked the Office of New Degree Programs of the College Entrance Examination Board and the Educational Testing Service to design a study that would provide a clear answer to the question. One important part of this study is to gather facts and opinions from persons who are probably not currently enrolled in an educational program, and who live in areas of the State far removed from the major educational institutions.

This questionnaire is for gathering these facts and opinions. It is written for adults (over 17 years old) who are probably not enrolled full time in a regular on-campus degree program. Its purpose is to question these persons about their plans and interests in pursuing further education in the near future. Anyone who meets these basic purposes may fill it out. It should take no more than five or ten minutes to do so.

It is very important to the Commission that you fill this questionnaire out completely and accurately, if you intend to participate in the study. Your assistance in meeting this standard is earnestly requested. The results of the study will be available to the public in Iowa in the spring of 1976.

Please note that this questionnaire is anonymous. No one will know who filled it out.

When you have completed it, please return it promptly to the person from whom you received it. Thank you for your cooperation.

The Iowa Postsecondary Alternatives  
Study Team

\* Used in group interviews and in 25 rural libraries; 176 returned.

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These questions have to do with your possible interest in further education for yourself -- education that could help you in your job or in other ways make your life more satisfying or productive.

1. First, are you in fact engaged at the present time in any kind of education beyond high school? (Check one answer that most accurately describes your present learning activities)

- A. Yes, I am now a full time student. . . . . 1.7
- B. Yes, I am a part-time student taking at least one course for credit toward a degree or certificate. . . . . 4.6
- C. Yes, I am a part-time student taking at least one non-credit course. . . . . 23.1
- D. No I am not now a student. . . . . 70.6

2. Within the next two years, would you like to engage in some form of further learning beyond high school -- for example, take a course or begin a program of learning, either for credit or not for credit? (Check the one answer most nearly representing your feelings)

- A. Yes, I would like to engage in further learning and I definitely plan to do so. . . . . 22.5
- B. Yes, I would like to engage in further learning but I have no definite plans yet. . . . . 42.2
- C. Possibly, but I would have difficulties to overcome . . . . . 6.4
- D. No, I'm not now interested in engaging in further education, at least in the next two years . . . . . 28.9

(If your answer was "D", please skip to question number 11; if you answered "A", "B", or "C", please continue with question #3.)

3. There are a wide variety of subjects and skills which people might wish to study or learn. If you had your choice, and didn't have to worry about cost, class scheduling, or your normal responsibilities, what subjects or skills interest you enough for you to spend a fair amount of time learning? (List as many as you want)

(In order of frequency chosen)

- I am interested in learning:
- A. Nursing, Library Science, Sewing, Child Dev.
  - B. Sewing, Business Skills, Humanities, Social Sci Languages
  - C. Business skills, Education, Social Sciences,
  - D. Sewing, Business skills, History, Fine Arts

(If you have additional choices you would like to list, use the space for comments at the end of the questionnaire.)

4. Look back at your answer(s) you listed in the previous question (question number 3) and circle the one subject or skill which you feel you are most likely to study or learn in the next two years, if it were conveniently available and economically possible. (Please circle only one, even though you may be planning to learn more than one.)

The next six questions refer to the subject or skill you have just circled. Please keep it in mind as you answer them.

5. Regardless of how long this skill or subject normally takes to learn, or how costly you expect it might be to learn it, how much money would you actually be willing to spend to acquire this skill or knowledge? We are interested in the total amount you feel this is worth to you to learn.

I am willing to spend \$ 100 to learn this subject or skill.

6. About how many hours per week altogether would you want to devote to your studies to acquire this knowledge or skill? (Include in your estimate class time, homework, travel time, and so forth.)

I would devote 10 hrs hours per week to learn this subject or skill.

7. Would you want to earn credit toward a certificate or degree for the subject or skill you circled? If so, what kind of degree or certificate are you interested in. (Please check only one response)

- |  |             |
|--|-------------|
| A. No, I'm not interested in any form of credit. . . . .   | <u>24.8</u> |
| B. Yes, I'd like a statement of satisfactory completion of the course or program, e.g. for possible use in job advancement . . . . .                         | <u>14.0</u> |
| C. Yes, I'd like credit toward a teaching credential . . . . .   | <u>2.5</u>  |
| D. Yes, I'd like credit toward a certificate or license I need for an occupation (beautician, electrician, real estate salesperson, etc.) . . . . .          | <u>9.1</u>  |
| E. Yes, I'd like credit toward an Associate of Arts (AA) degree (community college degree) . . . . .   | <u>5.0</u>  |
| F. Yes, I'd like credit toward a Bachelor of Arts (BA) degree (or other four year college degree, like BS, etc.) . . . . .                                   | <u>20.7</u> |
| G. Yes, I'd like credit toward a Master of Arts (MA) degree (or other master's degree). . . . .  | <u>6.6</u>  |
| H. Yes, credit toward a graduate or professional degree. . . . .   | <u>3.3</u>  |
| I. Yes, credit toward other degree or certificate. . . . .<br>(Please specify what it is <u>(High School diploma - 1)</u><br><u>(Specialist cert. - 3)</u> ) | <u>2.5</u>  |
| J. I don't know whether I want credit or not . . . . .   | <u>11.6</u> |

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8. There are many places people can go to study or learn. In view of your work and family commitments, life style and so forth, where would you most likely be able to engage in learning the subject or skill you circled? (Assume that all the locations listed below are acceptable for credit toward a degree, or for satisfying whatever reason you have for learning. Please check the one place or institution you feel is most appropriate for you.)

- A. At home, through correspondence courses, radio and television courses, or a combination of these . . . . . 6.7
- B. At my place of work. . . . . 1.7
- C. With a private tutor near my home. . . . . 2.5
- D. At a new type of college ("college with walls" or "external degree program") where I do mainly independent study at home under the direction of an instructor I occasionally see. . . . . 8.3
- E. At a library, museum, YMCA/YWCA, church or other community location. . . . . 5.8
- F. At an adult learning center that is five to thirty miles from my home . . . . . 15.8
- G. At a local high school . . . . . 17.5
- H. At a private vocational, trade or business school. . . . . 1.7
- I. At the area community college. . . . . 24.2
- J. At a private college or university . . . . . 2.5
- K. At a campus of one of the three public (state) universities in Iowa. . . . . 6.7
- L. At a university, college, or school located in a neighboring or other state . . . . . 5.8
- M. At another place (Please specify: an arts workshop) . . . . . .8

9. Still thinking of the subject or skill you circled earlier, and forgetting for the moment the cost you think might be involved in learning it, do you believe an opportunity exists for you to learn it, given your location, work and family commitments, and so forth?

- A. Yes, I think a course is available such that someone like me could take it . . . . . 65.0
- B. No, I don't believe a course is available for someone in my circumstances. . . . . 17.1
- C. I don't know if one is available or not. . . . . 17.9



10. If you were to decide today to pursue the subject or skill you circled earlier, do you feel you know who to see to give you expert advice about learning opportunities available to you? (Check only one space.)

- A. Yes, I think I know who to see to get expert advice. . . . . 54.5
- B. No, I don't know who to see. . . . . 22.6
- C. I'm not sure who to see. . . . . 21.9

10A. Do you know where to go to sign up for a course in that subject or skill? (Check only one space.)

- D. Yes, I think I know where to sign up . . . . . 58.5
- E. No, I don't know where to sign up. . . . . 25.4
- F. I'm not sure where to sign up. . . . . 16.1

This is the end of the questions specifically related to the subject or skill you circled in question number 4. The next three questions are about your feelings about education in general.

11. Whether or not you plan to pursue further education in the next two years, there are a number of ways people can study or learn. In view of your location, work and family commitments, life style and so forth, which or the following ways are possible and appropriate for you? (Check as many as you wish.)

- A. On-the-job training sponsored by my employer. . . . . 25.6
- B. On-the-job training sponsored by my union, cooperative, etc. . . . . 1.7
- C. Learning that combines work experience with some classroom instruction . . . . . 29.5
- D. Conventional classes that meet during the day at the nearest college . . . . . 21.6
- E. Conventional classes that meet in the evening at the nearest college . . . . . 33.5
- F. Classes during the day at a place within 5 to 30 miles of my home. . . . . 31.8
- G. Classes during the evening at a place within 5 to 30 miles of my home. . . . . 22.0
- H. Classes held only on Saturdays at a convenient location . . . . . 11.4
- I. Courses by TV or radio, with occasional meetings with an instructor. . . . . 22.2
- J. Courses offered by use of a newspaper . . . . . 13.1
- K. Home independent study or projects with occasional meetings with an instructor. . . . . 27.3
- L. Correspondence study at home. . . . . 28.4

(list continued)



- M. Private lessons . . . . .
- N. Other way of learning (Please specify: Summer day courses  
by reading books & magazines - 1 none avail. to me)

12. Listed below are various student services that could be offered by a comprehensive adult education program provided by a college or university. If you decide to continue your education, which of these services do you think you might use? (Check as many as you wish.)

- A. Use the location as a place to study . . . . . 26.1
- B. Discuss educational and/or career plans with a staff member. 24.4
- C. Talk with a study skills counselor . . . . . 18.7
- D. Obtain personal counseling . . . . . 14.2
- E. Obtain information about educational opportunities in the region--where to find courses; how to use libraries, museums, etc.; where to take equivalency exams (CLEP tests, etc.); and, so forth . . . . . 30.7
- F. Have the program staff evaluate learning that I have obtained outside of college--through self study, on the job, through volunteer work, military experiences and the like--for possible credit toward a degree or certificate. . . . . 25.0
- G. Testing to obtain advanced standing in a program of studies. 22.2
- H. Testing of strengths and weaknesses in various subjects or skills . . . . . 21.6
- I. Have the program staff assess my personal talents and competencies--for potential personal growth, for living a more satisfying life, etc. . . . . 29.6
- J. Establish a file or registry where I can send evidence of all my educational achievement and perhaps job experiences, and through which the program can issue transcripts to schools, employers, and others at my request. . . . . 26.7
- K. I would not be interested in using any of these services . . . . . 14.8
- L. I would like the following service: (Please explain; None of these are available to me - 3) . . . . . 2.8

13. Which of the following are likely to be important reasons why you might not enroll in some kind of study in the next two years? Please indicate any factors that might prevent you from pursuing further education for yourself. (Check as many as you wish.)

- A. Cost (fees, books, transportation, and so forth) . . . . . 30.2
- B. No college close by offering the courses I want . . . . . 25.0
- C. Courses available generally don't seem useful or practical. . . . . 7.9
- D. Courses available are not interesting to me. . . . . 5.1
- E. Courses I want are not scheduled when I can attend. . . . . 20.1
- F. Home responsibilities. . . . . 45.5
- G. Job responsibilities . . . . . 28.4
- H. Transportation problems . . . . . 15.3
- I. Child care problems . . . . . 23.3
- J. I don't know how to get enrolled, how to get information, and so forth. . . . . 4.0
- K. I don't think teachers would understand my learning needs and problems. . . . . .6
- L. I don't feel I have a reason or incentive for further education; further learning would not help me all that much. . . . . 6.8
- M. Not enough energy or stamina. . . . . 6.8
- N. A feeling that I probably could not do the work . . . . . 4.6
- O. A feeling that I am too old to go back to school. . . . . 10.2
- P. Other reasons (Please specify): plan to start a family - 1 } 1.2  
 College for my children comes first - 1; failing health - 1 }  
 age - 1; insecurity - 1; I've completed my education - 1 }

Background questions (Answering these is very important to the study, so that we can estimate the thoughts and problems of people like yourself.)

14. What is the occupation of the principle wage earner in your family?

Write out: See next page under "Additional Comments"

15. What is your occupation? Write out: See next page under "Additional Comments"

16. What is your age?

- A. 18-20... } 19.3 E. 35-39... } 22.7 I. 65 + ... 10.2
- B. 21-24... } F. 40-44... } 22.7
- C. 25-29... } 30.7 G. 45-49... } 15.3
- D. 30-34... } H. 50-64... } 15.3



17. What is your sex?

A. Male... 17  
B. Female... 83

18. What is your race or ethnic group?

A. White, Caucasian . . . . . 100  
B. Black, Negro . . . . . \_\_\_\_\_  
C. Oriental, Asian . . . . . \_\_\_\_\_  
D. Mexican, Latin American . . . . . 0  
E. Native American, Indian . . . . . \_\_\_\_\_  
F. Other . . . . . \_\_\_\_\_

19. What was the last grade you completed in school?

A. 8th grade or less . . . . . 0.6  
B. 9th grade . . . . . \_\_\_\_\_  
C. 12th (completed high school) . . . . . \_\_\_\_\_  
D. 1-2 years college . . . . . \_\_\_\_\_  
E. 3 years college . . . . . \_\_\_\_\_  
F. Completed 4 yr. college . . . . . \_\_\_\_\_  
G. Beyond college . . . . . 16.6  
H. Trade, vocational, or business school . . . . . 9.3

20. Where do you live?

(Twenty counties listed)  
A. I live in \_\_\_\_\_ county.  
B. In/on \_\_\_\_\_ a city (population over 5,000) . . . 41.3  
    \_\_\_\_\_ a town (500 to 5,000 people) . . . 44.3  
    \_\_\_\_\_ a farm or small village . . . . . 14.4

21. What was your total approximate family income last year?

A. Under \$5,000 . . . . . 13.7  
B. Between \$5,000 and \$10,000 . . . . . 24.8  
C. Between \$10,000 and \$15,000 . . . . . 27.4  
D. Between \$15,000 and \$25,000 . . . . . 24.2  
E. Over \$25,000 . . . . . 9.8

Additional comments about your educational interests. Include here any further choices in question 3.

From question 14:

Occupation of principle wage earner

Professional 30.9  
Managerial 15.8  
Sales or Clerical 15.1  
Craftsman 6.6  
Farmer 9.2  
Service/Operative/Labor 17.8  
Retired 4.0  
Unemployed 1.8

From question 15:

Occupation of Respondent

Professional 29.7  
Managerial 3.4  
Sales or Clerical 18.2  
Craftsman 6.6  
Farmer 5.6  
Service/Operative/Laborer 5.4  
Retired 5.5  
Unemployed 1.8  
Housewife 35.8

Thank you for completing this questionnaire. Please return it promptly to the person from whom you received it.

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EDUCATIONAL TESTING SERVICE

PRINCETON, N. J. 0.540

Area: 1.3. 600  
921-5060  
FILE: ED: CTR: 15VC

SAMPLE LETTER MAILED TO 20 MULTI-STATE NON-TRADITIONAL  
PROGRAMS RUN FROM STATES OTHER THAN IOWA

November 18, 1975

The Iowa Higher Education Facilities Commission has engaged the Office of New Degree Programs (an activity jointly sponsored by the College Entrance Examinations Board and the Educational Testing Service) to study the existing resources for the delivery of educational programs to Iowa adults and other "non-traditional" learners by institutions in Iowa and elsewhere, and also to estimate the needs and demands for further educational opportunities of this sort.

We are writing you on the first subject, since many new and non-traditional programs offer degree and other learning experiences in a multi-state format. Your institution may have enrolled Iowa citizens in one or more programs (in Iowa) during the present year.

Would you be so kind as to list for us the program or programs you offer on an external basis that have enrolled one or more Iowa residents in a learning experience during 1975? We are interested in programs offered primarily in Iowa (not programs on your home campus to which Iowa citizens might come to study as resident students). The following kinds of information are needed.

- 1) Name of the program(s).
- 2) Degree or certificate offered.
- 3) Number of Iowa residents enrolled in each program during calendar 1975.

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-307-

- 4) Location of seminars, workshops, short courses, etc. offered in Iowa during calendar 1975.
- 5) Plans for programs of this type in 1976.

Thank you so much for your time and attention to these questions. If you would like a copy of the study results, please let one of us know.

Sincerely,

I. Bruce Hamilton  
Project Director  
Educational Testing Service  
Princeton, New Jersey 08540  
609-921-9000, Ext. 3386

Roy E. Halladay  
Project Coordinator  
College Entrance Examination Board  
990 Grove Street  
Evanston, Illinois 60201  
312-869-1840

IBH/REH:bk



APPENDIX II

Supplementary Tables Supporting Chapter 1 . . . 310

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Statewide Poll Responses by Planning Areas. . . 326  
(Not statistically meaningful)

Table 29

COMPARISON AMONG STATE POLL, ENROLLED STUDENT, AND GROUP INTERVIEW SUBJECTS

(Percent of column N)

Sample Characteristic:	State Sample (N=805)	Interview Groups (N=176)	Enrolled Students (N=650)
<u>Sex:</u>			
Male	48	16	34
Female	52	84	66
<u>Residence:</u>			
Metropolitan City/Town	30	41	58
City/Town	52	44	22
Farm	18	15	19
<u>Age:</u>			
18-24	13	20	19
25-34	22	31	39
35-49	21	23	28
50-64	22	16	13
65 +	22	10	1
<u>Income:</u>			
Less than 5,000	15	14	9
5,000- 9,999	23	25	21
10,000-14,999	31	27	31
15,000+	31	34	39
<u>Education:</u>			
Grade School	16	1	2
High/Voc. School	56	40	39
College	28	59	59
<u>Occupation:</u>			
Professional	40	31	30
Managers	8	16	12
Clerk/Sales	11	15	16
Craftsman	14	6	11
Farmer	15	9	11
Operator/Service/Labor	16	18	22
Retired	17	4	1
Miscellaneous	9	1	3
<u>Race:</u>			
White	97	100	97
Non-White	3		3
Total	100	100	100



Table 30

EDUCATIONAL PLANS - STATE SAMPLE

Sample Characteristic	N	Percent			
		Yes, Plan to take Courses	Yes, Like to take Courses	Possibly	Not interested
<b>Sex:</b>					
Male	389	11	17	6	66
Female	416	14	19	5	62
<b>Residence:</b>					
Metropolitan	234	17	15	6	62
City/Town	410	13	18	6	63
Farm	143	3	18	6	73
<b>Age:</b>					
18-24	102	25	23	11	41
25-34	180	21	24	9	46
35-49	172	12	28	6	54
50-64	176	8	14	4	74
65 +	175	-	2	-	98
<b>Income:</b>					
Less than 5,000	114	14	5	5	76
5,000-9,999	166	9	13	4	74
10,000-14,999	227	15	21	7	57
15,000 +	223	15	23	5	57
<b>Education:</b>					
Grade School	127	-	1	1	98
High/Voc. School	453	7	19	7	67
College	224	31	23	5	41
<b>Occupation:</b>					
Professional	82	34	27	6	33
Managers	64	13	20	6	61
Clerks/Sales	93	19	26	7	48
Craftsmen	111	10	24	5	61
Farmers	119	3	15	5	77
Operator/Service/Labor	131	8	18	9	65
Retired	137	1	4	1	94
Miscellaneous	68	28	12	9	51
<b>Group Affiliations:</b>					
Union	182	40	21	9	60
Farm	31	10	13	3	74
Business	32	19	22	6	53
Service	37	16	11	3	70
None	538	13	17	5	65
<b>Total Sample</b>	<b>806</b>	<b>12</b>	<b>18</b>	<b>6</b>	<b>64</b>

\* N > 806 due to multiple responses.

Table 31

REASONS FOR INTEREST IN FURTHER LEARNING - STATE SAMPLE

Sample Characteristic	N	Percent									
		Meet People	Degree	Better Informed	Personal Satisf.	Personal Problems	Commun. Problems	Improve Income	Prep for Job	Job Req.	Other
<b>Sex:</b>											
Male	130	28	26	51	49	16	28	62	47	43	4
Female	156	42	31	72	58	24	22	32	39	32	3
<b>Residence:</b>											
Metropolitan	89	33	33	62	52	19	30	57	42	39	6
City/Town	150	34	31	69	56	23	23	53	45	41	3
Farm	37	46	14	59	54	11	16	32	41	22	3
<b>Age:</b>											
18-24	60	43	45	70	62	13	20	62	60	32	7
25-34	98	38	42	74	65	28	31	55	47	50	1
35-49	79	28	15	63	37	22	20	51	38	39	1
50-64	46	33	7	43	50	13	24	30	22	13	9
65 + *	3	33	-	67	67	-	33	33	-	33	-
<b>Income:</b>											
Less than 5,000	28	43	36	68	50	29	32	57	61	43	11
5,000- 9,999	43	33	37	56	56	12	14	63	51	30	5
10,000-14,999	98	36	26	69	57	19	29	57	43	45	1
15,000 +	95	29	29	62	52	24	22	42	37	37	4
<b>Education:</b>											
Grade School *	3	-	33	-	67	-	-	67	33	33	-
High/Voc. School	151	38	13	62	52	21	23	50	42	34	3
College	131	33	48	71	56	20	27	52	44	41	4
<b>Occupation:</b>											
Professional	55	31	51	78	56	18	27	56	44	55	2
Managers	25	20	28	52	40	24	16	40	32	44	4
Clerk/Sales	48	44	31	75	54	25	29	48	38	40	2
Craftsman	43	40	23	72	56	28	30	53	37	40	-
Farmer	27	37	11	52	56	4	11	33	33	11	4
Operator/Service/Labor	46	33	22	48	54	15	20	59	54	35	4
Retired *	8	25	-	63	63	13	38	63	13	25	-
Miscellaneous	33	42	30	70	55	27	27	55	64	24	12
<b>Group Affiliation:</b>											
Union	74	38	28	66	61	27	28	59	51	38	3
Farm *	8	63	25	50	88	13	25	25	38	25	-
Business	15	33	47	73	60	13	13	67	47	53	-
Service	11	18	18	82	64	9	45	73	36	40	-
None	185	34	29	65	50	19	23	46	40	36	4
<b>Total Sample</b>	<b>286</b>	<b>35</b>	<b>29</b>	<b>65</b>	<b>54</b>	<b>20</b>	<b>24</b>	<b>51</b>	<b>43</b>	<b>37</b>	<b>3</b>

\* low n's, data unreliable

Table 32

COMPARISON OF STATE SAMPLE WITH ENROLLED STUDENTS  
 ON REASONS FOR WANTING FURTHER EDUCATION  
 (percent of column N's)

<u>Why engaged in further learning:</u>	State Sample (N=286)	Enrolled Students (N=650)
meet people, avoid routine	35	36
work toward a degree	29	46
to be better informed	65	72
for personal satisfaction	54	60
to deal with personal problems	20	24
to deal with community problems	24	20
to improve income	51	45
to prepare for a job	43	45
for a job requirement or promotion	37	42
other reason	3	8



Table 33

SUBJECT INTERESTS - STATE SAMPLE.

Subject Interest	Total Sample (N=281) Percent	Percent of sub-sample n																													
		Sex		Residence			Age Group					Income Level				Educ. Level			Occupation Group							Affiliation					
		M	F	Me	Cl	Fa	1	2	3	4	5*	1	2	3	4	G*	H	C	PR	MG	CL	CR	FA	OP	RE	NS	U	F	B	S	N
Agriculture	13	21	7	2	15	35	17	18	8	11	--	14	5	10	20	33	15	11	6	4	10	9	44	11	--	24	16	25	20	9	12
Architecture	13	20	7	13	14	5	17	21	6	2	33	25	12	7	15	--	9	18	9	16	10	19	4	13	13	21	15	13	13	9	13
Basic Education	12	6	16	13	13	5	10	15	10	7	33	21	7	16	6	33	13	10	--	10	19	7	11	13	18	15	--	13	--	11	
Biological Sciences	12	7	15	11	11	11	19	11	10	7	--	14	19	9	13	--	5	19	22	4	10	9	15	4	13	12	9	13	7	9	13
Business Skills	26	17	34	22	27	35	27	30	21	26	33	32	24	35	14	--	33	20	9	36	35	21	30	22	25	45	30	--	20	36	26
Child Development	22	5	36	19	26	16	25	36	11	7	--	25	21	26	18	--	17	27	39	20	19	19	11	17	--	24	19	25	33	9	23
Citizenship	7	6	8	8	8	5	7	9	5	9	--	7	2	11	3	--	11	3	2	3	13	12	4	9	--	6	15	--	7	9	6
Commercial Art	15	13	17	17	15	14	17	19	13	9	33	25	12	14	15	--	10	21	15	16	19	16	7	11	13	18	15	13	20	18	15
Communications Arts/Media	17	18	17	18	17	8	19	28	9	7	33	25	21	16	15	--	10	26	17	20	21	19	7	13	25	21	19	25	--	27	16
Community Orgs. & Probs.	15	12	17	12	19	8	10	14	18	17	--	14	12	17	11	--	15	15	19	12	23	9	4	13	--	21	16	13	13	18	15
Computing Sciences	15	17	15	15	17	8	14	17	15	13	--	22	10	15	16	--	14	16	15	28	13	16	7	9	13	22	15	--	13	45	15
Consumer Education	20	12	26	17	23	16	17	25	17	17	--	15	17	26	18	--	19	21	31	8	26	16	15	9	25	25	20	13	33	27	19
Cosmetology, Barbering	7	1	13	19	3	8	10	5	10	2	--	7	12	8	4	--	10	5	4	16	--	14	4	4	--	16	7	13	7	9	7
Crafts	33	18	46	32	33	43	26	42	32	26	33	44	24	31	33	--	29	38	28	32	40	28	33	33	38	38	31	50	27	36	34
Creative Writing	12	9	15	13	12	11	12	18	6	11	33	19	14	14	9	--	8	18	11	8	13	12	7	13	38	16	18	25	7	27	10
Education	12	11	14	13	14	5	16	19	8	2	33	33	7	13	11	--	7	19	26	4	8	16	7	9	13	16	15	13	33	--	10
Engineering	12	24	1	13	11	11	24	9	10	4	--	26	10	10	12	33	12	11	7	4	11	21	11	11	--	19	16	13	--	9	10
English Lang. Training	5	6	5	6	5	3	7	4	5	7	--	11	7	4	4	--	5	6	2	4	6	7	4	--	13	16	7	--	7	--	5
Environmental Studies	15	19	12	15	16	14	22	15	13	13	--	19	12	15	16	--	9	22	20	12	19	14	4	11	13	22	9	38	13	45	15
Fine & Performing Arts	22	12	30	19	22	19	22	27	14	20	67	25	24	20	22	--	16	29	30	24	32	14	7	13	38	33	20	25	10	9	23
Flight-Training	15	24	7	20	14	11	16	22	13	2	--	7	12	15	16	--	10	21	21	24	15	7	11	11	--	18	16	13	20	--	14
Forestry	15	26	5	18	14	8	22	17	9	11	--	14	21	9	17	33	15	14	11	12	19	14	4	18	13	21	26	25	27	9	9
Gardening	30	18	39	21	35	30	17	32	29	43	--	36	19	26	35	--	31	28	38	28	36	29	19	24	25	27	31	50	40	18	28
Great Books	9	7	11	8	10	8	10	9	5	15	--	14	7	8	10	--	8	10	8	8	17	10	11	2	--	9	8	--	18	9	--
History	15	15	15	21	14	8	16	18	11	15	33	11	12	18	15	33	12	18	25	12	15	17	4	16	25	9	20	--	7	27	14
Home & Appliance Repair	22	26	19	23	26	11	12	31	23	17	--	21	19	25	23	--	26	18	19	16	26	24	7	27	25	30	36	25	33	18	16
Humanities	15	8	21	14	16	14	16	17	9	20	33	18	10	12	20	--	7	24	23	8	23	5	15	7	25	18	11	13	--	27	17
Industrial Trades	19	35	5	15	18	32	17	19	20	29	--	21	14	14	26	33	22	15	9	16	15	19	44	22	--	21	22	50	20	9	16
Investment	19	25	13	16	20	19	17	20	15	26	--	18	10	18	26	33	15	22	23	32	10	12	26	4	--	27	11	50	27	17	21
Labor & Industrial Relat.	8	13	4	9	9	5	10	9	4	13	--	7	5	12	8	--	9	8	9	4	6	14	4	7	--	12	8	--	9	9	--
Languages	17	16	18	22	16	5	25	18	11	18	--	22	21	22	19	--	11	24	28	12	21	14	11	4	13	28	19	--	13	18	19
Law	8	10	7	9	8	5	14	10	6	2	--	19	7	8	7	--	6	11	9	16	4	5	4	11	13	13	8	--	18	9	--
Library Science	2	--	3	--	3	--	2	2	--	2	33	4	2	1	1	--	--	4	4	4	2	--	--	--	--	--	--	--	--	--	3
Management	15	24	8	17	18	35	15	19	13	13	--	11	14	20	14	--	11	20	19	28	19	7	7	18	13	9	15	--	13	27	16
Medical Technology	7	2	11	8	5	11	8	8	9	--	--	7	10	7	7	--	9	5	6	4	6	10	7	4	13	13	11	25	13	9	5
Medicine	7	5	9	10	6	5	10	6	7	4	--	4	7	7	9	--	7	7	6	4	3	12	7	4	13	6	12	--	7	9	5
Nursing	12	2	20	13	12	5	17	8	11	11	33	7	21	14	7	--	13	11	13	16	13	12	4	7	25	16	18	25	20	--	9
Occult Sciences	6	5	7	6	7	--	8	10	1	--	--	7	5	6	5	--	1	8	7	8	4	7	4	--	--	13	9	13	13	--	4
Par. Psychology	16	8	22	10	22	3	15	23	9	13	33	22	19	23	7	--	14	19	16	19	14	4	13	25	12	16	25	20	18	16	--
Phys. Fitness/Defense	24	26	22	23	24	18	31	33	14	13	--	33	29	30	25	--	22	27	24	9	31	21	14	27	25	31	30	50	27	18	20
Physical Sciences	6	9	3	2	10	--	14	6	3	2	--	19	2	7	4	--	3	10	11	--	2	7	4	2	--	16	5	13	--	9	6
Public Affairs	16	15	16	17	19	5	14	12	14	28	33	22	7	17	16	--	15	16	11	16	8	12	4	13	25	23	15	--	13	27	16
Public & City Services	6	5	6	8	5	5	9	6	4	4	--	7	2	10	2	--	6	5	6	--	6	10	4	7	13	3	7	--	36	4	--
Public Speaking	9	7	10	9	9	8	2	12	8	13	--	10	9	11	--	--	9	8	11	12	4	7	11	2	25	13	5	13	13	8	9
Real Estate, Insurance	10	15	6	14	10	3	7	14	9	9	--	11	2	6	17	--	9	12	15	12	17	5	4	11	--	3	11	13	7	9	9
Religious Studies	13	12	15	16	13	8	10	14	13	17	--	15	5	18	15	--	10	16	25	8	13	17	11	4	13	10	12	13	7	36	13
Safety/First Aid	13	8	17	7	16	14	9	13	18	11	--	15	12	18	10	--	18	8	13	12	6	19	--	13	13	26	11	13	13	9	14
Salesmanship, Marketing	9	13	6	7	10	14	5	14	11	2	--	11	2	10	11	--	9	10	11	16	13	9	11	2	--	13	4	13	7	18	11
Sewing, Home Crafts	25	3	44	25	23	27	16	28	28	24	33	33	21	34	18	--	26	24	30	16	26	33	15	20	50	19	30	19	13	27	24
Social Sciences	16	15	17	20	16	8	19	19	9	17	--	15	12	19	15	--	12	21	23	12	21	12	15	--	25	26	12	--	7	9	18
Sports & Games	25	26	26	30	23	19	28	34	19	15	--	33	23	25	24	--	24	26	23	20	34	26	22	20	25	25	24	38	27	27	34
Trav. Int.	14	15	13	13	14	19	14	15	14	13	--	7	7	19	17	--	13	16	21	12	9	14	7	11	25	19	18	25	13	27	11
Technical Skills	14	25	4	14	15	11	19	17	10	9	--	22	14	12	16	--	17	11	8	8	11	17	11	24	13	19	24	13	20	18	9
Travel	24	25	24	26	26	14	19	27	19	33	33	30	23	16	30	33	16	33	31	20	38	26	15	13	25	19	23	13	27	27	24
Other (Total)	4	2	5	5	5	--	4	6	--	7	--	7	7	2	4	--	3	5	6	--	4	5	--	4	--	6	3	13	7	9	4

Sub-sample n's

Table 34

COMPARISON OF SUBJECTS WANTED AND CHOSEN BY STATE SAMPLE AND GROUP INTERVIEWS  
 WITH SUBJECTS BEING TAKEN BY ENROLLED NON-TRADITIONAL STUDENTS  
 (Percent of column N)

Subject	State Sample (N=781)		Interview Subjects (N=176)		Enrolled Students (N=650)
	Wanted*	Chosen	Wanted	Chosen	Taking now
Agriculture	13	4	-	-	5
Architecture	13	2	-	-	-
Basic Education	12	2	3	-	-
Biological Sciences	12	1	-	4	6
Business Skills	26	9	13	8	8
Child Development	22	4	-	-	-
Citizenship	7	-	-	-	-
Commercial Art	15	2	-	3	1
Communications Arts/Media	17	1	-	3	-
Community Orgs. & Probs.	15	-	-	-	-
Computing Sciences	15	3	5	-	4
Consumer Education	20	1	3	-	-
Cosmetology, Barbering	7	-	-	-	-
Crafts	33	4	-	2	1
Creative Writing	12	-	-	2	-
Education	12	5	-	-	14
Engineering	12	4	3	10	1
English Lang. Training	5	-	-	-	1
Environmental Studies	15	-	3	1	1
Fine & Performing Arts	22	2	5	7	1
Flight Training	15	2	-	-	-
Forestry	15	2	-	-	-
Gardening	30	2	5	1	-
Great books	9	-	-	-	-
History	15	1	8	-	1
Home & Appliance Repair	22	1	-	-	3
Humanities	15	1	5	1	2
Industrial Trades	19	4	3	2	1
Investment	19	1	-	-	-
Labor & Industrial Relat.	8	1	-	-	-
Languages	17	3	5	-	2
Law	8	1	-	1	4
Library Science	2	1	-	12	3
Management	15	2	3	-	7
Medical Technology	7	2	-	1	2
Medicine	7	2	3	3	1
Nursing	12	6	-	14	5
Occult Sciences	6	1	-	-	-
Para. Psychology	16	1	-	1	3
Phys. Fitness/Defense	24	-	-	1	-
Physical Sciences	6	-	3	-	2
Public Affairs	16	-	3	-	1
Public & City Services	6	2	-	-	1
Public Speaking	9	-	-	-	1
Real Estate, Insurance	10	1	-	1	1
Religious Studies	13	1	3	-	1
Safety/First Aid	13	-	-	-	-
Salesmanship, Marketing	9	1	-	-	-
Sewing, Home Crafts	25	4	21	16	1
Social Sciences	16	3	3	3	8
Sports & Games	25	2	-	-	-
Taxation	14	-	3	-	-
Technical Skills	14	5	-	1	2
Travel	24	1	-	-	-
Other Choice	4	2	-	1	5

\* Column total greater than 100 due to multiple responses allowed.



Table 35

SUBJECTS FREQUENTLY CHOSEN AS "MOST LIKELY" TO PURSUE WITHIN TWO YEARS -- STATE SAMPLE

Subjects (Percent of subjects in category)

Subject Characteristic	n	Agriculture	Business Skills	Child Development	Crafts	Education	Engineering	Industrial Technology	Nursing	Sewing Home Crafts	Technical Skills	45 other Subjects
<b>Sex:</b>												
Male	129	8	5	-	2	4	7	7	-	1	9	57
Female	156	1	13	8	4	6	1	1	11	6	1	48
<b>Residence:</b>												
Metropolitan	89	-	6	4	2	6	2	2	7	1	2	66
City/Town	148	5	11	5	3	5	4	2	6	5	4	50
Farm	38	11	11	3	11	3	3	16	3	3	8	28
<b>Age:</b>												
18-24	60	12	10	5	-	3	10	-	10	2	5	43
25-34	98	1	8	6	4	-	-	4	4	2	6	58
35-49	78	3	12	4	5	5	5	5	5	3	3	50
50-64	46	2	4	-	4	-	-	7	7	13	4	59
65+	3*	-	33	-	-	33	-	-	-	-	-	34
<b>Income:</b>												
Less than 5,000	28	7	18	4	4	11	11	4	-	4	-	37
5,000-9,999	42	2	12	2	-	2	-	-	14	2	7	59
10,000-14,999	98	5	10	5	3	5	6	2	8	7	2	47
15,000 +	94	1	3	4	3	5	1	9	3	2	9	60
<b>Education:</b>												
Grade School	3*	-	-	-	-	-	-	-	-	-	33	67
High/Voc. School	149	3	12	4	5	1	3	5	7	5	7	48
College	132	5	6	5	2	10	4	3	5	2	1	57
<b>Occupation:</b>												
Professional	55	-	4	5	4	13	4	4	9	4	-	53
Managers	25	4	16	8	-	-	-	4	8	4	-	56
Clerk/Sales	47	4	6	2	6	4	-	-	4	4	2	68
Craftsman	43	-	9	5	-	-	12	2	9	5	5	53
Farmer	28	18	4	4	4	4	-	21	4	-	11	30
Operator/Svc./Labor	45	2	9	2	7	7	2	2	2	4	13	50
Retired	8*	-	25	-	-	13	-	-	-	13	-	49
Miscellaneous	33	6	18	6	3	-	6	-	6	3	3	49
<b>Affiliation:</b>												
Union	74	-	7	3	4	7	1	-	7	4	9	54
Farm	8*	13	-	-	11	-	-	25	-	-	-	50
Business	13*	-	-	7	-	20	-	7	7	7	-	52
Service	11*	9	9	-	-	-	-	-	-	18	-	64
None	18*	5	11	3	3	3	3	1	5	4	3	52
Total Sample	285	4	9	4	4	5	4	4	6	4	5	51

\* unreliable -- low n's.

Table 36

PLACE CHOSEN AS MOST LIKELY ONE AT WHICH TO LEARN - STATE SAMPLE

(Percent)

Characteristic	N	At Home	At Work	Priv. Tutor	New Col. "CW"	Library or Commun.	Adult Learning Center	Local High School	Priv. Voc. School	Area CC	Priv. Col. or Univ.	State Univ.	Other State	Other Place*	Undecided
Sex:															
Male	131	7	2	-	5	1	12	9	20	19	9	15	5	1	5
Female	156	8	3	2	6	2	13	6	4	24	11	11	3	1	6
Ethnicity:															
Metropolitan	89	8	2	1	9	2	12	7	7	21	14	7	3	-	7
City/Town	150	7	3	1	4	1	10	7	5	24	9	19	5	1	4
Suburban	38	5	-	-	5	-	26	13	16	13	8	3	-	3	8
Age:															
18-24	60	7	2	-	3	-	8	3	7	17	18	21	10	2	2
25-34	98	4	1	1	7	1	12	-	9	24	10	18	3	1	4
35-49	80	11	2	-	6	3	13	10	8	25	8	6	1	1	6
50-64	46	7	7	4	4	2	20	15	2	18	4	4	2	-	11
65 +	3	33	-	-	-	-	-	-	-	33	33	-	-	-	34
Income:															
Less than 5,000	28	-	4	-	-	4	11	4	-	21	14	28	7	-	7
5,000-9,999	43	5	2	2	7	2	2	10	5	37	5	7	7	2	7
10,000-14,999	98	14	3	1	4	1	13	6	7	20	11	14	1	1	6
15,000 +	95	2	2	1	9	1	12	11	12	19	11	12	4	1	3
Education:															
Grade School *	3	-	-	-	-	-	33	33	34	-	-	-	-	-	-
High/Voc. School	151	11	3	2	3	2	14	10	11	29	1	6	1	-	7
College	132	3	2	-	8	1	10	5	2	14	20	21	7	2	5
Occupation:															
Professional	55	4	4	-	5	2	9	4	4	14	36	22	5	4	5
Managers	25	4	4	-	16	-	16	8	-	20	24	12	8	-	4
Marketing/Sales	48	10	-	-	6	2	14	11	8	21	21	8	6	-	6
Craftsman	43	16	2	2	5	-	14	5	12	28	12	7	-	2	2
Operator	28	9	-	-	7	-	29	11	18	11	11	7	-	-	4
Service/Labor	46	4	4	2	4	-	13	11	9	29	13	4	2	-	7
Unemployed *	8	25	13	-	-	-	-	-	-	37	-	13	-	-	12
Other	33	-	-	-	-	6	3	9	-	24	12	31	6	-	9
Affiliation:															
Religious *	74	8	1	1	7	1	15	5	9	27	7	7	3	4	4
Political *	8	-	-	-	-	-	13	25	-	13	-	25	-	-	2
News *	15	7	-	-	-	-	20	7	7	13	7	33	7	-	7
Other *	11	-	-	-	-	-	19	-	9	18	9	36	9	-	9
Total	186	8	3	1	6	2	11	8	6	21	12	12	4	-	6
Sample	287	7	2	1	6	1	12	8	6	24	10	11	4	1	6

\* Unavailable, low n's



Table 37

CHIEF REASON FOR CHOOSING PLACE TO LEARN - STATE SAMPLE

Percent of Subsample n

Sample Characteristic	N	Convenience	Programs	Prestige	Cost	Comfortable	Enjoy	Other	Undecided
<b>Sex:</b>									
Male	130	37	25	5	7	10	5	6	5
Female	154	54	20	-	5	6	7	3	5
<b>Residence:</b>									
Metropolitan	88	37	25	2	7	16	7	1	3
City/Town	149	50	25	2	4	5	4	7	3
Farm	37	57	14	-	5	2	14	-	8
<b>Age:</b>									
18-24	60	20	40	5	10	13	7	3	2
25-34	97	48	21	2	5	8	6	6	4
35-49	79	65	14	-	6	4	5	4	2
50-64	45	47	22	2	-	7	7	4	11
65 +	3	67	-	-	-	-	-	-	33
<b>Income:</b>									
Less than 5,000	27	26	22	7	11	15	4	11	4
5,000-9,999	43	37	28	5	9	9	7	-	5
10,000-14,999	98	54	20	1	5	7	5	7	1
15,000 +	94	45	28	-	4	5	8	3	7
<b>Education:</b>									
Grade School *	3	-	33	-	33	34	-	-	-
High/Voc. School	150	48	18	1	6	9	7	5	6
College	130	46	27	4	5	5	5	5	6
<b>Occupation:</b>									
Professional	54	48	33	4	-	4	-	17	4
Managers	25	52	20	-	4	12	4	4	4
Clerks/Sales	48	52	25	2	8	2	11	2	6
Craftsmen	42	45	19	-	10	14	2	10	-
Farmers	28	53	18	-	7	4	11	-	7
Operator/Service/Labor	46	48	15	-	11	11	13	-	2
Retired *	8	50	25	13	-	-	-	-	12
Miscellaneous	32	25	25	6	13	13	3	6	9
<b>Group Affiliation:</b>									
Union	73	48	18	-	8	14	10	-	3
Farm *	7	43	29	-	-	-	14	-	14
Business	15	47	13	7	-	7	7	13	7
Service *	11	29	36	-	9	-	-	27	4
None	185	47	25	3	5	-	4	5	5
<b>Total Sample</b>	<b>284</b>	<b>46</b>	<b>23</b>	<b>2</b>	<b>5</b>	<b>8</b>	<b>6</b>	<b>5</b>	<b>5</b>

unreliable, low n's





Table 39

CREDIT WANTED FOR CHOSEN SUBJECT - STATE SAMPLE

Type of credit - percent of subsample n

Sample Characteristic	N	Credit Wanted? (N = 184)		Statement of Completion	Public School Certificate	Occupational License	AA Degree	BA/BS Degree	MA/MS Degree	Graduate Degree	Other and Undecided
		Yes	No								
<u>Sex:</u>											
Male	87	66	28	22	3	16	7	12	16	14	10
Female	92	63	36	17	18	14	6	14	13	6	12
<u>Residence:</u>											
Metropolitan	63	71	26	25	11	11	10	16	6	13	8
City/Town	102	69	27	18	10	15	5	14	18	8	14
Farm	12	32	68	17	25	34	8	8	8	-	-
<u>Age:</u>											
18-24	47	80	18	11	11	13	6	23	13	15	8
25-34	71	72	27	16	11	14	6	17	18	8	10
35-49	50	64	31	34	6	18	6	2	12	8	14
50-64	15	33	61	13	26	20	7	7	7	7	13
65+	1	33	67	-	-	-	100	-	-	-	-
<u>Income:</u>											
Less than 5,000	21	78	18	19	4	10	10	24	10	19	4
5,000-9,999	33	79	21	25	6	15	6	12	15	6	15
10,000-14,999	65	66	30	18	15	16	6	14	9	9	12
15,000 +	55	59	39	16	11	16	7	11	18	11	10
<u>Education:</u>											
Grade School	3	100	-	33	-	33	-	-	-	-	34
High/Voc. School	87	58	39	32	13	25	8	8	3	5	6
College	94	72	24	6	10	5	5	19	26	15	14
<u>Occupation:</u>											
Professional	45	80	16	11	11	9	-	14	31	19	8
Managers	14	59	33	-	7	22	14	7	29	7	14
Clerk/Sales	29	60	38	10	3	21	10	28	14	-	14
Craftsman	29	69	31	25	10	21	10	7	3	7	14
Farmer	8	28	68	13	25	25	13	12	12	-	-
Operator/Service/Labor	34	74	24	29	20	18	3	9	3	6	12
Retired	2	25	62	-	-	-	50	-	-	50	-
Miscellaneous	23	74	23	35	4	4	4	18	4	22	9
<u>Group Affiliation:</u>											
Union	56	76	23	20	18	16	-	13	9	4	9
Farm	3	38	63	-	-	33	-	33	33	-	-
Business	12	80	20	8	8	8	8	8	42	17	-
Service	9	82	18	11	11	11	-	-	22	33	1
None	109	59	36	20	8	15	8	16	13	11	10
<b>Total Sample</b>	<b>283</b>	<b>65</b>	<b>32</b>	<b>19</b>	<b>11</b>	<b>15</b>	<b>7</b>	<b>14</b>	<b>14</b>	<b>10</b>	<b>10</b>

\* undecided - 32

\* unreliable - low n's

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Table 42

SUMMARY OF ENROLLMENTS IN IOWA'S  
AREA SCHOOLS FISCAL YEAR 1975\*

AREA SCHOOL	CAREER SUPPLEMENTARY	GENERAL AND CONT EDUC. - ACADEMIC	GENERAL AND CONT ED. - CULTURAL & RECREATION	COLLEGE PARALLEL
I	13,475	6,205	8,272	-
II	13,992	6,205	2,638	563
III	6,730	7,357	2,612	392
IV	4,668	580	1,119	118
V	13,187	7,622	3,128	-
VI	10,072	9,550	8,593	-
VII	7,251	9,320	2,418	-
IX	7,000	2,034	5,524	-
X	11,890	6,956	7,578	-
XI	13,062	4,209	8,392	387
XII	4,181	2,857	8,945	-
XIII	6,607	3,998	2,726	-
XIV	6,963	2,284	2,067	-
XV	5,896	6,747	836	253
XVI	5,458	821	1,549	315
TOTAL	241,132	76,751	66,395	1,465

\*Enrollments represent head counts, not unduplicated registrations

Adult Basic Education, High School Completion, Drinking Drivers, Apprenticeship Programs, and certain other special programs are not included.

Table 43

ENROLLMENTS IN CAREER SUPPLEMENTARY  
EDUCATION IN IOWA PUBLIC SCHOOL DISTRICTS  
FISCAL YEAR 1975

<u>SECONDARY SCHOOLS</u>	<u>MALES</u>	<u>FEMALES</u>	<u>TOTAL</u>
CLINTON	378	102	480
COUNCIL BLUFFS	240	461	701
DAVENPORT	699	205	904
DES MOINES	1,107	223	1,330
LE MARS	59	0	59
OTHERS	13,486	2,957	16,443
TOTALS	15,969	3,948	19,917

Table 44

POPULATION\* OF IOWA'S  
16 MULTI-COUNTY PROGRAM PLANNING AREAS

<u>AREA</u>	<u>POPULATION</u>	<u>AREA</u>	<u>POPULATION</u>
I	68,774	IX	236,617
II	153,863	X	330,134
III	105,097	XI	502,235
IV	190,062	XII	92,155
V	123,672	XIII	188,198
VI	102,274	XIV	61,857
VII	250,354	XV	153,825
VIII	130,218	XVI	118,774
	TOTAL		2,825,041

\* 1974 Census Bureau estimate.

Table 45

ESTIMATED NUMBERS OF ADULTS ENROLLED IN NON-TRADITIONAL EDUCATIONAL PROGRAMS 74-75 - (75-76)

TYPE OF PROGRAM	TYPE OF INSTITUTION				TOTAL ENROLLMENT
	2 YR PUB	4 YR PUB	PRIVATE	PROP	
CAREER SUPPLEMENTARY	104,100 (128,275)	125	1,100	0	105,325 (.45)
GENERAL AND CONTINUING EDUCATION	120,200* (134,900)	0	700	0	120,900 (.51) *(.24)
COLLEGE PARALLEL	2,200 (4,400)	3,400	3,000	0	8,600 (.04)
TOTAL (PERCENT)	226,500 (.965) (255,475)	3,525 (.015)	4,800 (.020)	0	234,825

\*Of this number approximately 57,000 (61,300) are enrolled in cultural or recreational types of programs.

OCCUPATION

TABLE 46A-1/

OCCUPATION	PLANNING AREA 2/																
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBANA 3/
PROFESSIONAL	82	5	4	5	2	8	6	7	9	3	13	3	5	21	52	18	217
MANAGER	10%	9%	9%	11%	9%	12%	14%	12%	8%	9%	10%	6%	11%	11%	19%	1	31
CLERICAL/SALES	65	2	4	4	1	7	-	2	14	2	15	3	5	1	4	3	36
	3%	4%	2%	9%	5%	10%	-	3%	13%	6%	12%	6%	11%	5%	7%	17%	12%
CRAFTSMAN	93	1	4	10	-	7	2	9	10	4	16	9	4	1	9	2	39
	12%	13%	9%	23%	-	10%	5%	16%	9%	12%	13%	17%	9%	5%	15%	11%	13%
SERVICE/OPERATOR/VA	111	1	8	3	3	9	10	8	16	5	19	5	7	4	6	1	46
ORDER	14%	13%	7%	14%	14%	13%	24%	14%	14%	15%	15%	9%	16%	19%	10%	6%	15%
FARMER	131	-	10	4	4	19	6	13	14	6	23	3	5	3	8	7	53
	16%	19%	9%	14%	18%	28%	14%	22%	13%	18%	19%	6%	11%	14%	14%	39%	18%
RETIRED	119	4	13	17	7	3	10	-	11	7	3	16	10	5	13	-	2
	15%	50%	25%	38%	32%	4%	24%	-	10%	21%	2%	30%	23%	24%	22%	-	1%
UNEMPLOYED	137	-	7	6	4	9	4	14	26	3	23	8	7	7	6	2	58
	17%	13%	13%	25%	18%	13%	10%	24%	23%	9%	19%	15%	16%	33%	10%	11%	20%
MISCELLANEOUS	18	-	1	1	1	4	1	1	4	1	1	-	1	-	1	1	11
	2%	-	2%	2%	5%	6%	2%	2%	4%	3%	1%	-	2%	-	2%	6%	4%
	50	2	3	5	1	3	3	4	7	3	11	6	-	-	1	1	21
	6%	25%	6%	11%	2%	4%	7%	7%	6%	9%	9%	11%	-	-	2%	6%	7%

1/ Tables 46A through 46V display the state data breakdown by official state planning areas. Response rates by planning area are too low to draw conclusions. However, these tables are included as potentially useful to program planners responsible for a given area.

2/ Counties included in each planning area are detailed at the bottom of Table 46B.

3/ Counties considered urban in Iowa are Black Hawk, Clinton, Dubuque, Johnson, Linn, Polk, Pottawattamie, Scott, Story, and Woodbury.

EDUCATION

TABLE 46B  
PLANNING AREA 1/

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	TOTAL
8TH GRADE OR LESS	128	131	193	243	203	143	93	63	17	2	12	13	10	4	7	3	40
HIGH SCHOOL	404	5	26	19	19	9	36	23	28	54	21	62	17	14	34	7	145
SOME COLLEGE	153	2	8	8	9	4	7	3	5	14	7	24	6	9	2	8	3
COMPLETED COLLEGE	74	-	4	6	4	4	8	4	8	9	1	15	1	2	1	6	1
BEYOND COLLEGE, INCLUDING ADVANCED DEGREE	36	-	1	-	-	1	5	2	1	7	1	8	3	1	4	2	19
TRADE, VOCATIONAL, OR BUSINESS SCHOOL	63	-	83	73	73	53	73	53	23	63	63	63	23	73	113	113	163

1/ Counties included in each planning area include:

1. (Decorah Area) Allamakee, Clayton, Howard, Minneshiak
2. (Nason City Area) Cerro Gordo, Floyd, Franklin, Hancock, Kossuth, Mitchell, Winnebago, Worth
3. (Spencer Area) Buena Vista, Clay, Dickinson, Emmett, O'Brien, Osceola, Palo Alto
4. (Sioux City Area) Cherokee, Ida, Lyon, Monona, Plymouth, Sioux, Woodbury
5. (Ft. Dodge Area) Calhoun, Hamilton, Humboldt, Pocahontas, Webster, Wright
6. (Marshalltown Area) Hardin, Marshall, Poweshiek, Tama
7. (Waterloo Area) Black Hawk, Bremer, Buchanan, Butler, Chickasaw, Fayette, Grundy
8. (Dubuque Area) Delaware, Dubuque, Jackson
9. (Davenport Area) Clinton, Muscatine, Scott
10. (Cedar Rapids) Burton, Cedar, Iowa, Johnson, Jones, Linn, Washington
11. (Des Moines) Boone, Dallas, Jasper, Madison, Marion, Polk, Story, Warren
12. (Carroll) Audubon, Carroll, Crawford, Greene, Guthrie, Sac
13. (Council Bluffs Area) Cass, Fremont, Harrison, Mills, Montgomery, Page, Pottawattamie, Shelby
14. (Creston Area) Adams, Clarke, Decatur, Ringgold, Taylor, Union
15. (Ottumwa Area) Appanoose, Davis, Jefferson, Keokuk, Lucas, Mahaska, Monroe, Van Buren, Wapello, Wayne
16. (Burlington Area) Des Moines, Henry, Lee, Louisa

2/ See TABLE 46A footnote 3

IOWA MARKET/OPINION SURVEY (495-01)

AFFILIATION

TABLE 46C  
P L A N N I N G   A R E A

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	USDA
UNION MEMBER	7	53	45	43	22	42	42	58	111	34	124	53	43	21	52	18	226
FARM ASSOCIATION MEMBER	1	7	6	10	2	25	14	21	26	7	36	4	7	2	7	7	90
BUSINESS ASSOCIATION MEMBER	23%	14%	13%	23%	9%	36%	33%	36%	23%	21%	29%	8%	16%	10%	12%	39%	30%
SERVICE CLUB MEMBER	31	2	7	-	3	2	1	-	3	-	3	6	2	-	2	-	6
AONE	4%	29%	16%	-	14%	3%	2%	-	3%	-	2%	11%	5%	-	3%	-	2%
	32	4	2	7	1	2	-	3	2	2	5	6	3	-	2	-	11
	4%	5%	4%	5%	5%	3%	-	5%	2%	6%	4%	11%	7%	-	3%	-	4%
	37	-	3	1	3	8	1	1	3	1	5	2	5	-	3	-	16
	5%	2%	7%	2%	14%	12%	2%	2%	3%	3%	4%	4%	12%	-	5%	-	5%
	538	45	29	32	14	36	26	36	78	25	78	35	28	19	45	11	184
	67%	85%	64%	74%	64%	52%	62%	62%	70%	74%	63%	66%	65%	90%	76%	61%	62%



ICMA MARKET/OPINION SURVEY (495-01)

INCOME

TABLE 46D

PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN
795	52	54	41	41	20	62	42	58	110	34	123	53	43	21	58	18	28%
114	5	7	7	7	3	5	1	6	25	4	26	6	5	6	6	1	46
14%	10%	16%	17%	17%	15%	7%	2%	10%	23%	12%	21%	11%	12%	29%	10%	6%	16%
166	11	11	11	11	4	13	6	15	26	6	19	14	6	6	12	6	52
21%	21%	25%	27%	27%	20%	19%	14%	26%	24%	18%	15%	26%	14%	29%	21%	33%	21%
226	1	16	10	13	7	21	16	16	27	11	35	15	15	2	15	6	80
20%	13%	31%	23%	32%	35%	30%	30%	28%	25%	32%	28%	28%	35%	10%	26%	33%	27%
146	2	12	5	7	2	18	11	12	17	6	27	7	7	3	6	4	61
18%	25%	23%	11%	17%	10%	26%	26%	21%	15%	18%	22%	13%	16%	14%	20%	22%	21%
78	3	2	11	1	3	4	5	4	8	6	11	9	4	3	3	-	22
10%	38%	4%	25%	2%	15%	6%	12%	7%	7%	18%	9%	17%	9%	14%	5%	5%	7%
65	1	6	-	2	1	8	3	5	7	1	5	2	6	1	16	1	23
8%	13%	12%	-	5%	5%	12%	7%	9%	8%	3%	4%	4%	14%	5%	28%	6%	6%

LESS THAN \$5,000

\$5,000 - \$9,999

\$10,000 - \$14,999

\$15,000 - \$25,000

OVER \$25,000

REFUSEC



ICMA MARKET/OPINION SURVEY (495-01)

SEX

TABLE 46E

PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN	
MALE	389	4	26	20	21	10	34	20	28	55	15	59	27	22	10	29	8	143
	48%	50%	49%	44%	48%	49%	48%	48%	48%	50%	44%	48%	51%	50%	48%	50%	44%	48%
FEMALE	416	4	27	25	23	12	35	22	30	56	19	65	26	22	11	29	10	154
	52%	50%	51%	56%	52%	53%	51%	52%	52%	50%	56%	52%	49%	50%	52%	50%	56%	52%

ICMA MARKET/OPINION SURVEY (495-01)

RACE

TABLE 46F

PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN	
WHITE	779	8	53	45	41	22	67	42	58	111	34	111	53	26	21	58	18	281
	75%	8	52%	45%	41%	21%	64%	40%	56%	111%	32%	100%	53%	36%	21%	57%	17%	265%
NON-WHITE	24	1	1	1	1	3	2	2	2	2	2	11	1	1	1	1	1	16
	3%	2%	1%	1%	1%	4%	5%	5%	3%	2%	6%	10%	1%	1%	1%	2%	1%	6%



IOWA MARKET/OPINION SURVEY (495-01)

RESIDENCE

TABLE 46C

PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	18	
METROPOLITAN	101	8	53	44	53	21	69	42	57	105	34	121	53	39	21	58	18	286
	234	-	-	27	63	-	35	17	28	37	-	76	1	12	-	1	-	231
	30%						51%	40%	49%	35%		63%	2%	31%		2%		81%
CITY	254	1	20	13	11	9	16	-	25	35	21	37	11	7	4	25	18	53
	32%	13%	38%	30%	26%	43%	23%		44%	33%	62%	31%	21%	10%	19%	43%	100%	19%
TOWN	156	1	17	15	5	5	11	13	4	19	5	4	23	6	12	14	-	-
	20%	13%	32%	34%	12%	24%	16%	31%	7%	18%	15%	3%	43%	21%	57%	24%	-	-
FARM	143	6	16	16	-	7	7	12	-	14	8	4	18	12	5	18	-	2
	18%	7%	30%	36%		33%	10%	29%		13%	24%	3%	34%	31%	24%	31%	-	1%

IOWA MARKET/OPINION SURVEY (495-01)

AGE

TABLE 46H

PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	18	
18 - 24 YEARS	102	1	7	3	4	4	11	7	8	15	2	18	4	7	1	8	2	45
	13%	13%	13%	7%	5%	18%	16%	17%	14%	14%	6%	15%	6%	16%	5%	14%	11%	15%
25 - 34 YEARS	180	1	14	9	11	4	23	10	11	20	5	37	8	9	4	10	4	77
	22%	13%	26%	20%	25%	18%	33%	24%	19%	18%	15%	30%	15%	20%	19%	17%	22%	26%
35 - 49 YEARS	172	3	9	9	9	5	14	6	13	22	10	27	10	11	3	13	5	58
	21%	38%	17%	20%	20%	23%	20%	19%	22%	20%	29%	22%	19%	25%	14%	22%	28%	20%
50 - 64 YEARS	176	3	13	10	10	3	10	10	14	24	11	16	14	10	6	17	5	59
	22%	38%	25%	22%	23%	14%	14%	24%	24%	22%	32%	13%	26%	23%	29%	23%	28%	20%
65 OR MORE YEARS	176	-	10	14	10	6	11	7	12	30	6	26	17	7	7	11	2	58
	22%	19%	31%	23%	27%	27%	16%	17%	21%	27%	18%	21%	32%	16%	33%	19%	11%	20%

IOWA MARKET/OPINION SURVEY (495-01)

EDUCATIONAL AMBITION, NEXT TWO YEARS

TABLE 46I

	PLANNING AREA															
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
YES, PLAN TO DO SO	804	8	53	44	22	69	42	58	111	34	124	53	46	21	52	18
	100	1	5	11	5	10	3	5	11	4	29	7	6	2	6	2
	12%	13%	9%	23	11%	5%	7%	9%	10%	12%	23%	13%	18%	10%	10%	11%
YES, WOULD LIKE TO DO SO POSSIBLY	142	2	9	11	3	8	2	16	26	7	23	9	8	2	4	4
	18%	25%	17%	18%	14%	12%	5%	28%	23%	21%	19%	17%	18%	10%	7%	22%
NO REAS. INTERESTS	45	1	2	1	1	0	2	2	3	-	7	2	2	1	4	3
	6%	13%	4%	2%	5%	12%	5%	3%	3%	-	6%	4%	5%	5%	7%	15%
NO REAS. INTERESTS	519	4	37	35	17	43	35	35	71	23	65	35	26	16	45	9
	64%	50%	70%	78%	50%	62%	83%	60%	64%	68%	52%	66%	59%	76%	76%	50%

IOWA MARKET/OPINION SURVEY (495-01)

PRESENT EDUCATIONAL ACTIVITY

TABLE 46J

	PLANNING AREA															
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
FULL TIME STUDENT	505	8	53	45	44	22	69	42	58	111	34	124	53	43	21	52
	27	2	43	23	1	53	1	23	53	33	93	23	1	1	2	2
	3%	4%	23%	23%	1%	53%	1%	23%	53%	33%	93%	23%	1%	1%	2%	2%
PART TIME FOR CREDIT	26	2	2	3	4	4	2	1	1	-	0	2	4	4	-	17
	3%	4%	4%	7%	6%	6%	3%	3%	3%	1%	6%	4%	9%	9%	-	17%
PART TIME NOT FOR CREDIT	17	1	2	1	3	3	2	1	1	1	3	1	-	-	1	5
	2%	13%	4%	2%	4%	5%	2%	1%	1%	3%	2%	2%	-	-	2%	5%
	2%	13%	4%	2%	4%	5%	2%	1%	1%	3%	2%	2%	-	-	2%	5%
NOT NOW A STUDENT	735	7	47	43	21	63	40	54	104	32	102	50	38	21	56	16
	91%	88%	89%	96%	93%	90%	95%	93%	94%	94%	82%	94%	88%	100%	95%	89%

REASONS FOR PURSUING EDUCATION

TABLE 46K

	PLANNING AREA																	
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16 URBAN		
MEET NEW PEOPLE, GET AWAY FROM ROUTINE	286	4	16	10	22	5	26	7	23	40	11	52	18	17	5	14	9	123
WORK TOWARD A DEGREE	83	-	5	1	4	2	6	1	9	11	2	27	2	7	7	6	-	46
TO BE BETTER INFORMED	187	1	12	8	14	4	12	3	15	27	7	37	10	14	9	12	6	81
FOR PERSONAL SATISFACTION	155	3	10	4	10	3	17	5	14	25	4	30	10	9	-	5	6	70
TO DEAL WITH PERSONAL PROBLEMS	58	1	3	-	7	2	3	2	6	5	5	13	5	2	1	1	2	31
SOLVE COMMUNITY PROBLEMS	70	1	3	5	7	2	4	-	7	9	2	16	3	5	-	3	3	37
IMPROVE MY INCOME	146	1	9	4	17	3	13	4	17	19	6	28	6	7	1	8	3	69
PREPARE FOR A JOB, OR NEW JOB	122	1	8	2	9	5	15	3	11	16	6	23	4	6	2	7	4	55
FOR JOB REQUIREMENT, PROMOTION, ETC.	106	1	3	6	3	2	11	3	11	11	6	23	7	9	2	8	2	47
OTHER REASON NOT LISTED	10	-	-	-	-	-	-	-	1	3	-	4	-	1	-	-	7	7
UNCEICED	38	-	-	-	-	-	-	-	42	82	-	72	-	62	-	-	112	62

IGWA MARKET/OPINION SURVEY (495-01)

WHAT WOULD BE SPENT TO LEARN SUBJECT CHOSEN

TABLE 46L

	PLANNING AREA																
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	
NOT WILLING/NOT ABLE TO SPEND ANYTHING	286	4	16	10	22	5	26	1	23	39	11	18	10	5	11	9	122
\$1 - \$25	15	1	2	-	1	-	2	-	1	2	-	1	2	-	1	-	5
\$26 - \$50	54	25	13	-	5	-	8	-	4	5	-	6	11	-	1	-	4
\$51 - \$100	12	1	1	-	-	-	-	2	1	1	1	3	1	1	1	-	3
\$101 - \$300	42	6	6	-	9	20	8	9	3	9	9	23	17	6	20	7	3
\$301 - \$600	71	-	1	2	1	-	1	2	1	4	1	4	2	-	-	-	4
\$601 - \$1000	25	1	6	3	3	-	3	1	2	4	1	4	2	-	-	-	11
\$1001 - \$2500	9	6	30	14	12	14	9	8	9	3	1	2	2	1	1	1	10
OVER \$2500	26	-	1	3	-	3	-	3	8	1	1	5	2	-	-	-	15
NOT SURE	9	-	10	14	12	13	21	13	21	9	8	11	11	-	-	-	12
	24	1	1	1	2	-	4	1	3	1	2	6	1	-	-	-	13
	8	25	6	10	9	-	15	14	13	3	18	10	6	-	-	-	11
	33	-	4	-	1	1	3	1	3	4	1	6	1	1	4	1	15
	12	25	25	-	5	20	12	14	13	10	9	10	6	11	20	29	11
	57	1	-	2	4	1	7	1	3	5	1	23	3	1	2	3	28
	20	25	20	20	18	20	27	14	13	13	9	39	17	6	40	21	23
	61	1	5	1	5	2	1	1	5	9	2	12	2	6	4	5	24
	21	25	31	10	23	40	4	14	22	23	18	20	11	33	29	56	20

334

343



HOURS PER WEEK AVAILABLE TO LEARN SUBJECT CHOSEN

TABLE 46M

	PLANNING AREA																	
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN	
5 HOURS OR LESS	28%	5	16	10	22	5	26	7	23	40	11	52	18	14	5	14	2	123
	52	1	7	2	3	-	3	1	3	8	1	8	7	4	1	2	1	15
	18%	45%	44%	20%	14%	-	12%	14%	13%	20%	9%	14%	39%	22%	20%	14%	11%	12%
6 - 9 HOURS	51	1	2	4	6	-	7	1	3	3	2	10	4	2	1	2	4	21
	18%	13%	13%	40%	27%	-	27%	14%	13%	8%	18%	17%	22%	11%	20%	14%	44%	17%
10 - 19 HOURS	70	1	3	2	6	2	5	2	7	11	3	17	2	6	1	1	1	38
	24%	25%	19%	20%	27%	40%	19%	29%	30%	28%	27%	29%	11%	33%	20%	7%	11%	31%
20 - 29 HOURS	28	1	2	-	3	-	-	2	6	4	-	4	3	2	-	3	-	11
	10%	25%	-	-	14%	-	-	29%	26%	10%	-	7%	17%	11%	-	21%	-	9%
30 - 39 HOURS	17	-	2	-	2	-	4	-	1	3	3	2	-	-	-	-	-	8
	6%	-	13%	-	9%	-	15%	-	4%	8%	27%	3%	-	-	-	-	-	7%
40 HOURS OR MORE	50	-	2	2	-	3	5	-	1	7	2	17	1	2	2	4	2	23
	17%	-	13%	20%	-	60%	19%	-	4%	18%	18%	29%	6%	11%	40%	29%	22%	19%
NOT SURE	19	1	-	-	2	-	2	1	2	4	-	1	1	2	-	2	1	7
	7%	25%	-	-	9%	-	8%	14%	9%	10%	-	2%	6%	11%	-	14%	11%	6%



IOWA MARKET/OPINION SURVEY (495-01)

CREDIT TOWARD DEGREE OR CERTIFICATE?

TABLE 46N

	P L A N N I N G   A R E A																		
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAJ		
YES	183	1	8	5	14	22	5	24	7	23	32	11	57	18	4	14	2	121	
	65%	25%	50%	50%	64%	100%	100%	81%	43%	65%	54%	91%	79%	22%	72%	75%	31%	44%	85%
NO	91	3	7	5	6	1	5	3	3	8	16	1	10	14	5	1	2	5	32
	32%	75%	44%	50%	27%	19%	19%	43%	35%	41%	41%	9%	18%	78%	28%	25%	14%	56%	26%
UNDECIDED	9	-	1	-	2	-	-	1	1	-	2	-	-	-	-	1	4	4	4
	3%	-	6%	-	9%	-	-	14%	-	-	5%	-	4%	-	-	7%	-	4%	4%



10th MARKET/OPINION SURVEY (495-01)

KIND OF DEGREE OR CERTIFICATE WANTED

TABLE 460

KIND OF DEGREE OR CERTIFICATE WANTED	PLANNING AREA																	
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN	
STATEMENT OF SATISFACTORY COMPLETION	184	1	8	5	14	5	21	3	15	21	10	45	4	11	3	12	4	85
	35	2		1	2	8	1	5	5	2	2	4	1	2		2		19
	198	258		78	408	368	338	248	338	208	98	258	158		178		228	
SCHOOL CERTIFICATE	20			1	1	1	2	2	2	1	7		1		3	1	7	
	118		208		208	58	138	108	168		88				258	258	88	
OCCUPATIONAL LICENSE OR CERTIFICATE	28	1	2	4		2	2	3	2		4		4	1		2	11	
	158	1608	138	408	298	108	678	208	108		98		318	338		508	138	
COMMUNITY COLLEGE DEGREE	12	2		1		1		2			6						8	
	78	258		78		58		138			138						98	
COLLEGE DEGREE, FOUR YEAR PROGRAM	25			4		1				3	6	1	2		2	1	14	
	148	258		298		58				148	308	138	258	158	178	258	168	
MASTER'S DEGREE	26		1	1	1	3	2	3	2	1	9	1		1	3		8	
	148		208	78	208	148	108	208	108	108	208	258		338	258		98	
GRADUATE OR PROFESSIONAL DEGREE	18		1	1		3					6		3		2		10	
	108		208	78		148				108	138		238		178		128	
OTHER DEGREE OR CERTIFICATE	10			2		2	2				2	1					4	
	58		138	148		108	108			108	48	258					58	
UNDECIDED	10				1		3			3	1		1	1			4	
	58				208		148			308	28		88	338			58	





MOST APPROPRIATE PLACE TO LEARN CHOSEN SUBJECT

TABLE 46P

	PLANNING AREA																	
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16		
AT HOME, THRU COMBINATION OF MEDIA	287	4	16	10	22	5	25	1	23	40	11	59	14	18	5	15	2	123
AT WORK	7	3	-	-	1	-	-	-	4	8	-	1	-	-	-	-	-	4
WITH TUTOR	3	-	-	-	-	-	-	-	4	8	-	2	6	-	-	-	-	3
COLLEGE WITHOUT HALLS	16	1	1	-	1	-	-	-	1	1	1	1	1	-	-	-	-	1
COMMUNITY PLACE	4	-	1	-	1	-	-	-	3	2	2	6	-	1	1	7	-	9
ADULT-LEARNING CENTER, 5-30 MILES FROM HOME	36	1	4	-	2	-	3	-	13	10	18	14	11	33	20	-	-	13
AT LOCAL HIGH SCHOOL	22	2	-	-	2	-	1	1	2	2	-	4	5	2	-	-	-	11
AT PRIVATE VOCATIONAL, TRADE, OR BUSINESS SCHOOL	20	-	1	3	2	-	4	1	1	1	-	1	1	-	-	-	-	6
AT COMMUNITY COLLEGE	62	1	5	3	1	4	7	-	9	5	3	8	1	5	2	1	7	25
AT PRIVATE COLLEGE OR UNIVERSITY	22	25	31	30	5	80	27	-	39	13	27	14	6	28	40	7	78	20
AT REGENT'S UNIVERSITIES	37	-	1	-	1	1	2	-	3	3	-	10	-	-	1	3	-	14
AT COLLEGE, UNIVERSITY OUT OF STATE	11	-	6	-	5	-	3	1	1	10	3	10	2	1	-	3	1	21
AT ANOTHER PLACE NOT LISTED	3	-	-	-	-	-	-	-	1	1	-	5	1	-	-	-	-	6
UNDECIDED	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

WHY WAS THAT PLACE CHOSEN?

TABLE 46Q

	PLANNING AREA																	
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16		
CONVENIENCE	28%	3	16	10	21	5	26	7	23	40	11	59	18	18	5	13	9	122
PRGRMS OFFERED THAT I WANT	132	1	9	4	9	9	3	14	20	6	18	10	10	3	6	7	27	
PRESTIGE OF INSTITUTION	65	4	58%	40%	43%	35%	43%	61%	50%	35%	31%	56%	56%	60%	46%	78%	39%	
COST	23%	4	25%	10%	33%	40%	31%	43%	17%	15%	18%	27%	11%	28%	4	4	1	30
WILL BE COMFORTABLE THERE	6	-	-	-	-	-	-	-	-	1	-	2	-	-	-	2	1	3
ENJOY STUDYING THERE	22	16	1	1	-	2	8%	-	2	3	-	7	-	-	-	11	9%	
OTHER REASON NOT LISTED	8%	1	1	1	1	2	14%	4%	1	4	-	8	2	1	1	1	15	
UNCHECKED	17	6%	-	10%	14%	1	4%	10%	4%	10%	14%	8	11%	20%	-	-	12%	
	6%	1	1	3	1	1	4%	1	1	3	2	5	1	1	1	1	7	
	13	5%	1	1	3	3	12%	4%	1	2	1	2	1	1	1	1	5	
	5%	13	2	1	1	1	4%	1	1	1	3	4	3	6%	22%	4	3%	



IOWA MARKET/OPINION SURVEY (495-01)

DO YOU KNOW WHOM TO SEE TO GET ADVICE?

TABLE 46R

	P L A N N I N G A R E A															
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
	U R B A N															
YES	280	3	16	18	5	26	7	23	40	11	57	18	18	5	14	9
	211	3	12	9	4	22	5	21	27	9	43	11	11	5	11	7
	75%	100%	75%	90%	61%	80%	71%	91%	68%	82%	75%	61%	61%	100%	79%	78%
NO	50	-	2	1	7	4	2	2	9	-	11	6	3	-	2	1
	18%	-	13%	10%	39%	15%	29%	9%	23%	-	19%	33%	17%	-	14%	11%
NOT SURE	19	2	-	-	1	-	-	-	4	2	3	1	4	-	1	5
	7%	13%	-	-	20%	-	-	-	10%	16%	5%	6%	22%	-	7%	11%

IOWA MARKET/OPINION SURVEY (495-01)

DO YOU KNOW WHERE TO SIGN UP?

TABLE 46S

	P L A N N I N G A R E A															
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16
	U R B A N															
YES	280	3	16	10	19	5	26	7	23	40	11	56	18	18	5	14
	225	3	12	10	12	6	23	5	23	30	8	47	13	4	12	7
	80%	100%	75%	100%	63%	80%	88%	71%	100%	75%	73%	84%	72%	80%	86%	78%
NO	45	-	2	-	6	1	3	2	-	6	3	8	5	3	1	2
	16%	-	13%	-	32%	20%	12%	29%	-	20%	27%	14%	28%	17%	7%	22%
NOT SURE	10	2	-	-	1	-	-	-	-	2	-	1	-	-	1	-
	4%	13%	-	-	5%	-	-	-	-	5%	-	2%	-	-	7%	-



WHAT WAYS OF LEARNING ARE POSSIBLE AND APPROPRIATE?

TABLE 46T

PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAY	
EMPLOYER SPONSORED ON-THE-JOB TRNG	189	1	52	44	42	22	67	41	58	110	34	123	52	40	21	57	10	291
UNION SPONSORED ON-THE-JOB TRNG	192	2	13	6	6	16	13	18	22	8	33	8	10	2	24	5	85	234
WORK-STUDY PROGRAMS	48	-	3	4	-	4	5	7	7	1	9	-	4	-	3	1	31	64
DAY CLASSES AT NEAREST COLLEGE	115	1	2	4	6	4	9	7	9	15	4	19	8	10	2	8	7	47
EVENING CLASSES AT NEAREST COLLEGE	154	14	4	9	14	10	13	17	16	14	12	15	15	25	10	14	39	164
DAY CLASSES AT NEAREST COLLEGE	94	1	3	2	3	2	7	4	7	15	5	21	4	4	3	7	6	42
EVENING CLASSES AT NEAREST COLLEGE	124	14	6	5	7	9	10	10	12	14	15	17	8	10	14	12	33	144
DAY CLASSES 5-30 MILES AWAY	147	2	3	12	7	4	10	8	16	12	8	29	8	9	3	7	8	58
EVENING CLASSES 5-30 MILES AWAY	194	29	6	27	17	10	15	20	28	11	24	24	15	23	14	12	44	204
WEEKEND CLASSES AT CONVENIENT SPOT	98	2	9	1	3	4	7	6	5	16	5	17	6	8	2	4	3	40
TV OR RADIO CLASSES WITH OCCASIONAL MEETINGS	124	29	17	2	7	10	10	15	9	15	14	12	20	10	7	17	14	144
COURSES BY NEWSPAPER	156	1	9	9	10	2	19	8	10	25	9	19	12	9	3	8	3	51
INDEPENDENT STUDY WITH CONSULTATION	204	14	17	20	24	9	28	20	17	23	26	14	23	23	14	14	17	184
CORRESPONDENCE STUDY	49	-	-	1	3	-	3	4	5	8	4	12	3	-	-	3	3	29
PRIVATE LESSON	72	-	5	5	4	2	8	7	3	7	3	8	10	6	1	3	-	26
OTHER WAY OF LEARNING	94	10	11	10	10	9	12	17	5	6	9	7	19	15	5	5	17	94
UNDECIDED	38	-	6	2	3	3	1	5	2	1	2	5	2	4	-	1	1	15
	54	12	5	5	7	14	1	12	3	1	6	4	10	4	2	6	6	54
	103	2	6	3	4	2	10	5	10	16	8	21	5	5	1	4	1	51
	134	29	12	7	10	9	15	12	17	15	24	17	10	13	5	7	6	184
	128	-	7	8	13	4	7	11	11	22	2	17	8	8	1	5	3	50
	164	13	18	31	10	10	27	19	20	6	14	15	20	5	9	17	17	164
	37	1	2	-	-	3	2	2	3	7	2	9	3	2	-	1	20	37
	54	14	4	-	-	14	3	5	6	6	6	7	6	5	-	6	7	54
	14	-	1	-	-	2	2	2	1	-	-	3	-	2	-	1	8	14
	24	2	2	-	-	3	5	3	1	1	2	2	5	5	-	6	3	24
	180	-	12	17	10	6	17	9	5	18	10	23	13	10	11	16	3	54
	234	23	39	24	27	25	22	22	9	16	29	19	25	25	52	28	17	192

IONA MARKET/OPINION SURVEY (495-01)

SERVICES WANTED OF A COMPREHENSIVE ADULT EDUCATION PROGRAM

TABLE 460  
PLANNING AREA

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN	
TAKE A COURSE	192	8	52	55	53	22	62	52	58	110	33	123	53	32	19	57	18	225
GET BASIC SKILLS EDUCATION	140	1	9	4	5	-	9	11	13	26	4	31	10	8	1	4	4	65
PROVIDE PLACE TO STUDY	102	132	172	92	122	-	132	262	222	242	122	252	192	212	52	72	222	222
DISCUSS EDUC/CAREER PLANS	50	1	1	5	3	3	5	2	1	10	1	11	2	2	3	2	1	24
PERSONAL COUNSELING	62	22	22	122	142	72	52	22	22	92	32	92	42	52	162	42	62	82
OBTAIN EDUC INFORMATION	69	3	4	1	3	2	6	3	6	11	2	12	7	4	1	2	2	30
OBTAIN CREDIT FOR PREV INFORMAL LRNG	92	382	82	22	72	92	92	72	102	102	62	102	132	102	52	42	112	102
TESTING OF SUBJECT SKILLS	67	1	3	1	5	4	6	3	7	11	2	15	1	3	1	3	1	33
HAVE ASSESSMENT FOR GRGNTN POTENTIAL	82	132	62	22	122	182	92	72	122	102	62	122	22	82	52	52	62	112
ESTABLISH FILE AND ISSUE TRANSCRIPTS	46	-	3	1	1	1	1	2	6	7	3	9	3	2	-	4	3	16
NOT INTERESTED IN ANY OF THESE SERVICES	62	62	22	22	22	52	12	52	102	62	92	72	62	52	72	72	172	22
	96	1	7	3	3	3	5	3	10	16	5	20	8	3	1	6	2	40
	122	132	132	72	72	142	72	72	172	152	152	162	152	82	52	112	112	142
	114	-	7	2	7	3	7	4	11	19	7	24	6	3	4	6	4	51
	142	132	42	162	142	142	102	102	192	172	212	202	112	82	212	112	222	172
	63	2	3	-	3	2	3	4	7	11	2	13	3	3	1	4	2	32
	82	252	62	72	92	42	102	102	122	102	62	112	62	82	52	72	112	112
	116	2	5	3	8	7	6	8	13	17	2	18	6	6	1	9	5	49
	152	252	102	72	192	322	92	192	222	152	62	152	112	152	52	162	282	172
	97	1	3	-	7	4	10	5	11	17	5	14	4	2	2	8	4	39
	122	132	62	162	182	142	122	122	192	152	152	112	82	52	112	142	222	132
	80	1	7	2	7	2	5	5	4	9	3	16	4	5	1	7	2	29
	102	132	132	42	162	92	72	122	72	82	92	132	82	132	52	122	112	102
	396	3	26	29	17	11	41	17	24	54	19	51	29	19	11	37	7	134
	502	382	502	642	402	502	592	402	412	492	582	412	552	492	582	652	392	452



IOWA MARKET/OPINION SURVEY (495-01)

WHY MIGHT YOU NOT/ENROLL IN SOME SORT OF STUDY

TABLE 46V  
P L A N N I N G    A R E A

	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN
COST	233	5	11	8	19	5	13	24	31	7	46	15	10	4	13	7	100
NG NEARBY COLLEGE HAS CSRD COURSES	75	-	5	6	14	9	6	5	6	-	15	10	5	1	7	4	27
AVLBLE COURSES NOT USEFUL/PRACTICAL	72	-	3	2	3	3	12	3	14	2	17	7	3	1	7	3	29
AVLBLE COURSES NOT INTERESTING	41	-	2	-	-	-	4	3	10	-	9	3	2	-	4	3	14
COURSES NOT AT RIGHT TIME	65	3	1	1	3	2	4	7	7	8	11	5	4	2	4	2	28
PCPE RESPONSIBILITIES	191	3	16	18	7	13	17	14	27	7	29	13	7	3	10	2	64
JOB RESPONSIBILITIES	149	2	12	13	6	2	10	8	12	19	27	10	8	2	10	1	52
TRANSPORTATION PROBLEMS	46	-	2	2	2	1	3	4	5	8	5	1	3	3	4	-	18
CHILD CARE PROBLEMS	82	1	2	3	5	4	10	8	7	11	2	10	5	2	5	1	28
DON'T KNOW WHERE OR HOW TO ENROLL	15	-	1	-	3	-	3	2	1	1	2	-	2	-	-	-	8
DON'T THINK INSTRUCTORS UNDERSTANDING	4	-	-	-	-	1	2	-	1	-	-	-	-	-	-	-	3
NO REASON FOR FURTHER LEARNING	81	-	2	6	3	3	5	3	7	10	2	3	8	15	10	1	24
NOT ENCF ENERGY OR STAPINA FOR STUDY	71	-	4	13	7	14	7	7	12	9	6	6	19	24	17	6	8
NOT SURE CAN DO WORK	31	-	1	2	1	-	1	1	3	9	-	6	3	-	2	1	13
TGO OUC TO GO BACK TO SCHOOL	181	1	10	13	11	7	9	9	22	29	6	21	21	4	9	9	65
	233	15	19	29	26	32	13	21	38	27	18	17	40	9	16	-	22

(table continued)



IOWA MARKET/OPINION SURVEY (495-00)

WHY NOT CONTINUED

TABLE 46V (continued)

	PLANNING AREA																
	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	URBAN
T98	8	52	55	53	22	68	42	58	102	35	123	53	53	21	58	18	294
250	1	16	16	9	7	28	14	15	37	13	27	12	16	8	25	6	93
312	13%	31%	36%	21%	32%	41%	33%	26%	34%	38%	22%	23%	37%	38%	43%	33%	32%
26	-	2	1	-	1	3	1	2	6	3	4	-	1	-	1	-	11
32	-	4	2	-	5	4	2	3	6	9	3	-	2	-	2	-	4

NOT INTERESTED IN MORE FORPAL SCHLING

OTHER REASON

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## **Basic Recommendations**

All postsecondary institutions, agencies, and organizations should develop active planning and devise appropriate policies to confront the challenge of lifelong learning for all Iowans.

Institutions and agencies, either singly or in consort, should make equality of opportunity a reality for Iowa residents.

New programs designed to meet specific, identified learning needs of nontraditional learners should be developed by the most appropriate educational institutions and systems, in cooperation with other systems and institutions.

All Iowa residents should have the full range of adult supporting services, including sources of financial aid, conveniently available to facilitate entry or reentry into appropriate post-secondary education.

Meeting the educational needs of the nontraditional learner should be a cooperative effort by all relevant institutions and organizations and should be coordinated statewide.

Steps should be taken to expand, articulate, and routinize the collection of data relevant to effective planning for lifelong learning.