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Effectiveness of an orientation and counseling program for adult evening students at Drake University

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Effectiveness of an orientation and counseling program

for adult evening students at Drake University

by

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INTRODUCTION

When future historians come to record the ebullition and change in American education during the decades of the 1960's and 70's, they will, of necessity devote considerable attention to the growth and expanding role of adult education. In so doing, they will be giving recognition to events of a dynamic phenomenon represented in numbers, programs, and services which come within the broad category of adult higher education.

Education, in one form or another, has been present since the very genesis of man, however, the development of a field of adult education is relatively a recent one. In his classic work The Adult Education Movement in the United States, Knowles (44, p. 154) summarizes this development as follows:

> During the forty years between 1920 and 1960--under the stimulus of two world wars, a great depression, and a rapidly accelerating pace of change in technological, economic, political, and cultural affairs--adult education became an integral part of the American way of life. Whereas before 1920 the term "adult education" did not appear even in the professional educational vocabulary, by 1960 this term was widely used as a symbol of a significant aspect of the national institutional system. Indeed, during this period the variegated activities for the education of adults began to become organized into an adult educational field.

Definition and Development
of Adult Education

Since 1930 there has been a discernible trend toward greater precision in defining adult education. In attempting to define adult education for the 1970 Handbook of Adult

<u>Education</u>, Schroeder (73, p. 27) stated:

> If a profession is to emerge, a field of practice must
> develop clear career patterns, attain general recogni-
> tion and acceptance by those who will be served, and
> identify a body of knowledge to profess.

However, Verner and Booth (86, p. 1) observed that "adult
education is difficult and almost impossible to define because
it is found in so many different forms under the sponsorship
of such wide variety of institutions and agencies". These
authors go on to say that adult education may occur in two
types of settings: the natural societal setting, or everyday
experiences in living; and, the formal instructional setting.
The latter occurs "when an educational agent designs a sequence
of tasks using specific learning procedures to help an adult
achieve a mutually agreeable learning objective" (86, p. 1).
Verner and Booth conclude that, "whatever the form, content,
duration, physical setting, or sponsorship, an activity is
defined as adult education when it is part of a systematic,
planned, instructional program for adults" (86, p. 2).

According to Knowles and Klevins (47, p. 9) an inter-
national definition of adult education was propounded in 1966
at a meeting of twenty-six educators representing eight
countries. Their conclusion was that:

> Adult education is a process whereby persons who no
> longer attend school on a regular and full-time basis
> undertake sequential and organized activities with the
> conscious intention of bringing about changes in infor-
> mation, knowledge, understanding, skills, appreciation
> and attitudes.

In the United States, a great many institutions carry on adult education. In their classic study, Johnstone and Rivera (41, p. 61) categorized the following institutions as offering adult education:

Churches and Synagogues
Colleges and Universities
Community Organizations
Business and Industry
Elementary and High Schools
Private Schools
Government (all levels)
Armed Forces

Development of Evening Colleges

This particular study is concerned with the category of college and university adult education, or specifically, adult higher education. Within this category attention is given to the contribution and growth of evening divisions at colleges and universities.

In 1960, Liveright (54, p. 203) wrote:

The past 20 years have been pioneering, exciting ones in the field of college and university adult education. The period has been characterized by growth in the number of institutions active in higher adult education, in the quantity of students enrolled in college and university adult education, in the scope of offerings, and especially in an increase of imaginative innovation. A growing number of persons especially concerned about adult education and trained for it have been attracted to the field; and a new type of student—one who is interested more in continuing higher education than in remedial training—is increasingly welcomed to the evening college campus.

The development of evening divisions did not progress easily, however. Abercrombie (1, p. x) noting the growth of evening programs in higher learning, observed.

> Until approximately the year 1938, most colleges and universities, if they were aware of evening schools or adult higher education, never conceived of it as an arm of higher education per se, but as a peripheral area. In the literature of the first third of this century, adult education was never expressed in terms that made it a valid form of higher education. All of the rationalizations and generalizations contended that there did not exist a body of knowledge distinctly appropriate to teaching adults beyond high school; or if there was, it was inferior and standards of excellence as are applied to college curricula need not be applied to it.

The advent of Public Law 550--the GI Bill, following World War II, made the greatest impact in changing this status quo. Evening colleges attracted in vast numbers adults who had received various kinds of training in the armed services. Abercrombie (1, p. xi) noted this change and stated,

> In the aftermath of the war, colleges and universities, particularly urban schools of higher learning, found themselves faced with the great problem as to how to cope with so many veterans' educational needs. This pressure did not arise because of men and women demanding to be admitted into regular daytime college programs. A great many were married, had procured jobs, and had started the creation of their home and family, and yet realized that they lived in a competitive world which was vastly and quickly changing.

Universities and colleges with evening programs, particularly those in urban areas, began to experience this influx of students. The handicap the adult student at the institution faced was that adult higher education wherever and when-

ever it was available was considered to be marginal and less respectable. Administrators endured adult students because they provided use of existing facilities which generated income thus providing funds for growth in their traditional programs.

Development of Counseling
Services

Today, higher education in America is increasingly the education of adults. Recent reports from the American Council on Education (3) and the Carnegie Commission on Higher Education (16) support this view and state that the absolute numbers of students carrying adult responsibilities will increase substantially in the next decade and their proportions among all students will be greater than it is today. from all sources in higher education come the cries for a search for new clientele, nontraditional studies and supportive services.

The development and growth of counseling services as a supportive service for adults engaged in higher education has not, however, kept pace with this rapid expansion of the field. Colleges and universities have increasingly given attention to supportive services for the full-time youthful student, but have, for the most part, ignored the adult part-time student. Only until recently has a professional area related to adult counseling come to be recognized.

Theories derived from the field of adult education (22, 33, 38, 62) indicate that adults approach learning situations differently than youth on four different accounts: self-concept, level of prior experience, readiness to learn and orientation to learning. Most individuals by the time they have reached adulthood have developed a self-directed, internalized concept of themselves; youth exhibit a dependent self-concept. Adults have measurably more experiences with life than do youth, and in a teaching--learning process these prior experiences are meaningful and useful. Youth will do a certain amount of learning in response to external compulsion, but adults strongly resist learning anything merely because someone says they should. They learn most effectively only when they have a strong inner motivation to develop a new skill or to acquire a particular type of knowledge. Youth can be induced to learn for later application or use; long-range goals such as preparing for life or getting a good job are often sufficient motivation. Adults are more pragmatic in their orientation to learning. They approach learning situations with a problem-centered orientation with a need for immediate application of learning--they learn best when they expect and receive immediate benefits. Adults also seek an identifiable source for guidance. Lewis (53) concluded from research on guidance and counseling that counseling is a learning experience. It is, then, an underlying assumption of

this study that guidance-counseling _is_ a learning experience and a needed service for adults engaged part-time in higher education.

Currently, however, poor counseling services are offered for the adult evening students toward adjusting to college. In the 1971 report "A Survey of Policies and Practices in Various Evening Colleges and Divisions of Colleges and Universities in the United States", only 21% of 146 institutions reported any orientation or counseling services for evening students (36, p. 27). Randolph (70, p. 3) concluded from a survey of 107 universities that no special consideration was given adults.

Drake University has, in the past, provided a summer orientation program for incoming full-time freshmen students; however, no such program was offered to incoming adult evening students. Every fall semester, approximately 800 undergraduate students register for evening classes through the evening division at Drake University. Of this number approximately 100 are enrolling for their first time. Most of these individuals have not been in an educational environment for many years and experience problems acclimating themselves to the tasks of adjusting to a college atmosphere. A majority of these individuals do not have well-defined educational goals or objectives. As a result, many of these students do not continue their education beyond their first

experience. Previous studies undertaken at Drake University (80) indicate an attrition rate as high as 45% from one semester to the next.

It is imperative that colleges and universities develop and provide supportive services for adult part-time students. If estimates are accurate, more and more adults will be entering or returning to higher learning in the years to come. Hirsch (35, p. 4) states that by the year 2000, the biggest business in this nation will be the higher education of adults. He estimates a 250% increase in this field which would mean an enrollment of 22 million individuals by that time.

Statement of the Problem

The purpose of this study was to establish an orientation and counseling program for adult evening students entering Drake University for the first time in order to assist them in adjusting to this academic experience and to evaluate the outcome by utilizing an experimental design research model, employing a treatment group and a control group. The objectives of the program were to provide increased self knowledge and an orientation to college for participating students. Additional objectives included having these students better understand themselves, understand major developmental tasks of college students, gain an insight to better

emotional development, self-appraisal, and self-direction.

Observations were to be made on randomly assigned participating students and students randomly assigned to a control group.

Specifically, the problem of concern in this study was to test the following hypotheses:

1. There will be a significant difference of a positive nature in self-concept between students participating in an orientation and counseling program and those students who did not participate in such a program.

2. There will be a significant difference of a positive nature in attitude toward an educational institution (Drake University) between students participating in an orientation and counseling program and those students who did not participate in such a program.

3. There will be a significant difference of a positive nature in the grade point attained at the end of the semester in study between students participating in an orientation and counseling program and those students who did not participate in such a program.

4. There will be a significant difference in stated educational goals between students participating in an orientation and counseling program and students who did not participate in such a program. Students participating in an orientation and counseling program are expected to develop more clearly defined educational objectives.

5. There will be a significant difference in the rate of re-enrollment between students participating in an orientation and counseling program and those students who did not participate in such a program. Students participating in an orientation and counseling program are expected to show a higher rate of re-enrollment in the following term.

Rationale for the Study

The rationale for this study utilizing data collected on new entering adult evening students at Drake University basically came from four sources:

1. The philosophical-theoretical works of Goldman, Knowles, Maslow, Rappaport and Rogers, which emphasize the differences of counseling adults vs. youth and the purpose of assisting an individual define and solve his own problems.

2. The need for additional research in the field of adult education.

3. The assumption by Drake University officials that an orientation program for new entering daytime freshmen students is beneficial to college adjustment, therefore, a similar program for adults would be beneficial.

4. Personal observation of the author, by virtue of his position with University College (the evening division) of Drake University, that adults entering college have difficulty in acclimating themselves to the academic atmosphere.

The stated hypotheses were chosen in order to study the effectiveness of an orientation and counseling program from the perspective of benefit to the student and the institution. A review of the literature pointed to the fact that:

1. Self concept and behavior are related.

2. Attitude and behavior are related.

3. Supportive services effect accomplishments.

It would then appear in the best interest of the student to provide supportive services so that adjustment to college will be facilitated and learning will be maximized. It would

also appear in the best interest of the University that such supportive services should be provided to increase the retention of students and enhance student achievement.

Terminology

Adult: An adult, in this study, is an individual, sixteen years of age or older who is employed and is enrolled in a part-time evening program in higher education.

Orientation Program: A systematically designed and structured group experience, meeting for a specified length of time.

Pre-Test: A psychological scale administered to each student before the beginning of participation in this study.

Post-Test: A psychological scale administered to each student after the completion of participation in this study.

Sources of Data

Data for this study were collected from the Fall 1972 and Spring 1973 semester evening class students at Drake University. Specifically:

1. Data pertaining to self-concept were ascertained through pre- and post-testing utilizing the Tennessee Self-Concept Scale, developed by Fitts.

2. Data reflecting change in attitude toward an educational institution were ascertained through a Semantic Distance Questionnaire, developed by Weaver.

3. Data relating to stated educational goals were taken from individual questionnaires given the participants in this study.

4. Data pertaining to grade point average and rate of re-enrollment were secured from the Registrar's Office of Drake University.

Delimitations and Scope

The delimitations and scope of this study included the following:

1. This study was confined to students enrolled part-time in evening only classes at Drake University during the fall and spring semesters of the 1972-73 academic year.

2. This study is only concerned with undergraduate students at Drake University. Students working on graduate programs or taking graduate level courses were not included.

Organization of the Study

The material of this study is organized into six chapters. The first chapter includes an Introduction, the Statement of the Problem, Terminology, Delimitations and Scope, Sources of Data, and Organization of the Study.

Chapter Two includes a Review, Summary, and Analysis of Related Literature. This includes literature relating to orientation programs for adults, counseling adults, self-concept and adjustment of adults, academic accomplishments of adults, and motivation to learning.

Chapter Three discusses the procedures and methodology utilized in this study.

Chapter Four reports the findings of the study.

The Conclusions and Recommendations are included in Chapter Five.

A summary chapter is provided by Chapter Six.

REVIEW OF LITERATURE AND RELATED RESEARCH

Introduction

The purpose of this study was to establish an orientation
and counseling program for adult evening students at Drake
University and to evaluate the outcome, utilizing an experi-
mental design research model. The intent and scope of a
review of literature and related research was essentially to
determine the nature and direction of counseling services for
adults and specifically, orientation programs for adults
engaged part-time in higher education. Peripheral areas re-
viewed included self-concept and adjustment of adults, motiva-
tion to learning, attitude formation and measurement and
academic accomplishments of adults. These areas were reviewed
because of their relationship to the stated hypotheses. No
effort was made to review the horrendous amount of literature
on counseling per se, nor the literature defining the virtues
of individual vs. group counseling; their worth is taken as
underlying assumptions.

Counseling Adults

According to Kaback (42, p. 2) an outcome of the con-
ference on "Training of Counselors of Adults" held May 22-28,
1965, at Chatham, Massachusetts was the following definition
of adult counseling:

> A systematic exploration of self and/or environment
> by a client with the aid of a counselor to clarify
> self-understanding and/or environmental alternatives
> so that behavior modifications or decisions are made
> on the basis of greater cognitive and affective
> understanding.

Counseling adults is different than counseling youth.

Since adults approach a learning experience differently than

youth, and counseling is viewed as a learning experience, it

necessarily follows that adult counseling would employ a

different conceptual model. Yet the development of counseling

services for adults has been complicated by the lack of special

training for counselors of adult students.

One is handicapped in reviewing the literature on counsel-

ing adults who are engaged in higher education--it is extreme-

ly limited. Palais (66, p. 47) makes this evident when he

states, "Almost none of the available texts on student personnel

considers the application of these services to evening stu-

dents." Affirming this, Porter (68, p. 7) points out the

following:

> Special programs exist in most universities to train
> elementary, secondary and college level counselors but
> few, if any, training programs are currently operating
> with the purpose of preparing counseling specialists
> in adult education. In fact, a review of college
> bulletins has failed to come up with one university in
> the United States which offers a course in counseling
> adult students.

Knox (49, p. 3) observed that typically student personnel

services revolve only around registering students and giving

information.

Yet, certain pioneering work has been done. Porter (68) goes on to say that there are the following thirteen unique counseling needs or problems of adult students:

1. Lack of confidence.

2. The press of time.

3. Long-range goals take on special significance for adult students.

4. Budgeting time can be a unique problem for adult learners.

5. Family life can be a problem to students at any level of education, but it has unique implications in adult education.

6. More experience in living is an obvious but unique characteristic which adults bring to a counseling situation.

7. The adult student is usually employed.

8. There are certain mechanics involved in attending educational institutions which often frustrate the adult who has been away from school for several years.

9. Memories are sometimes dangerous. The school room can mean punishment and failure to someone who remembers it in that way.

10. The voluntary basis of continuing education suggests a unique counseling orientation.

11. Lack of continuity in contacts with faculty and counselors is an adult education counseling problem not faced by other levels of education.

12. The formality of dealing with adults represents a change from working with younger students.

13. The degree of directiveness exerted by the counselor is always dependent on the nature of the student's problem. However, the adult's experience in living often makes him resistent to too much direction.

In her research, Farmer (22) delineates that adult counseling differs from counseling adolescent college students in at least three basic areas: age, psychological maturity, and social role. She further states (21, p. 36), "The adult has a greater independence, sense of responsibility and a longer life-history than does the adolescent."

Maslow (57, p. 170) said "The counselor must help the adult toward a more satisfying life and the adult knows more about himself, and therefore, does not have to learn about himself in the same way as does the adolescent."

Trying to develop a framework for adult counseling planning for the next twenty years, Michael (61), in 1965, observed the lack of services available and called for increased attention to this problem. He noted that systems planning, cybernation, and social and biological engineering would help shape the field of adult counseling in the future.

If, then, counseling adults is different, training programs almost nonexistent and services virtually unavailable, it behoves one to try new, innovative approaches to counseling adults.

Self-Concept and Adjustment
of Adults

Today, self-concept is the subject of an enormous body of
theory and research. Gordon and Gergen (30) noted that psy-
chology and sociology had accounted for over 2000 publications
concerning the self. Kinch (43, p. 481) offers a general
theory of self-concept in one sentence: "The individual's
conception of himself emerges from social interaction and, in
turn, guides or influences the behavior of that individual."

In order to review the literature attuned to the question
of understanding individuals' self-concept and adjustment and
whether these can be measured through the administration of
psychological measurement tools, one must turn to the thera-
peutic literature. Relating self-concept and adjustment to
adult education, Knowles (45, p. 23) observed that contributors
here include: Freud, Erickson, Rank, May, Rogers, Maslow,
Allport, Fromm, and Kuhlen. Knowles states that the following
are implicit in most of their considerations of the self-
concept:

1. The individual's self-concept is based on his per-
   ception of the way others are responding to him;

2. The individual's self-concept functions to direct
   his behavior;

3. The individual's perception of the responses of others
   toward him reflect the actual responses of others
   toward him.

According to Rogers (71, p. 41) psychological maladjustment is thought to be the result of a discrepancy existing between an individual's present perception of self and his ideal self. Rogers states:

> The client tends to enter therapy regarding himself critically, feeling more or less worthless, and judging himself quite largely in terms of standards set by others. He has an ideal for himself, but sees this ideal as very different from his present self.

Rogers' work has shown that comparisons of perceived self-concept and ideal self-concept before and after therapy have consistently been in the direction of increasing congruence, with the ideal self-concept becoming more attainable.

In his work with adults, Kuhlen (52, p. 92) observed that, "It is apparent that the well-adjusted individual will have positive self-regarding attitudes, whereas the individual who is maladjusted and insecure--and hence more susceptible to anxiety and threat--will tend to have low regard to himself and be lacking in self-confidence.

Williams, (91) using a Q-sort technique, found statistical significance in the reduction of perceived-self and ideal-self discrepancy following counseling.

Black (9), Fitts (25, 26) and Seeman (74) have demonstrated the relationship between self-concept and behavior using the Tennessee Self-Concept Scale as a measuring instrument. They concluded from their research that counseling results in the development of a more optimal self-concept and

thus a more effective use of intellectual resources.

Attitude Formation and
Measurement

Considerable work has been done investigating the variables influencing attitude formation and change and the effects of attitude on individual behavior. The contributions of this research are great and their significance for theory and practice cannot be denied. A cursory review of the literature of this area of social psychology was made. An assumption taken into account in this study was that attitude formation is a complex, developmental process, it does affect behavior, and attitudes can be measured.

Relating attitude formation and measurement to the field of adult education, Miller (62, p. 6) writes:

> A change from one state to another for behavior requires some conviction that present beliefs, or values are in some way inadequate. We test the adequacy of beliefs first by whether or not they fit well with our own beliefs and second by whether they correspond to reality. Values present the most difficult testing task, because they cannot of course be "false"; they can be accepted or rejected.

Zahn (94, p. 91-97) observed that adults bring attitudes with them into a learning situation that markedly affect their ability to learn. She noted that recent research indicates that adults with strong feelings of powerlessness will fail to learn control-relevant information.

Shaw and Wright (77) observe that attitude research has

been hindered by the inaccessibility of existing attitude scales. They agree, however, "that with regard to both reliability and validity the scale developed by Weaver (Semantic Distance Questionnaire) seems satisfactory for measurement of a general attitude toward the school situation and referents related to the school" (77, p. 503).

Academic Accomplishments of Adults

That adults can learn new concepts and tasks upon application of effort seems almost unquestionable. Yet, there are sharp differences of opinion with respect to the nature and extent of the changes in learning ability that occur with age. Verner and Booth (86, p. 20) point out:

> There is a general agreement that the peak of learning ability is reached somewhere between twenty and twenty-five years of age. Beyond this point, however, there is no clear-cut perception of learning ability in the adult.

In his early studies of learning, Thorndike (84) concluded that after the peak there was a decline in learning ability of approximately one per cent per year up to about age 42, following which the rate of decrement accelerated. Later, Lorge (56) somewhat refuted Thorndike's work and concluded the power to learn did not decline significantly from its peak.

Verner and Booth (86, p. 21) further state that,

Both Thorndike and Lorge tend to agree that any adult can learn almost anything he wants to learn at any age-- if he allows sufficient time for learning and does not expect to learn as fast as he did previously. There is nothing in existing research knowledge to support the old saw that "you can't teach an old dog new tricks".

They also attribute considerable importance to occupational background and motivation in the ability of an individual to learn.

Birren (8, p. 27) a pioneer in longitudinal studies of adult capacities to learn, states:

The longitudinal studies of mental abilities generally show significant decline for individuals beginning 70 years or later. When significant age differences in learning appear, they seem more readily attributed to processes of perception, set attention, motivation and physiological state. Given good education and good health there is little reason to expect an involution of the capacity to learn over the conventional period of employment.

He further states (8, p. 40):

The use of the capacity to learn also implies available opportunity for continuing learning under the guidance of adult educators who are able to provide the optimum conditions in which to learn.

Havighurst (33) talk of the "teachable moment" and relates adult learning to developmental tasks. One such developmental task is acclimating to a learning situation--enrollment into college for the first time.

White (90) found no significant difference in academic ability in the performance of adult evening college students when grouped according to engineering, business administration and arts and sciences interest.

In a study consisting of 43,877 military personnel, Sharon (75) found that the pattern of the level of academic achievement improved with age in the social sciences and declined with age in the natural sciences.

Thus, one can conclude from this area of literature review, that adults are quite capable of learning and translating this learning into academic accomplishments. However, in order to maximize this learning, it was pointed out that guidance is desirable.

Motivation Toward Learning of Adults

Adults participate in educational activities for various and complex reasons. Sheffield (78, pp. 68-69) identified the following five meaningful "components":

1. Learning Orientation - seeking knowledge for its own sake.

2. Desire-activity Orientation - taking part because in the circumstances of the learning and interpersonal or social meaning is found which may have no necessary connection at all with the content of the announced purposes of the activity.

3. Personal-goal Orientation - participating in education to accomplish fairly clear-cut personal objectives.

4. Societal-goal Orientation - participating in education to accomplish clear-cut social or community objectives.

5. Need-activity Orientation - taking part because in the circumstances of learning an introspective or intrapersonal meaning is found which may have no necessary connection, and often no connection at all, with the announced purpose of the activity.

Burgess (13) utilizing Houle's model (38), found that participating in educational activities will factor into one or more of at least eight groups of reasons:

1. The desire to know.

2. The desire to reach a personal goal.

3. The desire to reach a social goal.

4. The desire to take part in social activity.

5. The desire to escape some other activity or situation.

6. The desire to comply with requirements.

7. The desire to comply with pressures exerted by relatives, friends, and society.

8. The desire to study alone or just to be alone.

In a study conducted at Temple University, Sackett (72) found that of 1,398 adult evening students, attending for the first time, 40% listed professional improvement and 25% listed personal-cultural interest as the reason for enrolling. He also found a sizeable percentage (23%) enrolled as a present of future job requirement.

In previous research conducted at Drake University on the motivation of adult evening students toward learning, Dugger (20) found that adult evening students basically enrolled for vocational upgrading and personal enrichment.

Subsequent studies by McCannon, at Drake University, vali-
dated Dugger's conclusions. McCannon (59, 60) found in two
separate surveys that reason attributed to motivation to
enroll could be categorized as follows:

1. To become more familiar with the broader aspects of
man's knowledge.

2. To become more effective in present job.

3. To prepare for advancement in present occupation.

4. For personal enrichment.

5. To prepare for a job not now held.

It would appear, then, that basically adults enroll in
evening programs in higher education for either personal en-
richment or vocational gain.

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Orientation Programs for Adult
Evening Students

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Orientation programs at colleges and universities for new
entering adult part-time evening students are virtually non-
existent. Those that do exist are not systematically developed
nor sophistically evaluated. In fact, there is a trend toward
the discontinuance of orientation and counseling support
services for adult evening students. The research committee
of the Association of University Evening Colleges (36) reported
a decline from 31.1% to 27.4% of responding institutions offer-
ing an orientation program from 1968 to 1971.

This author secured the list of institutions reporting

such an orientation program from the Association of University Evening Colleges and personally wrote to those institutions for information regarding their program. The following is a list of institutions that responded:

Baldwin-Wallace College
Berea, Ohio

Boston College
Chestnut Hill, Massachusetts

City College of the
University of New York
New York, New York

Mohawk Community College
Utica, New York

Northeastern University
Boston, Massachusetts

Philadelphia College of
Textiles and Sciences
Philadelphia, Pennsylvania

St. Josephs Evening College
Philadelphia, Pennsylvania

St. Louis University
St. Louis, Missouri

San Diego Community College
San Diego, California

Drury College
Springfield, Missouri

Jefferson State Jr. College
Birmingham, Alabama

Louisiana State University
New Orleans, Louisiana

University of Detroit
Detroit, Michigan

University of Maryland
College Park, Maryland

University of Tennessee
Chattanooga, Tennessee

Wichita State University
Wichita, Kansas

Xavier University
Cincinnati, Ohio

An analysis of the information received leads this author to believe that there is wide range, in scope and depth, of orientation programs. Programs were reported to be anywhere from 15 minutes in length to a two hour seminar held monthly for the duration of a semester. The predominant pattern, however, was a one hour meeting held during the first week of

classes with appropriate university officials present to
answer questions and to outline policies and procedures of
the institution. In no instance was any formal evaluation
attempted or reported. In fact, the predominant answer to the
question of whether any evaluations or results of the program
could be sent was, "We have not run any type of evaluation
on the effectiveness of our orientation program" (87). Further,
one institution official reports (17) "I do not know how ef-
fective the program was, and it is possible that it might have
confused them by giving too much information".

The most extensive program uncovered by this author is
one being developed at St. Louis University, where Locke (55)
points out that the objective of their program is to have
students gain college skills and develop career planning. The
method of this orientation is a monthly meeting lasting for
the duration of the semester. A formal evaluation will be
conducted, but it will not be available until early 1974.
Many institutions reported that they had discontinued or were
thinking of discontinuing their orientation program because
more and more students were coming from Community Colleges
and there was a feeling that these students did not need an
intensive orientation program.

Two studies were found dealing with the outcome of
orientation programs for day-time freshmen students engaged
in higher education. Franks (29) described reactions to

entering freshmen's satisfaction at eight higher education institutions in Mississippi as positive. Bowlsbey (11), employing an experimental research design, found no significant difference between the "microcosmic" (study skills) approach and the "macrocosmic" (wholistic) approach to orientation with 312 freshmen students at Hartford Junior College, Hartford, Maryland.

It can then be concluded that there is a distinct lack of research in the evaluation of orientation programs for adult evening students at colleges and universities and those involving day-time students are inconclusive.

Summary

The Review of Literature and Related Research disclosed several points of interest to this study. The research reported to date is far more provocative than definitive. Specifically, the review points out the following:

1. Adults approach learning situations differently than youth.

2. Adults are quite capable of learning, but need opportunity and guidance.

3. Counseling adults is different than counseling youth.

4. A lack of special training for counselors of adults exists.

5. Self-concept and adjustment effect behavior and can be measured by psychological instruments.

6. Attitudes effect behavior and are measurable.

7. Motivation toward learning of adults can be categorized and effect accomplishments.

8. Orientation and counseling programs for adult part-time students in higher education are lacking in scope and depth.

9. Formal evaluations of such orientation and counseling programs are virtually nonexistent.

METHODS OF PROCEDURE

Essentially, the methods of procedure utilized in this study come under the guise of experimental design research. Specifically, the research model employed was:

```
R  O  GT  O       R  = random assignment
                  O  = observation
R  O      O       GT = group treatment
```

An orientation and counseling program was developed for the first time for new entering adult evening students at Drake University for the fall and spring semesters of 1972-73. Individuals were randomly assigned to a treatment group and a control group. Both groups were pre-tested and post-tested, each completed a confidential data form, and additional information was procured from the Office of the Registrar at Drake University.

Development of Program

Planning educational programs for adults involves certain basic factors that must be given consideration. Verner and Booth (86) identified these as determination of need, identification of educational goals, arrangement of learning tasks and measurement of achievement. The development of an orientation and counseling program at Drake University for adult part-time evening students took these factors into consideration. In addition, the program design model developed

by Palais was employed. Briefly, Palais (66, p. 50) states,

> The purpose of Guidance and Counseling services for
> evening students is twofold: 1) to help the individual
> resolve whatever problems with which he may be faced by
> helping him to arrive at a better understanding of
> himself in relation to his psychological, social, edu-
> cational and vocational make-up and needs; 2) to pro-
> vide information and direction as demanded by specific
> situations.

An orientation program was developed at Drake University

for adult evening students which consisted of seven weekly

meetings lasting for 1-1/2 hours each. Appendix A is an out-

line of this program. Objectives of the orientation program

were to provide increased self-knowledge and an orientation

to college on the part of the participants, a better under-

standing of themselves and understanding of major developmental

tasks of college students, a gaining of insight to better emo-

tional development, self appraisal and self direction.

A unique feature of this orientation program consisted

of the development of a simulation game entitled Adult Game

of Education (AGE). This game was developed by Rev. Wayne

Bryan of the Ministries Center at Drake University. Rev.

Bryan had been instrumental in previous years in developing a

similar game for new entering day-time freshmen. Appendix B

is an outline of the objectives and approach of this simulation

game.

In addition to the unique simulation game employed in

this orientation program, the Iowa Department of Public

Instruction Communication Skills Package (40) was also utilized to provide development in communication and study skills.

Students participating in the program also toured various facilities on campus such as the Counseling Center, Reading and Study Skills Clinic, Testing Center and the Library. In addition, representatives from the Admissions Office discussed with these students proper procedures for admission and gave them an overview of the University's policies and procedures. The final meeting of the orientation program was a group counseling session for the purpose of planning future educational endeavors.

Description of Population

Students enrolling part-time in the evening division for the first time during the fall and spring semesters of 1972-73 at Drake University were subjects in this study.

The research design of this study called for selecting students at random for participation in an orientation and counseling program (treatment group) and random assignment of students to a control group. Subjects in this study were drawn from a population of 81 new entering adult evening students in the 1972 Fall semester and 68 new entering adult evening students in the 1973 Spring semester. Total N for the treatment group was 28. Total N for the control group was 27.

Table 1 reflects information on the characteristics of the

population.

Student motivation for enrolling was ascertained. Table
2 shows reasons for enrolling and stated educational objectives
of the study population.

Table 1. Characteristics of study population according to
selected personal factors

Category	Treatment Group		Control Group	
	Number	%	Number	%
1. Sex:				
a. Male	13	46.43	15	55.56
b. Female	15	53.57	12	44.44
2. Age:				
a. 16-25	15	53.57	15	55.56
b. 26-35	6	21.43	8	29.63
c. 36-45	4	14.29	1	3.70
d. 46-55	3	10.71	3	11.11
3. Previous Educational Level:				
a. less than high school	1	3.57	0	0
b. high school	11	39.29	21	77.78
c. some college	16	57.14	6	22.22
4. Employment Status:				
a. employed full-time	24	85.71	27	100.00
b. employed part-time	1	3.57	0	0
c. unemployed	3	10.71	0	0
5. Job Level:				
a. professional, managerial, technical	10	35.71	10	37.04
b. clerical, sales, service	10	35.71	14	51.85
c. industrial, construction	3	10.71	2	7.41
d. other	5	17.86	1	3.70
6. Current Income Level:				
a. 0-3,999	10	35.71	7	25.93
b. 4,000-7,999	7	25.00	11	40.74
c. 8,000-11,999	7	25.00	6	22.22
d. 12,000-over	4	14.29	3	11.11

The original research design called for conducting the study during the 1972 fall semester only. Initially, 75 students were invited to participate in the study and were randomly assigned to an experimental group, a control group, and a group structured to take into account a Hawthorne Effect. However, only enough students responded so that an experimental and a control group were employed. Additionally, only eleven students in the experimental group participated in the orientation and counseling program past the initial session. Therefore, in order to have enough students for adequate statistical analyses, seventeen students were randomly assigned to participate in a repeat of the orientation and counseling program during the 1973 spring semester. Thus the experimental group consisted of a total of 28 students; eleven from the 1972 fall semester enrollment and seventeen from the 1973 spring semester enrollment in evening classes at Drake University.

Table 2. Motivation for enrolling and stated educational
          goals at time of pre-testing for study population

Category	Treatment Group Number	Treatment Group %	Control Group Number	Control Group %
1. Motivation to Enroll:				
a. to become more familiar with the broader aspects of man's knowledge	3	10.71	1	3.70
b. to become more effective in present job	0	0	4	14.82
c. to prepare for advancement in present occupation	6	21.43	6	22.22
d. for personal enrichment	6	21.43	7	25.93
e. to prepare for job not now held	10	35.72	8	29.63
f. other	3	10.71	1	3.70
2. Stated Educational Goal:				
a. just taking courses	4	14.29	9	33.33
b. certificate program	2	7.14	5	18.52
c. bachelors degree	15	53.57	8	29.63
d. masters degree	5	17.86	3	11.11
e. other	2	7.14	2	7.41

Selection of Measuring
Instruments

Self-Concept Measurement: Rather than initiating an
original measuring instrument to determine self-concept, this
author chose the Tennessee Self-Concept Scale (TSCS) (28)
because of its reliability, relative simplicity from the

subjects' standpoint, its yields of large numbers of variables, and its use as a rather complex instrument for the researcher.

The TSCS consists of 100 self-descriptive statements to which the subject responds on a 5-point response scale ranging from "completely true" to "completely false". Ten of these items come from the MMPI and the other 90 items were drawn from a large pool of self-descriptive statements. The criterion for item selection was agreement by seven psychologists as to the classification of the items on the basis of their content. The TSCS yields measurement on: self criticism; positive-identity; positive-self satisfaction; positive-behavior; positive-physical self; positive moral-ethical self; positive-personal self; positive-family self; positive-social self; and total variability.

The standardization group from which norms were developed was a sample of 626 people, of both sexes, Negro and white subjects, from various parts of the country and ranging in age from 12 to 68.

Reliability quotients, on test-retest, range from .61 to .92.

Seeman (74) established that the TSCS is a valid measuring instrument for identifying the above average, fully functioning person.

Attitude Measurement: Attitude research occupies a central position in social psychology. However, research that has been done by different investigators often is not directly comparable because existing scales were not used.

A modification of the Semantic Distance Questionnaire (SDQ) developed by Weaver (89) was used as a measuring instrument in this study to ascertain attitude toward an educational institution. The SDQ is a 36-item scale, with responses to positive and negative statements scored on a 7-point response scale ranging from "strongly disagree" to "strongly agree". However, only items 1 through 30 were used since items 31 through 36 related directly to high school. Additionally, the words "high school" were changed in items 20 and 21 to "college". This scale measures attitudes toward: teachers, classrooms, study and school rules. Split-half reliability of the SDQ is reported by Weaver to be .92 $\pm$ .06.

In critiquing this scale, Shaw and Wright (76) concluded that the SDQ seems satisfactory for measurement of a general attitude toward school.

Collection of Data

New entering evening students at Drake University during the fall and spring semesters of 1972-73, were grouped and randomly assigned to a treatment group and a control group for the purpose of this study.

Both groups were pre-tested at the first session of the scheduled program utilizing the Tennessee Self-Concept Scale developed by Fitts and a modification of the Semantic Distance Questionnaire developed by Weaver.

Each group was then post-tested utilizing these same instruments at the final session of the program or seven weeks later.

At the initial and final meetings of both groups, students participating in the treatment group and control group were also asked to complete a confidential data form (see Appendix C). This data form ascertained personal information and also a statement of motivational goals and objectives.

In addition, records maintained in the Office of the Registrar at Drake University were secured to ascertain information about participating students in regard to grade point average, and rate of re-enrollment.

The Tennessee Self-Concept Scales were scored mechanically at Counselor Recordings and Tests in Nashville, Tennessee. The Semantic Distance Questionnaires were scored manually by the author with a key provided by the developer of the instrument. Information regarding grade point average and rate of re-enrollment was taken directly from the students' permanent record in the Office of the Registrar, Drake University.

FINDINGS

The purpose of this study was to establish an orienta-
tion and counseling program for adult evening students enter-
ing Drake University for the first time, and to evaluate the
outcome and its effectiveness by utilizing an experimental
design research model. The findings of this study are based
upon the results obtained by analyses of observations on
selected criteria of 55 students before and after participation
in the study. There were 28 students randomly assigned to the
experimental group, and 27 students randomly assigned to the
control group.

Specifically, the null hypotheses tested were:

1. There is no significant difference in self-concept
   between students participating in an orientation
   and counseling program and those students who did
   not participate in such a program.

2. There is no significant difference in attitude
   toward an educational institution, between students
   participating in an orientation and counseling pro-
   gram and those students who did not participate in
   such a program.

3. There is no significant difference in grade point
   average attained at the end of the semester in
   study between students participating in an orienta-
   tion and counseling program and those students
   who did not participate in such a program.

4. There is no significant difference in stated educa-
   tional goals between students participating in an
   orientation and counseling program and those
   students who did not participate in such a program.

5. There is no significant difference in the rate of re-enrollment between students participating in an orientation and counseling program and those students who did not participate in such a program.

The findings of the study are reported in sequence of the five stated hypotheses.

The analyses of the data relating to hypotheses 1, 2 and 3 were by analysis of variance against selected classification variables: sex, age, previous educational level, and job level of the participants. Table 3 shows the frequency distribution by classification variable category (cell) for the analysis of variance.

In order to insure statistically adequate cell frequencies for the analyses certain "collapses" of categories were made. These included:

1. collapsing age into two categories--16-25 and 25-over.

2. collapsing previous educational level into two categories--high school and some college.

3. collapsing job level into two categories--professional, technical and managerial (reported in the findings as professional) and clerical, sales, service, industrial, construction and other (reported in the findings as other).

The original frequency distributions are reported in Table 1 on page 33.

The analysis of the data relating to hypotheses 4 and 5 are presented in descriptive form showing frequencies, percentages and percentage changes. A chi square statistic was computed to ascertain significance of change.

Table 3. Distribution by classification variable category
(cell) for analysis of variance computations

Item	Experimental Number in Cell	Control Number in Cell
1. Sex:		
Male	13	15
Female	15	12
2. Age:		
16-25	15	15
26-over	13	12
3. Previous Education:		
High School	12	21
Some College	16	6
4. Job Level:		
Professional, technical, managerial	10	10
Other (clerical, service, sales, construction, industrial, other)	18	17

Null Hypothesis One: There is no significant difference in self-concept between students participating in an orientation and counseling program and those students who did not participate in such a program.

Table 4 presents descriptive data of means and standard deviations by group by sex of pre-post test differences on eight factors of self-concept. The Tennessee Self-Concept Scale was the measuring instrument utilized.

Table 4. Means and standard deviations by group by sex of pre-post test differences on various factors of self-concept

| Item | Experimental | | | | Control | | | | Total | |
| | Male | | Female | | Male | | Female | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Self-Criticism	2.538	1.506	-2.267	4.267	-0.733	3.918	-0.500	3.371	-0.327	3.493
2. Total Positive	-5.154	18.266	2.600	11.012	9.000	18.063	-11.000	26.063	-0.455	18.651
3. Positive Identity	-2.385	11.680	3.067	7.592	1.200	6.951	-5.333	9.680	-0.564	9.022
4. Postive Self Satisfaction	1.769	4.146	1.400	9.187	6.333	9.439	-2.750	12.152	1.927	9.139
5. Positive Behavior	-4.538	3.711	-1.867	3.114	1.467	6.523	-2.917	7.971	-1.818	5.593
6. Positive Personal Self	-3.538	2.696	1.333	4.386	2.800	5.294	-2.167	4.589	-0.181	4.385
7. Positive Social Self	-2.308	4.871	-0.600	4.548	0.400	4.611	-2.333	7.584	-1.109	5.432
8. Total Variability	-8.462	10.674	0.600	8.424	-6.533	11.128	-1.750	5.659	-4.000	9.338

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Tables 5 through 12 contain the analysis of variance of these eight factors of self-concept in relation to classification variables--sex.

Tables 5 and 12 show there was significant differences, at the .05 and .01 levels respectively, by sex for self-criticism and total variability. Tables 5, 6, 7, 9 and 10 show there was significant interaction by group by sex on self-criticism, total positive, positive identity, positive behavior, and positive personal self. Tables 5 through 12 show there was no statistically significant difference by group on the eight self-concept factors. On self-concept item two, total positive, Table 4 shows that the experimental males mean difference was -5.154, while the experimental female's mean difference was 2.600. This would indicate that experimental females' overall self-concept improved more than the experimental males'.

Figures 1 through 5 show the interaction by group by sex on the self-concept factors: self-criticism, total positive, positive identity, positive behavior and positive personal self. The mean difference values appearing in Figures 1 through 5 were extracted from the data presented in Table 4 on page 41. Figure 1 shows that the experimental males did better than the experimental females on self-criticism, however, the control females did slightly better than the control males. Figure 2 shows that the experimental females did better

Table 5. Analysis of variance by group by sex of self-
concept factor: self-criticism

Source	d.f.	S.S.	M.S.	F
Group	1	4.8485	4.8485	0.3975
Sex	1	74.6952	74.6952	6.1236*
Group x Sex	1	86.4679	86.4679	7.0887*
Error	51	662.0974	12.1980	

*p < .05.

Table 6. Analysis of variance by group by sex of self-concept
factor: total positive

Source	d.f.	S.S.	M.S.	F
Group	1	16.9697	16.9697	0.0488
Sex	1	461.7269	461.7269	1.3273
Group x Sex	1	2623.6474	2363.6474	7.5421**
Error	51	17741.2923	347.8685	

**p < .01.

Table 7. Analysis of variance by group by sex of self-concept
factor: positive identity

Source	d.f.	S.S.	M.S.	F
Group	1	68.9334	68.9334	0.8469
Sex	1	2.2935	2.2935	0.0282
Group x Sex	1	489.2235	489.2235	6.0106*
Error	51	4151.0769	81.3937	

*p < .05.

Table 8. Analysis of variance by group by sex of self-concept
factor: positive self-satisfaction

Source	d.f.	S.S.	M.S.	F
Group	1	7.2223	7.2223	0.0865
Sex	1	292.3505	292.3505	3.5004
Group x Sex	1	258.6452	258.6452	3.0968
Error	51	4259.4910	83.5194	

Table 9. Analysis of variance by group by sex of self-concept
factor: positive behavior

Source	d.f.	S.S.	M.S.	F
Group	1	94.7625	94.7625	3.0289
Sex	1	8.2665	8.2665	0.2642
Group x Sex	1	169.5387	169.5387	5.4189*
Error	51	1595.6141	31.2866	

*$p < .05$.

Table 10. Analysis of variance by group by sex of self-
concept factor: positive personal self

Source	d.f.	S.S.	M.S.	F
Group	1	31.8062	31.8062	1.6542
Sex	1	0.0490	0.0490	0.0026
Group x Sex	1	329.6959	329.6959	17.1466***
Error	51	980.6308	980.6308	

***$p < .001$.

Table 11. Analysis of variance by group by sex of self-concept factor: positive social self

Source	d.f.	S.S.	M.S.	F
Group	1	4.5928	4.5928	0.1557
Sex	1	2.9390	2.9390	0.0996
Group x Sex	1	67.1778	67.1778	2.1770
Error	51	1504.6359	29.5027	

Table 12. Analysis of variance by group by sex of self-concept factor: total variability

Source	d.f.	S.S.	M.S.	F
Group	1	8.8029	8.8029	0.1010
Sex	1	662.0408	662.0408	7.5929**
Group x Sex	1	62.3422	62.3422	0.7150
Error	51	4446.8141	87.1924	

**$p < .01$.

on total positive than the experimental males, however, the control males exceeded the control females. Figure 3 shows the same pattern for positive identity as Figure 2 did for total positive. Figure 4 shows that the experimental females did less poorly than experimental males on positive behavior, however, the control males did better than the control females. Figure 5 shows that the experimental females did better than the experimental males on positive personal self, however, the control males did better than the control females.
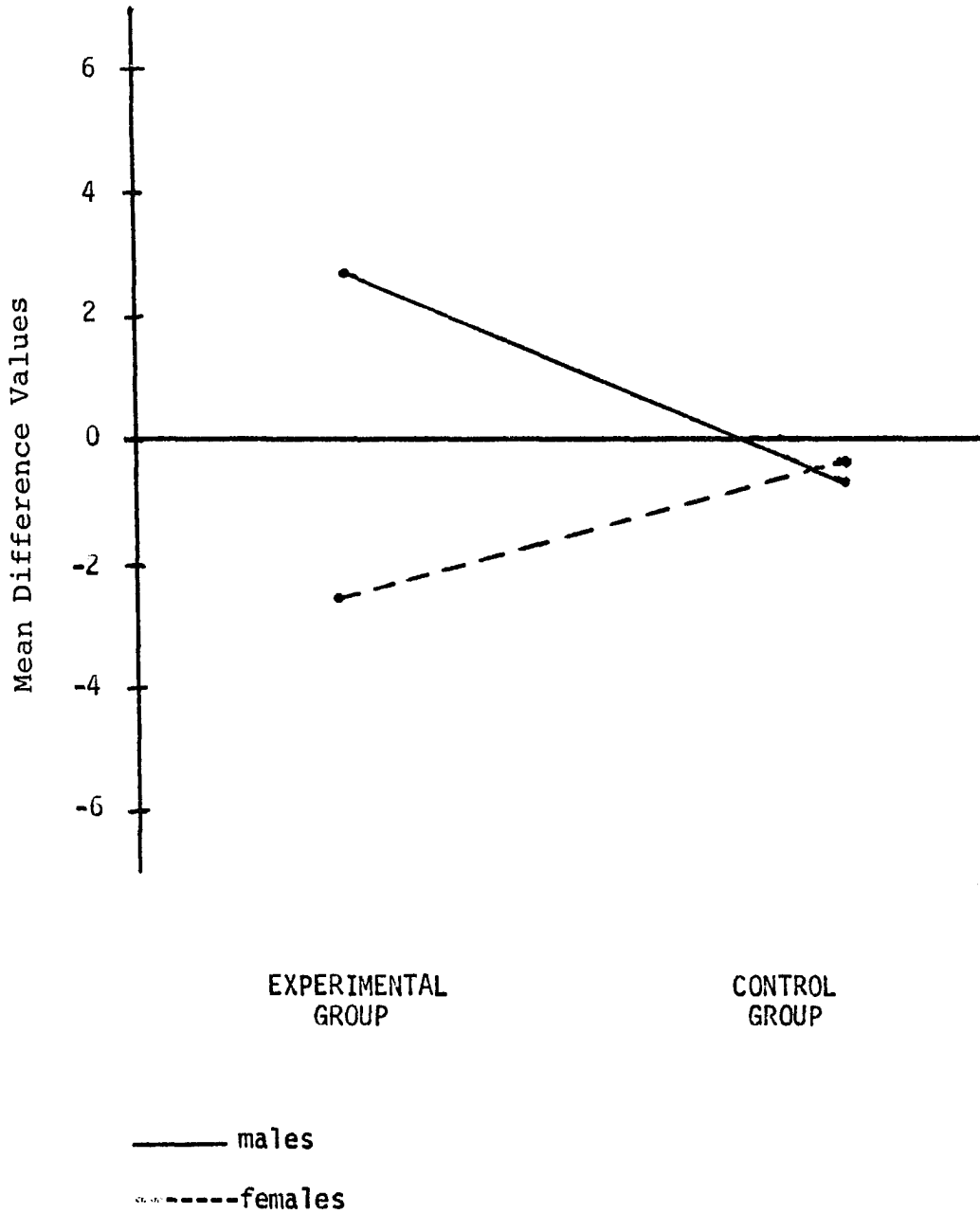
Figure 1. Interaction of group by sex on self-concept factor: self-criticism

Figure 2. Interaction of group by sex on self-concept
         factor: total positive
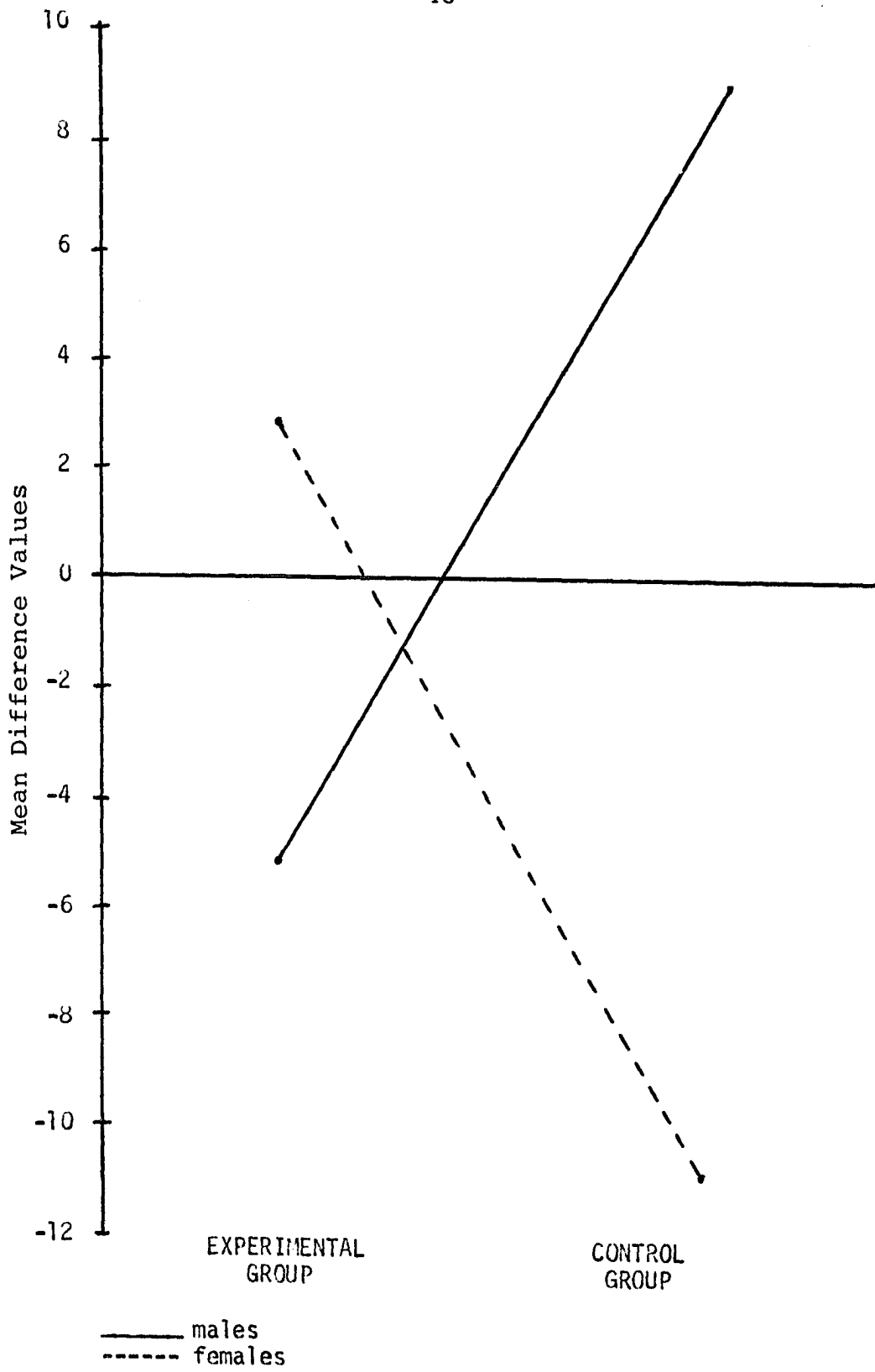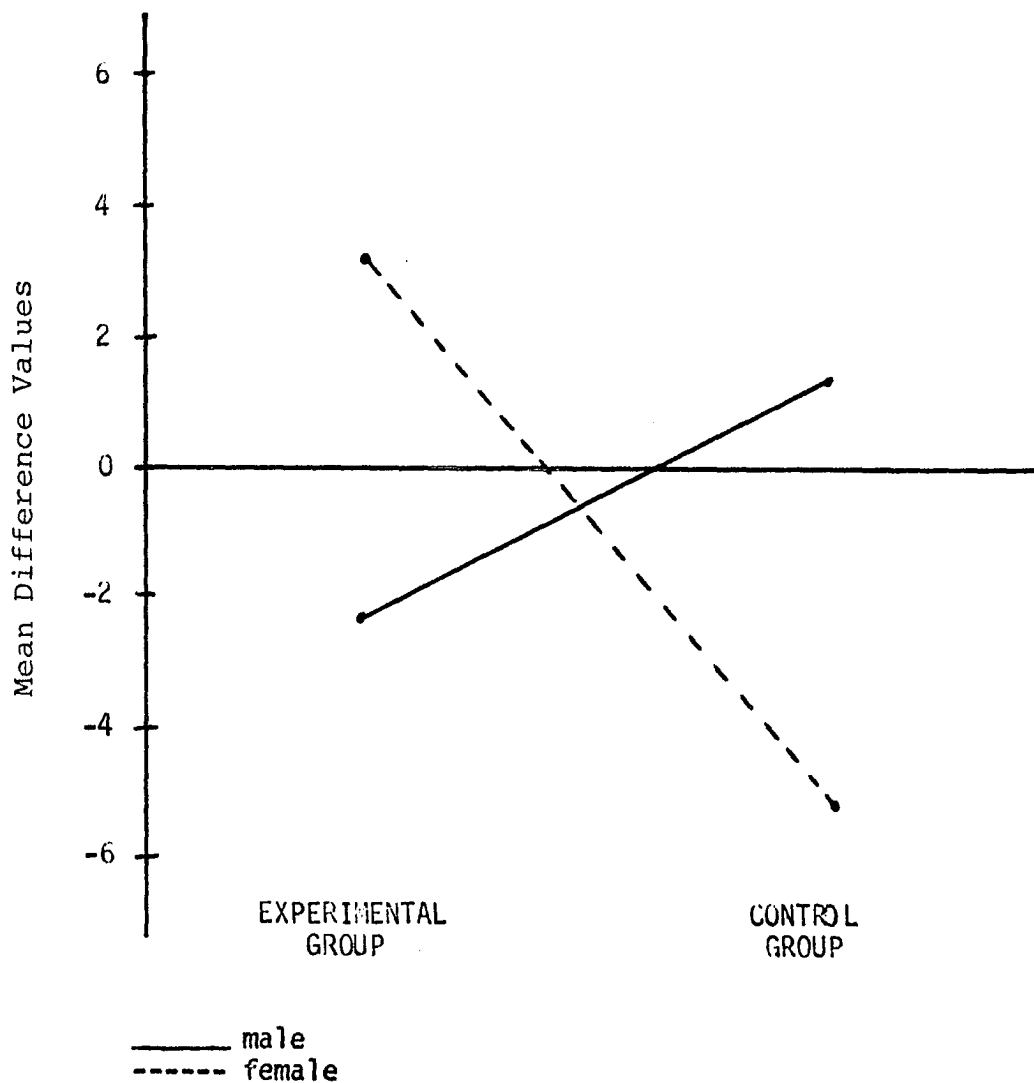
Figure 3. Interaction of group by sex on self-concept factor: positive identity
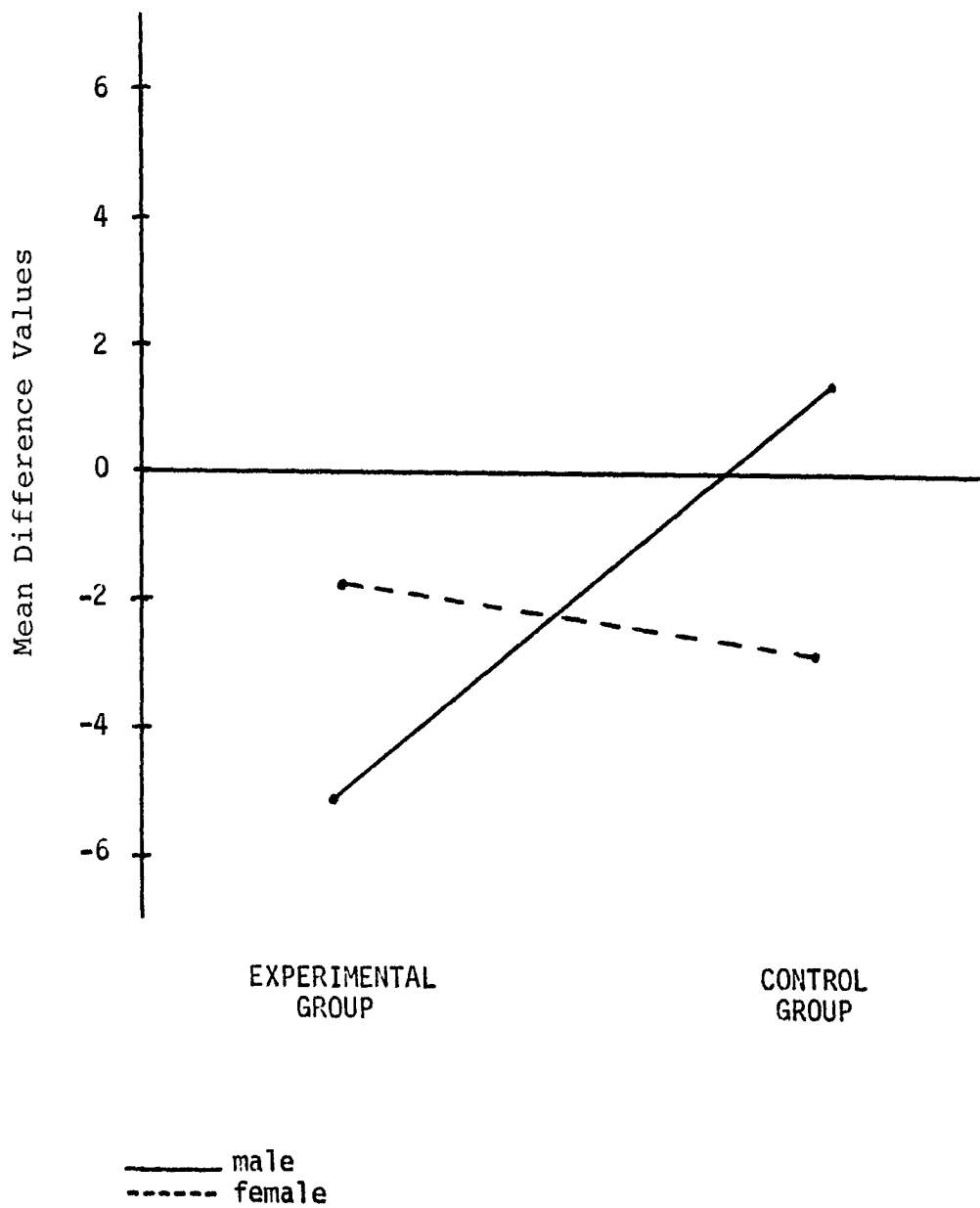
Figure 4.   Interaction of group by sex on self-concept factor: positive behavior
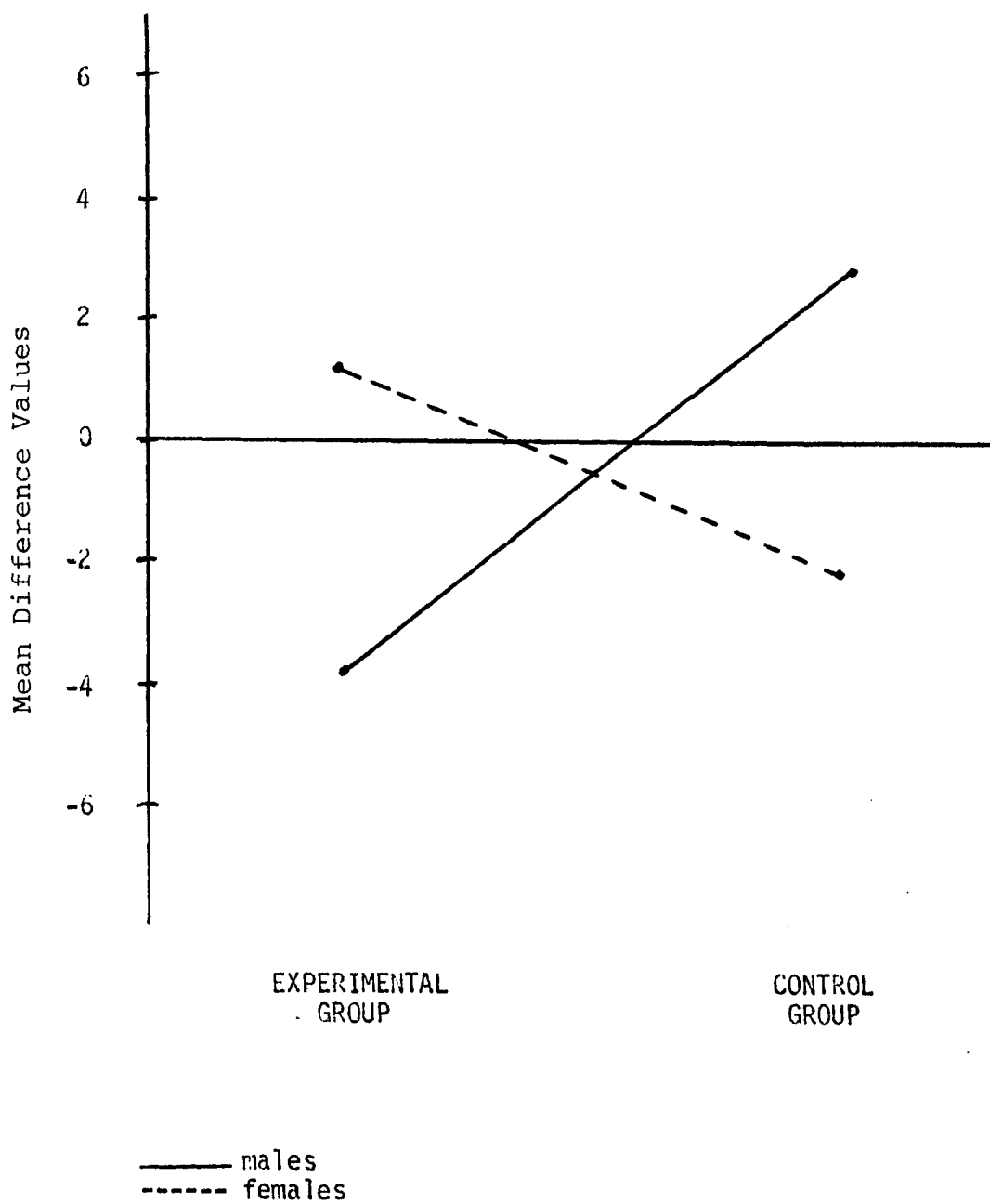
Figure 5.   Interaction of group by sex on self-concept factor:
positive personal self

Table 13 presents descriptive statistics of means and standard deviations by group by age of pre-post test differences on eight factors of self-concept.

Tables 14 through 21 contain the analysis of variance of these eight factors of self-concept in relation to classification variable--age.

There were no statistically significant findings to report on the eight factors of self-concept by classification variable--age. Table 13 shows mean differences on total positive of 0.933 for the experimental group in the 16-25 age category vs. 4.867 for the control group in the same category. The mean differences for the experimental group in the 26-over category was -3.231 vs. -5.833 for the control group on total positive.

Table 22 presents descriptive statistics of means and standard deviations by group by previous educational level of pre-post test differences on eight factors of self-concept.

Tables 23 through 30 contain the analysis of variance of these eight factors of self-concept in relation to classification variable--previous educational level.

No statistically significant findings can be reported on the eight factors of self-concept in relation to classification variable--previous educational level. Mean differences were found to be -3.429 for the experimental group in the high school category vs. 0.045 for the control group in the

Table 13. Means and standard deviations by group by age of pre-post test differences on various factors of self-concept

| Item | Experimental | | | | Control | | | | Total | |
| | 16-25 | | 26-over | | 16-25 | | 26-over | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Self-Criticism	0.533	2.997	-0.692	5.056	0.133	3.642	-1.583	3.502	-0.327	3.843
2. Total Positive	0.933	13.226	-3.231	17.201	4.867	23.567	-5.833	23.679	-0.455	19.775
3. Positive Identity	0.533	8.288	0.538	11.865	-0.800	7.608	-2.833	10.241	-0.564	9.513
4. Positive Self Satisfaction	3.067	7.497	-0.154	6.644	4.533	12.614	-0.500	9.653	1.927	9.465
5. Positive Behavior	-2.667	3.266	-3.615	4.032	1.133	7.615	-2.500	6.895	-1.818	5.738
6. Positive Personal Self	-0.800	4.161	-1.077	4.821	1.667	5.627	-0.750	5.276	-0.182	4.992
7. Positive Social Self	-1.600	4.102	01.154	5.460	-0.667	5.888	-1.000	6.701	-1.109	5.553
8. Total Variability	3.267	9.595	-4.000	11.690	-3.733	10.201	-5.250	8.346	-4.000	10.051

Table 14. Analysis of variance by group by age of self-concept factor: self-criticism

Source	d.f.	S.S.	M.S.	F
Group	1	4.8485	4.8485	0.3283
Age	1	29.2868	29.2868	1.9832
Group x Age	1	0.8212	0.8212	0.0556
Error	51	753.1526	14.7677	

Table 15. Analysis of variance by group by age of self-concept factor: total positive

Source	d.f.	S.S.	M.S.	F
Group	1	16.9697	16.9697	0.0434
Age	1	738.5234	738.5234	1.8887
Group x Age	1	145.5022	145.5022	0.3721
Error	51	19942.6410	391.0321	

Table 16. Analysis of variance by group by age of self-concept factor: positive identity

Source	d.f.	S.S.	M.S.	F
Group	1	68.9334	68.9334	0.7618
Age	1	13.4096	13.4096	0.1482
Group x Age	1	14.1535	14.1535	0.1564
Error	51	4615.0308	90.4908	

Table 17. Analysis of variance by group by age of self-concept factor: positive self-satisfaction

Source	d.f.	S.S.	M.S.	F
Group	1	7.2223	7.2223	0.0806
Age	1	229.9342	229.9342	2.5664
Group x Age	1	11.1936	11.1936	0.1249
Error	51	4569.3590	89.5953	

Table 18. Analysis of variance by group by age of self-concept factor: positive behavior

Source	d.f.	S.S.	M.S.	F
Group	1	94.7625	94.7625	2.8782
Age	1	69.7273	69.7273	2.1178
Group x Age	1	24.5485	24.5484	0.7456
Error	51	1679.1436	32.9244	

Table 19. Analysis of variance by group by age of self-concept factor: positive personal self

Source	d.f.	S.S.	M.S.	F
Group	1	31.8062	31.8062	1.2763
Age	1	23.8744	23.8744	0.9581
Group x Age	1	15.5949	15.5949	0.6258
Error	51	1270.9064	24.9197	

Table 20. Analysis of variance by group by age of self-concept factor: positive social self

Source	d.f.	S.S.	M.S.	F
Group	1	4.5981	4.5981	0.1489
Age	1	0.0575	0.0575	0.0019
Group x Age	1	2.0606	2.0606	0.0671
Error	51	1572.6256	30.8358	

Table 21. Analysis of variance by group by age of self-concept factor: total variability

Source	d.f.	S.S.	M.S.	F
Group	1	8.8029	8.8029	0.0871
Age	1	16.9904	16.9904	0.1682
Group x Age	1	2.0900	2.0900	0.0207
Error	51	5152.1167	101.0219	

same category on total positive. Mean differences for the experimental group having some college was 1.429 vs. 0.400 for the control group on total positive.

Table 31 presents descriptive statistics of means and standard deviations by group by job level of pre-post test differences on eight self-concept factors.

Tables 32 through 39 contain the analysis of variance of these eight factors of self-concept in relation to classification variable--job level.

No statistically significant findings can be reported on

Table 22. Means and standard deviations by group by previous educational level of pre-post test differences on various factors of self-concept

| Item | Experimental | | | | Control | | | | Total | |
| | High School | | Some College | | High School | | Some College | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Self-Criticism	0.643	3.734	-0.714	4.375	-0.364	3.922	-1.800	1.483	-0.327	3.865
2. Total Positive	-3.429	15.955	1.429	14.265	0.045	24.847	0.400	20.864	-0.455	20.128
3. Positive Identity	-1.857	9.742	2.929	9.833	-1.364	9.209	-3.200	7.014	-0.564	9.360
4. Positive Self Satisfaction	1.286	7.508	1.857	7.091	2.227	12.189	2.600	8.678	1.927	9.709
5. Positive Behavior	-2.857	4.016	-3.357	3.272	-0.818	7.430	1.000	7.906	-1.818	5.872
6. Positive Personal Self	-1.286	2.972	-0.571	5.571	0.591	5.688	0.600	5.225	-0.182	5.062
7. Positive Social Self	-2.429	4.345	-0.357	4.955	-1.455	6.247	2.000	5.292	-1.109	5.416
8. Total Variability	-5.357	11.126	-1.857	9.757	-4.500	9.831	-4.000	7.211	-4.000	9.985

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Table 23. Analysis of variance by group by previous education-
al level of self-concept factor: self-criticism

Source	d.f.	S.S.	M.S.	F
Group	1	4.8485	4.8485	0.3245
Education	1	21.2821	21.2821	1.4245
Group x Educ.	1	0.0161	0.0161	0.0011
Error	51	761.9623	14.9404	

Table 24. Analysis of variance by group by previous education-
al level of self-concept factor: Total positive

Source	d.f.	S.S.	M.S.	F
Group	1	16.9697	16.9697	0.0419
Education	1	113.4459	113.4459	0.2800
Group x Educ.	1	52.2090	52.2090	0.1289
Error	51	20661.0117	405.1179	

Table 25. Analysis of variance by group by previous education-
al level of self-concept factor: positive identity

Source	d.f.	S.S.	M.S.	F
Group	1	68.9334	68.9334	0.7868
Education	1	61.1305	61.1305	0.6977
Group x Educ.	1	112.9297	112.9297	1.2889
Error	51	4468.5338	87.6183	

Table 26. Analysis of variance by group by previous educational level of self-concept factor: positive self-satisfaction

Source	d.f.	S.S.	M.S.	F
Group	1	7.2223	7.2223	0.0766
Education	1	2.7500	2.7500	0.0292
Group x Educ.	1	0.1017	0.1017	0.0011
Error	51	4807.6351	94.2674	

Table 27. Analysis of variance by group by previous educational level of self-concept factor: positive behavior

Source	d.f.	S.S.	M.S.	F
Group	1	94.7625	94.7625	0.0070
Education	1	1.3787	1.3787	0.0264
Group x Educ.	1	13.8393	13.8393	1.2137
Error	51	1758.2013	34.4745	

Table 28. Analysis of variance by group by previous educational level of self-concept factor: positive personal self

Source	d.f.	S.S.	M.S.	F
Group	1	31.8062	31.8062	1.2413
Education	1	2.2911	2.2911	0.0894
Group x Educ.	1	1.2807	1.2807	0.0500
Error	51	1306.8039	25.6236	

Table 29. Analysis of variance by group by previous educational level of self-concept factor: positive social self

Source	d.f.	S.S.	M.S.	F
Group	1	4.5928	4.5928	0.1566
Education	1	73.7288	73.7288	2.5133
Group x Educ.	1	4.9265	4.9265	0.1679
Error	51	1496.0974	29.3352	

Table 30. Analysis of variance by group by previous educational level of self-concept factor: total variability

Source	d.f.	S.S.	M.S.	F
Group	1	8.8029	8.8029	0.0883
Education	1	63.5913	63.5913	0.6379
Group x Educ.	1	23.1773	23.1773	0.2325
Error	51	5084.4286	99.6947	

the eight self-concept factors in relation to job level. Mean difference for the experimental group categorized as professional was -7.300 vs. -0.556 for the same category in the control group. Mean differences for the experimental group categorized as other were 2.500 vs. 0.444 for the same category in the control group.

Therefore, it can be concluded on the basis of the analyses, that null hypothesis one fails to be rejected. There was no statistical evidence to support the hypothesis

Table 31. Means and standard deviations by group by job level of pre-post test differences on various factors of self-concept

| Item | Experimental | | | | Control | | | | Total | |
| | Professional | | Other | | Professional | | Other | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1. Self-Criticism	0.900	4.458	-0.556	3.838	-1.222	3.114	-0.333	3.896	-0.327	3.873
2. Total Positive	-7.300	17.676	2.500	12.580	-0.556	29.615	0.444	21.261	-0.455	19.903
3. Positive Identity	-0.300	12.553	1.000	8.478	-3.556	11.348	-0.778	7.337	-0.564	9.482
4. Positive Self Satisfaction	-2.400	5.758	3.778	7.051	3.889	13.271	1.500	10.788	1.927	9.426
5. Positive Behavior	-4.600	3.438	-2.278	3.511	-0.889	8.565	-0.278	7.003	-1.818	5.835
6. Positive Personal Self	-3.300	3.592	0.389	4.327	1.222	8.212	0.278	3.786	-0.181	4.886
7. Positive Social Self	-2.000	5.715	-1.056	4.165	0.000	6.423	-1.222	6.141	-1.109	5.531
8. Total Variability	-3.600	13.818	-3.611	8.452	-6.667	9.500	-3.278	9.228	-4.000	10.002

Table 32. Analysis of variance by group by job level of self-concept factor: self-criticism

Source	d.f.	S.S.	M.S.	F
Group	1	4.8485	4.8485	0.3233
Job	1	1.3027	1.3027	0.0869
Group x Job	1	17.0579	17.0579	1.1373
Error	51	764.9000	14.9980	

Table 33. Analysis of variance by group by job level of self-concept factor: total positive

Source	d.f.	S.S.	M.S.	F
Group	1	16.9697	16.9697	0.0428
Job	1	383.0690	383.0690	0.9670
Group x Job	1	240.3310	240.3310	0.6067
Error	51	20203.2667	396.1425	

Table 34. Analysis of variance by group by job level of self-concept factor: positive identity

Source	d.f.	S.S.	M.S.	F
Group	1	68.9334	68.9334	0.7667
Job	1	50.3832	50.3832	0.5604
Group x Job	1	6.7774	6.7774	0.0754
Error	51	4585.4333	89.9105	

Table 35. Analysis of variance by group by job level of self-concept factor: positive self-satisfaction

Source	d.f.	S.S.	M.S.	F
Group	1	7.2223	7.2223	0.0813
Job	1	51.8316	51.8316	0.5834
Group x Job	1	227.7552	227.7552	2.5636
Error	51	4530.9000	88.8412	

Table 36. Analysis of variance by group by job level of self-concept factor: positive behavior

Source	d.f.	S.S.	M.S.	F
Group	1	94.7625	94.7625	2.7831
Job	1	27.8216	27.8216	0.8171
Group x Job	1	9.0866	9.0866	0.2669
Error	51	1736.5111	34.0492	

Table 37. Analysis of variance by group by job level of self-concept factor: positive personal self

Source	d.f.	S.S.	M.S.	F
Group	1	31.8062	31.8062	1.3323
Job	1	26.2071	26.2071	1.0978
Group x Job	1	66.6241	66.6241	2.7907
Error	51	1217.5444	23.8734	

Table 38. Analysis of variance by group by job level of self-
concept factor: positive social self

Source	d.f.	S.S.	M.S.	F
Group	1	4.5928	4.5928	0.1501
Job	1	0.1281	0.1281	0.0042
Group x Job	1	14.5690	14.5690	0.4763
Error	51	1560.0556	30.5893	

Table 39. Analysis of variance by group by job level of self-
concept factor: total variability

Source	d.f.	S.S.	M.S.	F
Group	1	8.8029	8.8029	0.0880
Job	1	33.0323	33.0323	0.3302
Group x Job	1	35.8759	35.8759	0.3586
Error	51	5102.2889	100.0449	

that those students participating in an orientation and
counseling program improved their self-concepts more than
those students who did not participate in such a program.

Null Hypothesis Two: There is no significant dif-
ference in attitude toward an educational institution be-
tween students participating in an orientation and counseling
program and those students who did not participate in such a
program.

Table 40 presents descriptive data of means and standard
deviations by group by sex of pre-post differences on attitude

Table 40. Means and standard deviations by group by sex of pre-post test differences on attitude toward an educational institution

| Item | Experimental | | | | Control | | | | Total | |
| | Male | | Female | | Male | | Female | | Male | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Attitude	-2.846	3.783	-5.533	15.004	-3.333	20.763	-12.083	11.634	-5.727	14.584

toward an educational institution. A modification of the
Semantic Distance Questionnaire was the measuring instrument
utilized.

Table 41 contains the analysis of variance of attitude
toward an educational institution in relation to classification
variable--sex.

No statistically significant findings can be reported
on attitude differences between the experimental and control
groups on the classification variable--sex. Mean difference
for the experimental males was -2.846 vs. -3.333 for the con-
trol males. Mean difference for the experimental females
was -5.533 vs. -12.083 for the control females. Although not
statistically significant, the experimental group's attitude
did not change as negatively as the control group.

Table 41. Analysis of variance by group by sex of attitude
difference toward an educational institution

Source	d.f.	S.S.	M.S.	F
Group	1	118.5281	118.5281	0.5573
Sex	1	435.5041	435.5041	2.0475
Group x Sex	1	125.2012	125.2012	0.5886
Error	51	10847.6756	212.6995	

Table 42 presents descriptive data of means and standard
deviations by group by age of pre-post differences on attitude
toward an educational institution.

Table 43 contains the analysis of variance of attitude

Table 42. Means and standard deviations by group by age of pre-post test differences on attitude toward an educational institution

| Item | Experimental | | | | Control | | | | Total | |
| | 16-25 | | 26-over | | 16-25 | | 26-over | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Attitude	-6.667	11.866	-1.538	10.080	-8.667	20.670	-5.417	13.426	-5.727	14.789

Table 43. Analysis of variance by group by age of attitude
          difference toward an educational institution

Source	d.f.	S.S.	M.S.	F
Group	1	18.5281	118.5281	0.5419
Age	1	241.5513	241.5513	1.1044
Group x Age	1	12.0156	12.0156	0.0549
Error	51	11154.8141	218.7218	

toward an educational institution in relation to classifi-
cation variable--age.

No statistically significant findings can be reported
on attitude difference between groups by age. Mean dif-
ferences of -6.667 for the experimental 16-25 year olds,
vs. -8.667 for the control 16-25 year olds and -1.538 for the
experimental 26-over category vs. 05.417 for the control
group's same category, suggest the control group's attitudes
changed more negatively.

Table 44 presents descriptive data of means and standard
deviations by group by previous educational level of pre-
post test differences on attitude toward an educational insti-
tution.

Table 45 contains the analysis of variance of differences
in attitude toward an educational institution in relation to
classification variable--previous educational level.

No statistically significant findings can be reported on

Table 44. Means and standard deviations by group by previous educational level of pre-post test differences on attitude toward an educational institution

| Item | Experimental | | | | Control | | | | Total | |
| | High School | | Some College | | High School | | Some College | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Attitude	-3.071	10.916	-5.500	11.713	-4.409	15.720	-19.600	21.824	-5.727	14.299

Table 45. Analysis of variance by group by previous educational level of attitude difference toward an educational institution

Source	d.f.	S.S.	M.S.	F
Group	1	118.5281	118.5281	0.5797
Education	1	561.9844	561.9844	2.7488
Group x Educ.	1	419.4498	419.4498	2.0516
Error	51	10426.9475	204.4494	

attitude difference in relation to previous educational level between the two groups. However, the direction of the mean differences reported in Table 44 suggests the control group changed more negatively.

Table 46 presents descriptive data of means and standard deviations by group by job level of pre-post test differences on attitude toward an educational institution.

Table 47 contains the analysis of variance of the difference in attitude toward an educational institution in relation to classification variable--job level.

No statistically significant findings can be reported on attitude difference, in relation to job level, between the two groups. However, the mean difference values suggest the experimental group changed less negatively than the control group.

Therefore, on the basis of the resultant analyses, null hypothesis two fails to be rejected. There was no statistical

Table 46. Means and standard deviations by group by job level of pre-post test differences on attitude toward an educational institution

| Item | Experimental | | | | Control | | | | Total | |
| | Professional | | Other | | Professional | | Other | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Attitude	0.800	6.613	-7.111	12.314	-12.111	20.925	-4.778	15.575	-5.727	14.473

Table 47. Analysis of variance by group by job level of attitude difference toward an educational institution

Source	d.f.	S.S.	M.S.	F
Group	1	118.5281	118.5281	0.5658
Job	1	3.7833	3.7833	0.0181
Group x Job	1	721.2110	271.2110	3.4429
Error	51	10683.3778	209.4780	

evidence to support the hypothesis that those students participating in an orientation and counseling program improved their attitude toward an educational institution more than those students who did not participate in such a program.

Null Hypothesis Three: There is no significant difference in grade point average attained at the end of the semester in study, between students participating in an orientation and counseling program and those students who did not participate in such a program.

Tables 48, 50, 52 and 54 present descriptive data of means and standard deviations by group by sex, age, previous educational level and job level of differences in grade point average attained. Data were obtained from the Office of the Registrar at Drake University.

Tables 49, 51, 53 and 55 contain the analyses of variance of the differences of grade point average attained in relation to these classification variables.

Table 48. Means and standard deviations by group by sex of differences on grade point average

| Item | Experimental | | | | Control | | | | Total | |
| | Male | | Female | | Male | | Female | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
G.P.A.	2.795	0.811	3.229	0.528	2.415	1.093	2.500	1.168	2.671	0.924

Table 49. Analysis of variance by group by sex of grade point average difference

Source	d.f.	S.S.	M.S.	F
Group	1	7.2160	7.2160	8.4551**
Sex	1	2.1327	2.1327	2.4989
Group x Sex	1	0.0211	0.0211	0.0247
Error	51	43.5261	0.8535	

**p < .01.

The analyses show a statistically significant difference at the .01 level between the experimental and control groups on grade point average attained. In addition, there was a statistically significant difference at the .05 level on main effect--age. Table 48 shows females scored higher than the males in both the experimental and control groups. Table 50 shows those in age category 26-over in both groups scored higher than the 16-25 year olds. Although not statistically significant, Table 52 shows that those with some college in the experimental group scored higher than those with only high school.

Therefore, on the basis of the analyses, null hypothesis three is rejected. There was statistically significant evidence reported to support the hypothesis that those students participating in an orientation and counseling program attained a higher grade point average at the end of the semester in study than those students who did not participate in such a program.

Table 50. Means and standard deviations by group by age of differences on grade point average

| Item | Experimental | | | | Control | | | | Total | |
| | 16-25 | | 26-over | | 16-25 | | 26-over | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
G.P.A.	2.951	0.749	3.115	0.650	1.878	1.096	2.833	0.937	2.671	0.879

Table 51.   Analysis of variance by group by age of grade point
            average difference

Source	d.f.	S.S.	M.S.	F
Group	1	7.2160	7.2160	9.3390**
Age	1	4.1443	4.1443	5.3636*
Group x Age	1	2.1291	2.1291	2.7554
Error	51	39.4065	0.7727	

*p < .05.

**p < .01.

Null Hypothesis Four: There is no significant difference

in stated educational goals between students participating in

an orientation and counseling program and those students who

did not participate in such a program.

Table 58 presents descriptive data on stated reasons for

enrolling in evening courses by group, before and after parti-

cipation in the study.   Data were obtained from a Confidential

Data Form completed by the participants in the study.

Table 59 presents descriptive data on stated educational

objectives, by group, before and after participation in

the study.

On the basis of a Chi Square test for statistical dif-

ference, no significant findings can be reported either

between groups or within the experimental group on reason

Table 52. Means and standard deviations by group by previous educational level of differences on grade point average

| Item | Experimental | | | | Control | | | | Total | |
| | High School | | Some College | | High School | | Some College | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
G.P.A.	2.804	0.752	3.250	0.580	2.326	1.017	2.200	1.643	2.671	0.931

Table 53. Analysis of variance by group by previous education-
al level of grade point average difference

Source	d.f.	S.S.	M.S.	F
Group	1	7.2160	7.2160	8.3215**
Education	1	0.6137	0.6137	0.7078
Group x Educ.	1	0.8415	0.8415	0.9704
Error	51	44.2247	0.8671	

**$p < .01$.

for enrolling. The control group did not change at all in

stated reasons for enrolling. A computed χ^2 value of 0.64,

testing for change within the experimental group, failed to

gain significance.

In addition, based on a Chi Square test, no significant

findings can be reported on stated educational objectives

between the two groups or within the experimental group.

Therefore, on the basis of the analysis, null hypothesis

four fails to be rejected. There was no statistically

significant findings to support the hypothesis that stated

educational goals were different for students participating in

an orientation and counseling program from those students

who did not participate in such a program.

Table 54. Means and standard deviations by group by job level of differences on grade point average

| Item | Experimental | | | | Control | | | | Total | |
| | Professional | | Other | | Professional | | Other | | | |
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
G.P.A.	2.900	0.568	3.098	0.766	2.222	1.202	2.343	1.109	2.671	0.943

Table 55. Analysis of variance by group by job level of grade point average difference

Source	d.f.	S.S.	M.S.	F
Group	1	7.2160	7.2160	8.1166**
Job	1	0.3202	0.3202	0.3601
Group x Job	1	0.0185	0.9185	0.0208
Error	51	45.3412	0.8890	

**$p < .01$.

Null Hypothesis Five: There is no significant difference in the rate of re-enrollment between students participating in an orientation and counseling program and those students who did not participate in such a program.

Table 58 presents descriptive data on rate of re-enrollment, by group, following participation in the study.

On the basis of a Chi Square test, no statistically significant findings can be reported on the rate of re-enrollment between the experimental group and the control group. A computed χ^2 value of 0.94 failed to reach significance. However, only 37.04% of the control group re-enrolled the following term as compared to 50.0% of the experimental group.

Therefore, on the basis of the analysis, null hypothesis five fails to be rejected. There was no statistically significant results to support the hypothesis that students

Table 56. Stated reasons for enrolling by group: before and after participation in study

| Item | Experimental | | | | | Control | | | | |
| | Before | | After | | | Before | | After | | |
	N	%	N	%	% Change	N	%	N	%	% Change
Personal or Cultural Enrichment	12	42.86	15	53.58	+10.72	9	33.33	9	3.33	0.0
Vocational Advancement	16	57.14	13	46.42	-10.72	18	66.67	18	66.67	0.0

Between groups: $\chi^2 = 2.29$, $p > .05$.

Within experimental groups: $\chi^2 = 0.64$, $p > .05$.

Table 57. Stated educational objective by group: before and after participation in study

| Item | Experimental | | | | | Control | | | | |
| | Before | | After | | | Before | | After | | |
	N	%	N	%	% Change	N	%	N	%	% Change
Just Taking Courses	8	28.58	13	46.42	+17.84	16	59.26	16	59.26	0.0
Seeking Degree	20	71.42	15	53.58	-17.84	11	40.74	11	40.74	0.0

Between groups: $\chi^2 = 0.90$, $p > .05$.

Within experimental group: $\chi^2 = 1.90$, $p > .05$.

Table 58. Rate of re-enrollment by group following partici-
          pation in study

Item	Experimental		Control	
	N	%	N	%
Did re-enroll following term	14	50.0	10	37.04
Did <u>not</u> re-enroll following term	14	50.0	17	69.96

Between groups: $\chi^2 = 0.94$, $p > .05$.

participating in an orientation and counseling program showed

a higher rate of re-enrollment than those students who did

not participate in such a program.

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

The purpose of this study was to establish an orientation and counseling program for adult evening students entering Drake University for the first time and to evaluate the program's effectiveness in terms of participating students' behavior by utilizing an experimental design research model. Specifically, the following null hypotheses were tested:

1. There is no significant difference in self-concept between students participating in an orientation and counseling program and those students who did not participate in such a program.

2. There is no significant difference in attitude toward an educational institution between students participating in an orientation and counseling program and those students who did not participate in such a program.

3. There is no significant difference in grade point average attained at the end of the semester in study between students participating in an orientation and counseling program and those students who did not participate in such a program.

4. There is no significant difference in stated educational goals between students participating in an orientation and counseling program and those students who did not participate in such a program.

5. There is no significant difference in the rate of re-enrollment between students participating in an orientation and counseling program and those students who did not participate in such a program.

The population for the study consisted of 55 adult students entering Drake University's evening division for the first time during the academic year 1972-73. The students were randomly assigned to an experimental group (N = 28) and a

control group (N = 27). The experimental group then partici-
pated in a seven week orientation and counseling program,
which was designed to facilitate student adjustment to an
academic environment. All 55 students completed the same
measuring instruments at the beginning of participation and
at the end, i.e., at the first session and the seventh session.

Conclusions

1. Null Hypothesis One was not rejected at the .05 level
of significance. Therefore, it can be concluded that, overall,
the orientation and counseling program failed to increase a
more positive self-concept on the part of the participants,
when analyzed by group and by sex, age, previous educational
level and job level. However, there was a significant dif-
ference at the .05 level by sex on self-concept factors:
self-criticism, and total variability. From the data presented
in Table 4 on page 41, it can be concluded that females seemed
to benefit more from participation in an orientation and coun-
seling program in relation to self-concept. Although no sig-
nificance was found for total positive, female mean differences
showed a higher gain than males; 2.600 compared to -5.154,
respectively. Additionally, interaction was found by group
by sex on self-concept factors: self-criticism, total positive,
positive identity, positive behavior and positive personal
self.

2. Null Hypothesis Two was not rejected at the .05 level of significance. Therefore, it can be concluded that the orientation and counseling program failed to increase, in a positive direction, attitude toward an educational institution on the part of the participants. However, from the data presented in Table 40 on page 65, it is suggested that those in the 26-over category had a less negative change than those in age category 16-25. In relation to previous educational level, those students having some college, attitudes changed more negatively although not statistically significant. No directional relationship occurred in attitude change in relation to job level.

3. Null Hypothesis Three was rejected at the .01 level of significance. Therefore, it can be concluded that those students participating in the orientation and counseling program achieved a significantly higher grade point average at the end of the semester in study. In addition, significance at the .05 level was found in relation to age. Those students in the 26-over category did significantly better than those in the 16-25 age category. Previous educational level had no significant effect on grade point average achieved, except those students with some college did tend to earn higher grades than those with only high school in the experimental group. In the control group, those with only high school did better than those students with some college. Additionally,

those students in both groups categorized in the "other" job level did better than those categorized as "professional".

4. Null Hypothesis Four failed to be rejected at the .05 level of significance. Therefore, it can be concluded that the orientation and counseling program did not cause significant change on the part of the participants in terms of stated educational goals. However, change was noted in the experimental group's stated goals, and no change at all occurred on the part of the control group.

5. Null Hypothesis Five failed to be rejected at the .05 level of significance. Therefore, it can be concluded that participation in the orientation and counseling program did not cause a significant increase in rate of re-enrollment. However, it should be pointed out that four more, or 12.96%, students in the experimental group enrolled the following term than did those in the control group.

Discussion

To say that adult education is rapidly becoming a growth area in higher education is an understatement. To say that sound research data abounds within the field of adult education is an overstatement. It is hoped that this research study will, in some way, shed light upon an area of adult higher education that has virtually been ignored, i.e., the effectiveness of orientation and counseling programs for

adults engaged in the pursuit of knowledge through evening programs at colleges and universities.

From an analysis of the data collected and the research conducted for this study several observations seem in order:

1. Overall, there are beneficial outcomes for both the students who participate and the institution that conducts an orientation and counseling program for adult evening students. Of statistical significance in this study, was the fact that participating students achieved a higher grade point average than those who did not participate. Although not statistically significant, there were more students who re-enrolled following participation than those who did not participate. Thus, students seem to fair better and tend to re-enroll after such participation.

2. Although not statistically significant, there seemed to be a directional trend toward a better self-concept and attitude on the part of participating students.

3. It can only be conjectured whether the change in stated educational goals on the part of participating students was positive or negative, since no statistical significance was found. However, of importance, was the fact that reasons and objectives did change for those in the experimental group, when absolutely no measured change occurred within the control

group. It was believed that more students would become degree-seeking students following participation, however, just the opposite occurred. Also, it was believed that more students would seek an education for vocational advancement reasons; again, just the opposite occurred. These findings somewhat support Dugger's and McCannon's previous findings. They also tend to support research conducted by Burgess and Sackett. It can be speculated that the orientation and counseling program opened new vistas for the participating students leading them to want to enroll in a wider variety of courses.

4. The findings of this study support the premise made by Birren, Lorge, Sharon, and Verner that adults are quite capable of learning. Both in the experimental and control group, those categorized in the 26-over age group achieved higher grade point averages.

5. That attitudes toward an educational institution changed in a positive direction cannot be concluded from the data in this study. However, if Miller's concept of the effect of attitude upon behavior has merit, it might be surmised that attitudes changed because behavior did change, i.e., stated reasons for enrolling and educational objectives changed on the part of the experimental group. Also, more of the participants in the experimental group re-enrolled than did those in the control group (14 vs. 10). This would suggest a change in attitude toward the institution and toward purusit

of knowledge. Generally, this study supported the speculations
made following the review of literature that:

1. Adults are quite capable of learning but need oppor-
tunity and guidance. Of statistical significance was the fact
that those students who participated in the orientation and
counseling program achieved a higher grade point average;
those in the 26-over age category achieved the highest grade
point average.

2. An adequate measurement of self-concept and attitude
change can be made on adults. At least in relation to sex
(females did better), an orientation and counseling program
changed self-concept in a positive direction.

3. Previous studies indicated adults enroll in higher
education for personal enrichment or vocational advancement;
this study supported that premise.

4. New, innovative methods of providing orientation and
counseling for adult evening students in higher education
can be tested and found beneficial.

5. Formal evaluations of orientation and counseling pro-
grams for adult evening students can be conducted and such
evaluations can be statistically measured.

Some salient points need to be related here on the
feedback given from students who participate in the orienta-
tion and counseling program. During the final session of the
program, students were allowed to express their opinions and

critique the program. Overwhelmingly, the feedback was posi-

tive. Many students expressed the feeling that they no

longer felt like "step-children" of the University. They

exhibited an "openness" and were more willing and inclined

to "speak-up" and ask questions. They suggested several

alternatives to the format of the program which included:

1. offer it in modules, i.e., evenings, Saturdays, week-

long or semester-long; thereby allowing the student to choose

the depth of assistance he or she wants.

2. involve other more advanced evening students in some

of the discussion sessions and tours.

3. hand out "take home" material about the university's

policies, procedures, regulations, etc.

4. schedule a full campus tour.

5. hold such programs for prospective students, i.e.,

those who are only contemplating enrolling and not yet

enrolled.

Overall, the students encouraged and requested the

administration of Drake University to continue the orienta-

tion and counseling program for its adult evening students.

<center>Limitations</center>

This study was limited by the size of the sample--a total

of 55 students participated; selection was a limitation.

The necessity for collapsing classification variable

categories was a limitation to this study.

This study was limited in its duration. Only on one semester of participation were observations made.

The experimental nature of the stimulation-gaming device was a limitation. There was no previous experience with this game, with this particular type of audience.

There is the possibility of a halo effect biasing the results of this study. It is not known how much the mere fact of being a part of this study biased the results obtained.

The use of a modification of the Semantic Distance Questionnaire to measure attitude change was a limitation to this study; a fully standardized instrument perhaps would have produced different results.

Recommendations

In order to determine if this type of supportive service is truly of benefit to the student and the institution and to suggest additional research for the field of adult education, the following recommendations are made:

1. A replication of this study utilizing a larger number of students should be made, since this was the first study of its kind ever conducted at Drake University on adult evening students.

2. A modification of the program's length, depth, techniques, and materials should be made to determine if better methods can be employed.

3. The development of observations and measurements over the duration of an academic year, or two, should be tested.

4. Include in future research studies the analyses of learning of individual students in order to truly attempt to recognize individual differences.

5. Attempts should be made to find a more adequate measuring instrument for attitude change toward an educational institution.

6. Correlation analyses should be made between and among various classification variables chosen, in order to develop and understand meaningful relationships that may exist.

7. Regression analyses should be conducted in order to develop predictive measures on adult evening students to determine type and scope of supportive services needed, and to develop indices of re-enrollment.

SUMMARY

The intent and purpose of this study was to develop, initiate, test and evaluate alternative methods to assist adults, who are entering college for the first time or returning after a long lapse of time, in adjusting to an academic environment and to help them maximize learning. In order to accomplish this, an experimental design research study was undertaken.

An attempt has been made to alert the reader to the fact that adult education is a rapidly expanding growth area, particularly in the field of higher education. The technological revolution, diversity of information and the transience of knowledge all make it increasingly more important for adults to continue their education. Today, there is definitely a need to conceptualize one's education as a life-long process.

However, many adults who choose to continue their education at the collegiate level cannot avail themselves of day-time scheduling of classes because of a work conflict and therefore must enroll in evening programs where and when they are available. Many of these individuals have not been in an academic setting for a number of years and sometimes experience difficulty in adjusting to the demands and rigors of the classroom.

A review of the literature pointed out that supportive

services are virtually nonexistent for adult evening students at most colleges and universities around the nation. Those that do exist in the form of orientation and counseling programs are not systematically designed nor sophistically evaluated to determine effectiveness. Therefore, it behooved the author to design an innovative approach to college orientation for adults and to provide a counseling service for new entering adult evening students at Drake University.

During the academic year 1972-73, 55 adult students who were entering Drake University's evening division for the first time, were selected to participate in such a study. Twenty-eight students were randomly assigned to an experimental group and participated in a seven session orientation and counseling program. Twenty-seven students were randomly assigned to a control group. Both groups were pre and post-tested to determine change of self-concept, attitude toward an educational institution and stated educational goals. Self-concept change was measured by using the Tennessee Self-Concept Scale, developed by Fitts. Attitude change was measured by using a modification of the Semantic Distance Questionnaire, developed by Weaver. Change in stated educational goals was determined by having the students complete a Confidential Data Form before and after the study. Pre-measurements were made at the first session and post-measure-

ments were taken at the final session, or seven weeks later.
In addition, records were obtained from the Office of the
Registrar at Drake University to calculate grade point
averages attained and to establish whether the students re-
enrolled the following term. Specifically, the null hypotheses
tested were:

1. There is no significant difference in self-concept
    between students participating in an orientation
    and counseling program and those students who did
    not participate in such a program.

2. There is no significant difference in attitude
    toward an educational institution between students
    participating in an orientation and counseling pro-
    gram and those students who did not participate in
    such a program.

3. There is no significant difference in grade point
    average attained at the end of the semester in study
    between students participating in an orientation and
    counseling program and those students who did not
    participate in such a program.

4. There is no significant difference in stated edu-
    cational goals between students participating in an
    orientation and counseling program and those students
    who did not participate in such a program.

5. There is no significant difference in the rate of
    re-enrollment between students participating in an
    orientation and counseling program and those students
    who did not participate in such a program.

An analysis of variance statistic was used to test for
significance for Hypotheses 1, 2 and 3. A Chi Square statistic
was used to test for significance for Hypotheses 4 and 5.
Based upon these statistical analyses, the following con-
clusions were drawn:

1. Null Hypothesis One failed to be rejected. It was concluded that participation in an orientation and counseling program did not significantly change self-concept.

2. Null Hypothesis Two failed to be rejected. It was concluded that participation in an orientation and counseling program did not significantly change attitude toward an educational institution.

3. Null Hypothesis Three was rejected at the .01 level. It was concluded that participation in an orientation and counseling program did significantly help students achieve a higher grade point average than those who did not participate in such a program.

4. Null Hypothesis Four failed to be rejected. It was concluded that participation in an orientation and counseling program did not significantly change stated educational goals.

5. Null Hypothesis Five failed to be rejected. It was concluded that participation in an orientation and counseling program did not significantly increase the rate of re-enrollment.

Several limitations to the study were cited which included the small sample size (55), the necessity for collapsing classification variable categories, the shortness of the program (seven weeks), the lack of standardization of the simulation-gaming device used, the modification of a measuring instrument, and the possibility of a halo effect.

Recommendations for future studies were made which included suggestions for a replication of the present study, the development and implementation of different program methodology, an attempt to ascertain individual learning abilities and achievement, a correlation analysis and a regression analysis

to develop predictive methodology.

Although all the hypotheses did not prove to be significant, it is still believed that overall the orientation and counseling program was effective. Student feedback in critiquing the program was positive. In terms of weighted measure, hypotheses three and five seem most important. Students did in fact attain a higher grade point average following participation in the program than those that did not. More of the students that participated in the program re-enrolled the following term than those that did not. These events suggest that both the students and the University benefitted: students achieved higher grades and the University retained more students.

If today, as the American Council on Education and the recent Carnegie Commission on Higher Education predict, higher education in America is increasingly becoming the education of adults, then, supportive services of a unique and appropriate nature will be needed for the adult student. Adults do approach a learning experience differently than do youth, and they, too, need advising, counseling and orientation, but by a different delivery model. Because the literature is virtually bare of research findings on the effectiveness of orientation and counseling programs for adult evening students in higher education, it is hoped that this study does, indeed, light just one little candle in a world of darkness.

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APPENDIX A

UNIVERSITY COLLEGE ORIENTATION PROGRAM

DRAKE UNIVERSITY: 1972-73

Mondays: From 5:30-7:00 p.m.[1]

SESSION I: Introduction and Orientation to Program - A
              general overview of the program and the
              completion of background information, and
              gathering of data.

SESSION II: Simulation Game - A game designed to familiarize
              students with the college atmosphere. In one
              evening, learn to cope with the pressures, re-
              wards, and responsibilities of earning a college
              degree.

SESSION III: This is Drake - An overview of Drake by the
              Admissions Office: colleges, degrees, services,
              facilities, etc. Film: "Adventure of the
              Asterisk".

SESSION IV: Communication Skills Lab - Activities and exer-
              cises designed to increase communication skills;
              to provide better understanding of the communica-
              tion process; to improve study habits.

SESSION V: Communication Skills Lab - Continuation of the
              previous week's activities.

SESSION VI: Student Services Center Tour - You will gain a
              first-hand look at services available through
              the Counseling Center, Reading and Studies Skills
              Center, and the Testing Center.

              Library Tour - Become familiar with the general
              resources of the library, including the reference
              section.

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[1]Coffee and doughnuts will be served. Please feel free
to bring your dinner.

SESSION VII: Planning Session - Planning for future educa-
               tional endeavors. A final review of the
               program's goals and post assessment. Critique
               and evaluation.

APPENDIX B

ADULT GAME OF EDUCATION[1]

A Game for Nonsequential Adult College Students:

OBJECTIVE: To simulate the experience of college for
              students who are returning to college,
              beginning college after a break, or taking
              a partial load while working.

              To help these non-sequential students have a
              successful experience in a simulated college
              environment, become acquainted with the nomen-
              clature and pressures they may endure, and
              learn to balance time between the requirements
              made of them.

SUMMARY: Students may choose to work toward a degree or
              toward 30 or 60 Hour Certificates. To obtain a
              degree, they must take two lower level courses
              and two upper level courses.

              During this process, they will learn the proce-
              dures for registering, paying for courses taken,
              understanding prerequisites, dealing with a
              bureaucracy, fulfilling self-imposed goals,
              celebrating achievements, dealing with non-
              academic life situations, and having a counselor
              to help with their problems.

PLAYING: Each student begins with $750. He will be re-
              quired to pay $150 registration fee for each
              course he takes - unless he gets a scholarship.

              To take a course, he pays his fee to the Registrar
              and receives a Registration Certificate. He takes
              this certificate to the Registration Table and
              chooses the Course Card for the course he wishes
              to take. The Course Card will direct him to per-
              form a certain activity (e.g., "Go to the lecture
              room, hear the English lecture and take notes").

              Having completed the required activity, the stu-
              dent brings his Course Card to the Scoring Table,
              gets a Scoring Card for the course and scores him-
              self. At that table he also receives a 30 Hour
              Certificate, a 60 Hour Certificate, or a Degree
              when appropriate. He further receives a Chance
              Card to simulate a life situation to which he must
              respond.

_____
[1]Copyright, 1972.

Some Chance Cards are distributed during the
time when students are working on their course
work.

Each student is responsible for himself in
working through this sequence toward the degree
or certificate he desires. However, there is a
Counselor available at all times to help those
who ask for help.

DEBRIEF: When the allotted time has expired, students and
game facilitators will be able to discuss what
has occurred. It will be important to talk
about frustrations and joys experienced in the
game. And it should be the chief purpose of the
discussion to point out the "real world" events
simulated by the game and how students can be
prepared to deal effectively with them.

APPENDIX C

UNIVERSITY COLLEGE ORIENTATION PROGRAM
DRAKE UNIVERSITY

CONFIDENTIAL DATA FORM

Name: _____ Social Security Number: _____

1. Your previous educational level:

    1. ___less than high school graduate
    2. ___high school graduate
    3. ___business/technical/vocational school
    4. ___some college
    5. ___college graduate

2. Your employment status:

    1. ___employed full-time
    2. ___employed part-time
    3. ___unemployed

3. How would you classify your job?

    1. ___professional/managerial   5. ___industrial
    2. ___technical   6. ___construction
    3. ___clerical or sales   7. ___housewife
    4. ___personal service   8. ___other

4. Your primary source of tuition money:

    1. ___self   4. ___loan
    2. ___employer   5. ___government funds
    3. ___scholarship

5. Does your employer assist with your college tuition?

    1. ___full tuition   3. ___1/2 tuition
    2. ___3/4 tuition   4. ___none

6. Your current income level:

    1. ___0-1,999   5. ___8,000-9,999
    2. ___2,000-3,999   6. ___10,000-11,999
    3. ___4,000-5,999   7. ___12,000-13,999
    4. ___6,000-7,999   8. ___over 14,000

7. Which one of the following is the <u>most</u> important reason you are attending college:

    1. ___to become more familiar with the broader aspects
        of man's knowledge?
    2. ___to become more effective in my present job?
    3. ___to prepare for advancement in my present occupation?
    4. ___for personal enrichment?
    5. ___to prepare for a job that I do not now hold?
    6. ___other?

8. What is your current educational goal?

    1. ___just taking courses   4. ___masters degree
    2. ___certificate program   5. ___other
    3. ___bachelors degree