

AN ABSTRACT OF THE THESIS OF

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The research on student development is confined almost exclusively to studies of traditional aged students. Review of the literature reveals that the development of older students is primarily addressed by theories of adult development. With the increase in the numbers of nontraditional aged students attending college more specific information is needed on their psychosocial development.

The goals of this study were: to establish and identify, through use of the Student Developmental Task and Lifestyle Inventory (SDTLI), normative information about the psychosocial development of nontraditional aged, 25 to 45 year old, degree seeking, freshmen college students; and to compare this information to the SDTLI norms already available for traditional aged freshmen students.

Significant differences between traditional aged and nontraditional aged freshmen were found for several areas. Implications of these differences and recommendations for programs and services are presented. Suggestions for further research regarding the psychosocial development of nontraditional aged students are proposed.

**DEVELOPMENTAL CHARACTERISTICS OF NONTRADITIONAL
AGED COLLEGE FRESHMEN**

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Chapter I

Introduction

Colleges and universities are currently being challenged by the disparate needs of the most diverse group of students ever seen on their campuses. The increase in this diversity was influenced by new opportunities that were created in the post World War II society. This society was characterized by changing attitudes toward education, a dramatic change in technology, and the availability of new resources for students which led to increasing enrollments in colleges and universities (Levine et al., 1989). The beginnings of this trend came with the passage of the Servicemen's Readjustment Act of 1944, the G. I. Bill, which "entitled all veterans to financial support for direct college costs and subsistence upon enrollment in an accredited college or university" (Fenske, 1989, p. 14).

Servicemen returning from World War II took advantage of the opportunity to further their education. They returned home, not just wanting to become better educated, but also to build homes and establish families in an era of prosperity. Families were established, and the so called 'baby boom' years (1946 - 1964) followed with rapid increases in the number of children being born (Levine et al., 1989).

As those born in the 'baby boom' years moved toward college age, large increases in enrollments at colleges and universities were expected. In response, the

the federal government enacted legislation designed to assist institutions of higher education and students. The Higher Education Facilities Act of 1963 provided colleges and universities with loans and grants for building educational and living facilities. The Higher Education Act of 1965, and its subsequent amendments, established loan and grant programs giving more students, even those from low income families, the opportunity to attend college (Fenske, 1989).

The rising numbers of people of college age and the new educational opportunities created through legislation brought new populations to college and university campuses. The numbers of women attending increased dramatically. By 1978 women enrolling for the first time outnumbered men enrolling for the first time (National Center for Educational Statistics [NCES], 1989).

The number of persons of color has also increased on college and university campuses. Though the number of blacks has recently declined, there continues to be an increase in the numbers of Hispanics, Native Americans, and Asian Americans who are enrolling in colleges and universities (Levine et al., 1989).

As a result of these changing demographic patterns college and university enrollments have grown by over 300 percent since 1950 (Kaufman, 1987). The largest increase occurred between 1970 and 1980 with enrollments in this period rising from 8.6 million to 12.1 million students.

Since that time the growth in enrollment has slowed, rising to only 12.8 million in 1987 (NCES, 1989).

This slower growth in enrollment rates was due to a decrease in the number of students graduating from high schools. However, the lower levels of enrollment which were predicted did not materialize. One reason that this prediction failed to materialize was that a greater percentage of people in the traditional 17 to 24 year old age group, based on past enrollment rates, enrolled in college.

A second and more significant reason for this increase was the enrollment of a larger number of students who were beyond the age of those who traditionally had attended college (Levine et al., 1989). While the number of traditional aged students rose by 15 percent between 1970 and 1985, the number of those over 25 who enrolled rose by 114 percent (NCES, 1989). These numbers are expected to rise even higher. Bean and Metzner (1985), Marlow (1989), and Schlossberg, Lynch, and Chickering (1989) have predicted that nontraditional aged students will make up the majority of the campus population by the end of this century.

Nontraditional aged students are almost equally divided between females and males, and they tend to be between 25 and 35 years of age. There are more caucasians than people of color, and single people are more likely to attend than married people. Those working full time are more likely to attend, and generally family incomes are \$10,000 or more.

Those who obtained a higher level of education previously are more likely to attend, and the primary reason for attending is career related (Richter-Antion, 1986).

Unlike their traditional aged counterparts, who are moving toward their initial career position, nontraditional aged students are seeking advancement within their career, or to change careers. This makes nontraditional aged students highly motivated to learn what they need in order to achieve success in their chosen career field (Aslanian & Brickell, 1980).

Colleges and universities have been slow to recognize the significance of this group, and have not responded adequately to the differences between nontraditional aged students and traditional aged students on most campuses (Hirschorn, 1988). Numerous authors have delineated factors that distinguish nontraditional aged students from traditional aged students (Astin, 1977; Kasworm, 1980; Cross, 1981; Richter-Antion, 1986; Chartrand, 1990). There has also been an abundance of literature aimed at defining the services needed by this population (Aslanian & Brickell, 1980; Bean & Metzner, 1985; Champagne & Petitpas, 1989; Gilley & Hawkes, 1989; Marlow, 1989). In addition, some have suggested that appropriate programs for nontraditional aged students may be developed by adapting concepts from adult development theories (Chickering & Havighurst, 1981; Upcraft & Moore, 1990). The six factors listed by Richter-Antion (1986) are representative of the differences between

nontraditional aged and traditional aged students that have been identified by Astin (1977), Kasworm (1980), Cross (1981), and Chartrand (1990).

The first factor is the sense of purpose nontraditional students have in attending college. Nontraditional aged students usually have a clear purpose in mind when they attend college, they are committed to attending, and are there because they, themselves, want to be there.

The second factor is the nature of the financial commitment of nontraditional aged students. They normally pay their own college expenses, and they demand more commitment from faculty because they want to get their degree as soon as possible.

The time commitment of nontraditional aged students is the third factor. Unlike traditional aged students, nontraditional aged students typically have families and many of them work at full time jobs in addition to attending school. These non-academic areas of their lives require them to commit time that traditional aged students spend in other pursuits such as attending athletic events, concerts on campus, becoming involved in campus politics, and other campus related activities.

Factor four is the life experience levels of nontraditional aged students. They bring to the classroom rich experiences from life outside academia, experiences that allow them to see and understand class content from a different perspective than traditional aged students who are

just beginning to experience life.

The last two factors are closely related. The fifth factor is the lack of an identifiable age cohort. The broad range of ages and the relatively fewer numbers in each age range of nontraditional aged students leaves them with few people of their own age to relate to. They are at varying stages of development in their lives, which makes generalizations about this group difficult. Also, they do not have the readily available strength of a large peer group for support as do younger students.

Factor six is also related to the age cohort concept. Because of what society has accepted in the past as the appropriate career pattern, nontraditional aged students may be seen as being off track in respect to education and career attainment goals. At a time when society expects them to be settling into a career they are involved in educational pursuits.

Some colleges and universities have attempted to understand these factors and have made special efforts to meet the needs of nontraditional aged students. However, for the most part, relatively little has been done to revise current programs or start new programs and services, or to alter policies to better accommodate nontraditional aged students (Gilley & Hawkes, 1989).

The reluctance of colleges and universities to move aggressively towards fulfilling the needs of nontraditional

aged students is not consistent with a philosophy long held by many in higher education, the philosophy that the well rounded development of students is the primary goal of education (Sanford, 1967). This development takes place, not only through academic pursuits in the classroom, but extends to those areas of students' lives which are beyond the classroom.

The earliest form of this concept used in the United States is known as "in loco parentis." Adopted by Harvard and the other early American schools from the English residential college system, this concept required the staff of the school to act in place of the parents. The staff was to assume responsibility for the full range of their students' development -- academic, social, moral, and spiritual.

This belief that the goal of higher education is the development of students as a whole has been reiterated as a fundamental principle in this century by such groups as the President's Commission on Higher Education (1947). The philosophy was best expressed by the American Council on Education (1937) when they stated:

This philosophy imposes upon educational institutions the obligation to consider the student as a whole--his intellectual capacity and achievement, his emotional make-up, his physical condition, his social relationships, his vocational aptitudes and skills, his moral and religious values, his economic resource, his

esthetic appreciation (p. 1).

What practitioners in higher education lacked were formal guidelines to use in applying this philosophy.

The framework to use in the application of the philosophy was not formulated until the 1960s (Parks, 1982). The framework came in the form of theories of student development which practitioners could use as standards in helping students to accomplish academic as well as out-of-classroom growth. Delworth & Hanson (1989) pointed out the importance of such a framework when they stated "clearly, we need to unite theory and practice to understand what we do, why we do it, and how we can be most effective" (p. xiv).

Student Development Theory

The theories formulated for use in student development were based upon existing work in human development. The work of psychologists such as Erikson (1950), Havighurst (1948), Jung (1954), Kohlberg (1969), Piaget (1950), Sanford (1956), and White (1958) produced a body of knowledge about how humans develop.

These theories provided descriptions of the developmental stages during the life span, and the developmental tasks to be accomplished by each individual as they pass through each stage. Whether the person was 12, 22, or 60 it was possible to explain what forces were at work within each person.

The descriptions of the developmental tasks undertaken by people in their late teens and early twenties has

provided critical information necessary to develop an understanding of traditional aged college students. From this understanding of young adults theories of student development were established giving practitioners a formal guideline for planning effective academic and co-curricular programs.

The theories of student development can be divided into four basic types: psychosocial, typological, cognitive structural, and person-environment interaction (Knefelkamp, Widick, & Parker, 1978; Rodgers, 1980). Psychosocial refers to the developmental and life tasks or events that take place during the life span. Typological theories are concerned with those things, such as temperament and personality, that create individual differences in the processes and outcomes of each persons development. Cognitive-structural theories try to provide descriptions of the processes people use to understand their experiences in the world. Person-environment interaction theories deal with the interaction of students with the environment of the institution, and how well they fit into thatlenvironment (Rodgers, 1989). The psychosocial and cognitive structural theories have proven to be the most influential in terms of explaining how college influences students (Pascarella & Terenzini, 1991).

Of the psychosocial theories, the work of Arthur Chickering (1969) has been the most widely used and accepted in practice (Pascarella & Terenzini, 1991). Chickering drew

from the concepts of human development as expressed by Erikson (1963), Sanford (1964), and White (1958) to explain how human development provides clues as to why and how students change. Because this theory provides a picture of students' level of development, it has been useful in planning programs and services consistent with students' current developmental levels, and as a means to promote growth and development in students.

Like Chickering (1969), Perry's (1970) scheme reflects his belief that development takes place in stages. Perry, drawing heavily from the works of Piaget (1950), also based his theory of student development, to some degree, on the concepts found in the emerging theories of human development. Perry's theory traces the intellectual and ethical development of the student through a series of nine positions. Students, by facing and then overcoming the challenges encountered as they move through these nine stages, will achieve higher and higher levels of intellectual and ethical development (Pascarella & Terenzini, 1991).

The current theories of college student development are limited, in terms of their usefulness with nontraditional aged college students, because they are based primarily on the characteristics of traditional aged male undergraduate college students (Jacoby, 1991). These traditional aged students are typically 16 to 24 years old (Kasworm, 1980) and continue on to college almost immediately after

graduating from high school. For the most part, traditional aged students have not had life experiences beyond the home and school. They may have maintained some type of employment, but most of them have not had to be truly self sufficient or self supporting.

The current theoretical models of student development, which are based solely on traditional aged college students, present special challenges for those working with nontraditional aged college or university students. These widely accepted theories are inadequate in describing the psychosocial development of nontraditional aged students, not because of erroneous philosophical bases, but because these theories have not been extended to include the more diverse, older student population (Parks, 1982).

The Nontraditional Student

The theories of student development currently used in higher education have several serious limitations. One significant omission is their failure to address the diversity of students in attendance at colleges and universities. A large part of this diversity is the result of the increased presence of students over twenty five years of age. Because current theories are based primarily on middle class white males 17 to 24 years old, these theories appear to provide inadequate descriptions and explanations of this important group.

In addition to their age differences, nontraditional aged students are "experiencing considerably different

developmental needs and tasks than those of students of traditional age" (Miller & Winston, 1991, p. 109). They come from a variety of backgrounds with more diverse life and employment experiences. Most of these students indicate that some type of life event or transition, such as loss of employment or divorce, provided the major impetus for their entering school (Aslanian & Brickell, 1980).

These transitions create, in nontraditional aged students, special needs for support and assistance in understanding and coping with the changes they face. These students return to some of the same identity issues they confronted in earlier years, a renewed search for independence, and the need to find who they are once more (Douvan, 1981).

These issues clearly indicate some of the differences between nontraditional aged students and their traditional aged counterparts. Research conducted in recent years on these differences has provided some information which could be useful to colleges and universities. However, only a small portion of these institutions have reported attempts to establish programs to fulfill the needs of nontraditional aged students (Marlow, 1989). This is to be expected given that, as Chartrand (1990) and Bean and Metzner (1985) claim, no theory has been established which adequately considers the different developmental characteristics of nontraditional aged students.

Statement of the Problem

Nontraditional aged students will continue to be a significant part of the numbers enrolled in higher education. Yet institutions of higher education lack a thorough plan to respond to the broad range of "characteristics, conditions, and needs" of nontraditional aged students (Schlossberg, Lynch & Chickering, 1989). If colleges and universities are to achieve their widely accepted goal of the development of the student as a "whole person", it is imperative that this vital information on this important group of students be obtained.

Purpose of the Study

This study focused on two objectives essential to understanding the psychosocial characteristics of nontraditional aged, 25 to 45 year old, college freshmen. One objective was to identify and describe, in accordance with Chickering's (1969) seven vectors, the characteristics of psychosocial development of nontraditional aged freshmen. The second objective was to compare the developmental characteristics of nontraditional aged freshmen found in this study with those already established for traditional aged freshmen to ascertain if significant differences exist between these groups of students.

Significance of the Problem

According to Rodgers (1989) "formal theories provide the general and specific criteria for designing physical environments, programs, policies, and services that are

appropriate for persons at different developmental levels" (p. 120). Since nontraditional aged students were not included in the studies which resulted in the theories used today, the applicability of these theories to nontraditional aged students must be examined.

New research is needed in order to understand the level of psychosocial development in nontraditional aged students and where they fit into current theory. Information on nontraditional aged students can help assure that the theory base necessary for the fulfillment of the educational philosophy of development of the "whole person" is present for all students.

The information provided in this study may help determine if a more comprehensive theory of the psychosocial development of students designed to include nontraditional aged students is advisable. This research provides some insight into the need for new methods of measuring the level of psychosocial development in nontraditional aged students.

Hypothesis

The hypothesis for this study was that current methodology can provide accurate descriptions of the characteristics of psychosocial development for nontraditional aged students and that there are no significant differences between the psychosocial developmental characteristics of nontraditional aged students and those of traditional aged students.

Summary

Student populations at colleges and universities today are a diverse group. Nontraditional aged students are an important part of this diversity. They have become, and will continue to be, a large part of college and university campuses. Yet these institutions appear to be reluctant to move toward a better understanding of nontraditional aged students.

To understand students, practitioners rely on theories of student development. The student development theories used today originated over twenty years ago. Researchers, relying on their knowledge of human development, investigated the students who were attending their institutions and produced a body of knowledge that helped to explain and facilitate the development of students.

These theories were based on the majority of students who were attending at the time, students who were of traditional college age. The theories in use today, being based on traditional aged students, may be inadequate for use with nontraditional aged students.

Without adequate understanding of the psychosocial development of nontraditional aged students one of the principles of higher education may go unfulfilled. That principle is to foster the development of students. If the theories used to accomplish this principle do not include nontraditional aged students the applicability of these theories must be questioned. The current study was designed

to ascertain the psychosocial developmental characteristics possessed by nontraditional aged freshmen and determine if these characteristics are significantly different from those of traditional aged freshmen.

Chapter II

Literature Review

Since the late 1960's student development theory has become a significant part of the literature in higher education. Researchers, responding to the need to advance student development beyond the classroom setting, undertook studies designed to promote a better understanding of how students develop during their college years. These theories are based almost entirely on studies of the traditional aged students who made up the overwhelming majority of college students at that time.

The students attending colleges and universities today are no longer predominantly in the traditional age category. Nearly one half of those now attending colleges and universities are nontraditional aged students (NCES, 1989). Recent studies of college and university students have shown that differences exist between traditional aged students and nontraditional aged students (Bean & Metzner, 1985; Chartrand, 1990; Jacoby, 1991; Kasworm, 1982; Richter-Antion, 1986). However, it appears that student development theory has not addressed these differences. There is a lack of information regarding the applicability of currently used student development theory for nontraditional aged students. What is known about student development theory as it relates to nontraditional aged students, and the response of higher education to nontraditional aged students, is the focus of this

literature review.

Student Development Theory

Student development theories have been categorized into four groups (Knefelkamp, Widick & Parker, 1978; Rodgers, 1980). Of these theory groups the two commanding the most attention in terms of how college affects students are the cognitive-structural and psychosocial theories (Pascarella & Terenzini, 1991). Of the cognitive-structural theorists the works of Lawrence Kohlberg (1969) and William Perry (1970) have received the most attention. These theories have contributed significantly to the understanding of college students. However, they focus on only a few of the specific components out of the realm of factors that are believed to influence development.

Kohlberg's (1969) cognitive-structural model has primarily focused on the development of moral judgment. Perry's (1970) scheme has a slightly broader scope than Kohlberg's (1969) theory. Perry (1970) seeks to explain the cognitive processes involved in intellectual and ethical development.

The most influential, widely examined, and used of all the student development theories are the psychosocial theories. Of the psychosocial theories, Arthur Chickering's (1969) work in delineating the seven vectors of development is the most well known and has had the most impact on understanding college student development. This theory incorporates the concepts of cognitive, ethical,

intellectual, and ego development making it a highly comprehensive theory. Chickering's (1969) theory, because it is more comprehensive, better addresses the diversity in the developmental levels of students and the multitude of factors which affect the growth of students.

A primary reason for the endurance of Chickering's (1969) theory is that it brought an element of realism to student development to which practitioners could relate (Knefelkamp, Widick, & Parker, 1978). Chickering wanted to bring what was known about student development and its implementation closer together. To accomplish this he denoted six major areas of influence colleges and universities exert on student development. These six areas related to the concepts in Chickering's (1969) seven vectors and could readily be translated into every day use by faculty and student affairs professionals on college or university campuses (Pascarella & Terenzini, 1991).

It is important to note that Chickering's (1969) theory, and most other theories of student development, were based on the assumption "that the primary constituents in colleges and universities would be 18-to-25-year olds" (Thomas & Chickering, 1984, p. 393). The research leading to these theories therefore was based almost exclusively on the "white, upper-and-middle-class students in the 18-to-25-year age range" (Thomas & Chickering, 1984, p. 394) who were the primary patrons of higher education at the time.

In the years since the original studies that produced these student development theories were completed, student populations on college and university campuses have changed, and continue to change. Many of those involved in researching higher education have acknowledged that student development theory needs to address this change (Brown, 1972; Chickering, 1981; Greenwood, 1980; Miller & Winston, 1991; Pascarella & Terenzini, 1991; Strange, 1983; Upcraft & Moore, 1990). However, few attempts at uncovering the characteristics of psychosocial development for nontraditional aged students have been reported.

Kuh & Thomas (1983) looked at how adult development theory could be related to the development of older students. Graduate students were used as the sample in their study. These students have already passed through the first four levels of college and have been impacted by the influences on their development which are addressed by the current student development theories.

A longitudinal study by Schmidt (1985) investigated the intellectual development of older students. This study was designed "to determine if age or education had the greatest impact on the intellectual development of college students of traditional and nontraditional ages" (Schmidt, 1985, p. 388). Unfortunately, the nontraditional aged freshmen students in Schmidt's (1985) study were all approximately 21 years old, rather than students 25 years old and older who are generally considered to constitute the nontraditional

aged group.

Zachary (1986) looked the use of Perry's (1970) Scheme to determine its usefulness in program development for nontraditional aged students. The findings in this study suggested that the Perry model was not applicable for nontraditional aged students.

A study of ego development in adult students aged 35 to 55 was undertaken by Leonetti (1990). This study combined ego development with student attitudes about school, academic environment, school type, background characteristics, and relationships with faculty. The study indicated that ego growth was evident in those responding, but the study seemed to reflect more on faculty knowledge about adult development than on student development itself.

Chickering and Havighurst (1981) are often referred to when nontraditional aged students and student development are discussed. Using adult development theory as a base, they describe the developmental tasks being undertaken by nontraditional aged students. They provide a description of the characteristics and transition processes generally associated with nontraditional aged students, rather than proposing a developmental theory for use with them.

The research just described provides little specific information about the psychosocial development of nontraditional aged students. Current literature relies heavily on the adult development theories of such noted theorists as Erikson (1968), Levinson (1978), and Neugarten

(1978). Hughs and Graham (1989) point out however, that because of societal changes the applicability of many of these theories may now be limited because adults may not exhibit the predictable age-related behavior patterns which are a common theme in adult development theories.

Hall and Langenbach (1990) emphasize that "age alone does not necessarily mean certain life experiences have or have not occurred. The experiences of [nontraditional aged] students - which include their families, work status, and future career plans and their preparation for it - appear to have more to do with their needs and motives than simply their age" (p. 1). Other experts on adult development such as Neugarten (1982), also emphasize that people are controlled more by social events than by the biological aging process.

Schlossberg, Lynch, and Chickering (1989) contend that "as educators, we must take a fresh look at the adult years. When we move away from the assumption that certain events are inevitable and right at certain ages, we can move toward helping students, and ourselves, explore new options at every age" (p. 94). This suggests that nontraditional aged students are returning to an earlier cycle of development and that "with a new identity that includes being an adult learner, they are in a position to seek freer interpersonal relationships. They can move from dependence to independence and recognize their interdependence with others" (p. 203). Schlossberg, Lynch and Chickering (1989)

also suggest that for nontraditional aged students identity is once again evolving and these students are again trying to clarify their purposes.

Pascarella and Terenzini (1991) indicate that "life-span theories are becoming increasingly important as larger numbers of older students enter (or return to) college" (p. 17). However, "because the vast majority of studies of college students have focused on traditional-aged undergraduates (that is, those eighteen to twenty-two years old)" (p. 17) Pascarella and Terenzini (1991) discuss only those models dealing with traditional aged students.

Those interested in nontraditional aged students are referred by Pascarella and Terenzini (1991) to writings on life-span theories by Chickering and Havighurst (1981), Gould (1972), Levinson, (1978), Neugarten (1964, 1968, 1975), Sheehy (1974), and Vaillant (1977). It is important to note that the latest of the Pascarella and Terenzini (1991) references regarding life-span theories, or student development theory related to nontraditional aged students is Chickering and Havighurst's chapter in the Modern American College (Chickering, et al., 1981) on life-span theories as they relate to older students. This emphasizes that little significant work on student development theory as it relates to nontraditional aged students has been done in the last ten years.

In addition to the above limitations of adult development theory the latest literature on college students

does not include any research which looks specifically at the psychosocial development of nontraditional aged students (Barr & Upcraft, 1990; Delworth & Hanson, 1989; Miller & Winston, 1991; Pascarella & Terenzini, 1991; Strange & King, 1990). Schlossberg, Lynch, and Chickering (1989) indicate that "what we need now in higher education is a comprehensive, integrated approach to create an educational environment responsive to the diverse characteristics, conditions, and needs of the adults trying to use the rich resources that higher education in the United States has to offer" (p. xiii). Schlossberg, Lynch, and Chickering (1989) also maintain that those involved with students in higher education must change their view of the responsibilities of colleges and universities to nontraditional aged students.

Nontraditional Aged Students

As the numbers of traditional aged students decrease and the number of nontraditional aged students increases colleges and universities are being pressured to accommodate older students (Hall & Langenbach, 1990). The methods normally used to work with students at colleges and universities appear to be inappropriate for use with all members of a student body that has changed so dramatically (Fried, 1989). The responses of colleges and universities to nontraditional aged students "have generally been fragmented attempts to deal with immediate problems instead of a comprehensive, total response" (Hughes, 1983, p. 55).

Cross (1981) and Gilley and Hawkes (1989) indicate

that institutions are responsible for imposing barriers to adult learning. Institutional barriers to nontraditional aged students are a result of the failure to revise or initiate new academic programs, or adjust policies and services to accommodate this growing group of students.

Gilley and Hawkes (1989) in explaining this apparent lack of interest in nontraditional aged students contend that many in higher education believe that, as a whole, nontraditional aged students detract from the quality of the institution. The result of this attitude is that the majority of faculty and administrators at colleges and universities seem to be determined to maintain the status quo, remaining responsive only to traditional aged students.

Schlossberg, Lynch and Chickering (1989) support this belief by stating "that with few exceptions, educational institutions are inflexible bureaucracies" (p. 12).

Furthermore they maintain that those involved in higher education should change how they view nontraditional aged students and educational environments. Barr and Upcraft (1990) also support this idea arguing that there must be a reexamination of the beliefs held by those involved in higher education so that programs and services that are effective for all students can be established.

A lack of research on nontraditional aged students cannot be given as a reason for the lack of attention to the psychosocial characteristics this group. Twenty years ago some researchers were including nontraditional aged students

when they studied college students. Cross (1971) referred to nontraditional aged students as a group that would be growing and indicated that colleges and university should be prepared for this eventuality. Astin (1977) also discussed the rising numbers and differences inherent for nontraditional aged students at colleges and universities. Aslanian and Brickell (1980) devoted a entire book to the life transitions, such as divorce or job and career changes, that prompt nontraditional aged students to attend college.

Some authors have devoted time to the personal characteristics of nontraditional aged students. Kasworm (1982) looked at lifespan differences between nontraditional aged and traditional aged students.

Concluding that research had only examined the surface differences between the two groups, Kasworm's (1982) recommendation was that future research give more in-depth consideration to life-span differences.

In their model of nontraditional student attrition Bean and Metzner (1985) point out that differences which exist between nontraditional aged and traditional aged students in enrollment status, outside responsibilities, residency status, and the effect of campus environment interaction affect why students stay or drop out. Richter-Antion (1986), also noted differences between the younger and older student groups in time and outside commitments, residency and enrollment status, and the interaction with campus environment. Chartrand (1990), in looking at the

academic adjustment of nontraditional aged students, restated the position of Bean and Metzner (1985) and noted differences between nontraditional aged and traditional aged students in their commitment college and other life roles.

The differences in the life transitions of nontraditional aged students as opposed to their traditional aged counterparts has been the focus of other authors. Champagne and Petitpas (1989), Marlow (1989), Sargent and Schlossberg (1988), and Schlossberg, Lynch, and Chickering (1989) have all concluded that the transitions of nontraditional students, such as divorce, layoffs, and job obsolescence create differences in the needs and motivations of nontraditional aged students. Recently however, it has been pointed out that perhaps the differences between nontraditional aged and traditional aged students may not be as great as was thought (Hall & Langenbach, 1990).

Whether or not the differences are wide, it seems most people agree that they exist. It also appears that most colleges and universities, while acknowledging that the differences exist, provide only surface programs and services such as child care and special enrollment times, to accommodate these differences between nontraditional and traditional aged students. If new research can point to a new theoretical base, or to a restructuring of old theories to include nontraditional aged students, institutions of higher education would have a better model for serving nontraditional aged students. This research is designed to

provide information that may contribute to this theoretical base.

Summary

It is widely held that nontraditional aged students will continue to grow in numbers on college and university campuses. It is also recognized that theories of student development are based on research with students who were predominantly of traditional college age. Adaptation of adult development theory has proven somewhat effective in providing an understanding of nontraditional aged students. However, the lack of research on the psychosocial development of nontraditional aged students leaves many questions unanswered.

While only some of the differences between nontraditional and traditional aged students are readily apparent many do exist. It seems, however, that most colleges and universities in attempting to provide programs and services to accommodate nontraditional aged students have only superficially acknowledged these differences.

Those in higher education still lack a sound theoretical base to use in working with nontraditional aged students. Research aimed at providing a new understanding of psychosocial development in nontraditional aged students will provide a base for new theory, or modification of existing theory, and support college and university personnel as they strive to meet the needs of nontraditional aged students.

Chapter III

Methodology

The methods used in this study are described in the following sections. Included are descriptions of the population and sample, the design, external and internal validity factors, procedures, instrumentation, statistical design, and a summary.

Population and Sample

The population used in this study consisted of degree seeking freshmen students 25 to 45 years of age from Wichita State University and the University of Nebraska at Omaha. These students were enrolled in a minimum of three credit hours in the 1991-1992 academic year.

Each participating university provided a master list of students who attend their institution, screened to meet the above criteria for participants. A list of random numbers for each university was then computer generated and 150 students from each university were randomly selected as the sample. After receiving approval from the Institution Review Board for Treatment of Human Subjects (see Appendix A) the Student Developmental Task and Lifestyle Inventory (SDTLI) (Winston, Miller, & Prince, 1987) was mailed to the sample to complete and return in pre-addressed, postage paid envelopes.

Design

This study was designed to accomplish three primary objectives. The first was to collect information, through

use of the SDTLI, on the developmental characteristics of nontraditional aged college freshman. The second objective was to establish norms for this group on these characteristics, and the third purpose was to compare nontraditional aged freshmen with traditional aged freshmen on the factors measured by the SDTLI.

The raw scores for the SDTLI tasks, subtasks, and the two characteristics scales were converted to T-scores. These scores were then compared to the norms for traditional aged freshmen as listed in the SDTLI manual.

External Validity

The universities selected for this study serve primarily commuter students from their local area. Students in these areas come from both rural agricultural and urban service and industrial settings. This provided an opportunity to draw from a pool of students with diverse backgrounds this will permit generalization of the results of the study to nontraditional aged students at these institution as well as at other similar institutions.

Internal Validity

The factors which affect internal validity may be divided into ten categories. These are history effect, maturation threat, testing threat, regression threat, implementation threat, subject attitudes, subject mortality, location threat, subject characteristics threat, and instrumentation threat which may result from instrument decay, data collector characteristics, and data collector

bias (Fraenkel & Wallen, 1990).

Of the categories listed above, history effect, maturation threat, testing threat, regression threat, subject mortality, implementation, and instrument decay are problems which could occur in studies taking place over time, and/or involve the administration of the assessment instrument more than one time. The current study did not involve measurement over time since each subject took the inventory only one time thereby controlling for these internal validity categories.

Data collector characteristics are "an inevitable part of most instrumentation [and] can also affect results" (Fraenkel & Wallen, 1990). This factor was controlled for in this study since the SDTLI was mailed to subjects.

A third factor, data collector bias, is also one of the problems inherent with instrumentation. The SDTLI has set procedures for scoring, thereby controlling any bias on the part of the person scoring the inventory.

Subject attitude threat is controlled through the Response Bias Scale in the SDTLI. This portion of the inventory detects those who attempt to provide expected answers and identifies those who provide unusual patterns of responses. This permits their results to be excluded from the sample so the data is not contaminated.

Location threat is most often controlled by keeping the location of the assessment constant. Since the data for this project was collected through the mail this was not

possible. So while this factor could not be controlled the subjects completed the SDTLI at a time and place of their own choosing which helped to compensate for this factor.

Bias in selection of participants was controlled by the random process used to select participants. By screening the master lists those who did not fit the profile for participation in the project were eliminated from the sample. The random selection process assured samples representative of the population at the institutions.

Procedures

Following contacts with the two participating universities to make arrangements for the study the next major step in this research project was the formulation of master lists of students. These lists were the population from which the sample was drawn. The two universities participating provided these lists for their institutions, screened to provide subjects who fit the defined parameters.

The next step was the selection of the sample. A separate list of random numbers for each university was generated by computer. These random number lists were used to select 150 participants from the population of nontraditional aged, 25 through 45 year old, degree seeking freshmen at each of the two universities. The identity of those individuals used in the sample group is held confidential, known only by the researcher and the researcher's advisor.

The SDTLI was sent to those selected for the sample.

The return envelopes and the answer sheets were coded so that a follow up letter, if needed, could be sent to encourage non-responders to complete and return the SDTLI so an appropriate sample size could be obtained.

Included in the original mailing were two letters of endorsement, a cover letter, the informed consent form, the SDTLI booklet, and an answer sheet (see Appendix B). Each subject was also sent a pre-addressed postage paid envelope in which to return the inventory and answer sheet.

One letter of endorsement was from a vice president at the participating university explaining why the study is important to the students, and staff, at their institution. A second letter of endorsement was from the chair of the Adult Learner/Commuter Students network of the National Association of Student Personnel Administrators explaining the importance of the research to nontraditional aged students and the field of student affairs.

The cover letter was from the researcher and the researcher's advisor. This letter contained details about the completion of the survey and the importance of signing the informed consent form.

Three weeks were allowed for the return of the inventory. A response rate of 40% was expected from participants at each institution. After three weeks when the 40% rate had not been reached, the follow-up letter (see Appendix C) was then sent to those who had not responded requesting that they complete the inventory and return it.

A response rate 39.7% was reached after the second mailing, just one response less than the 40% desired and these 119 returned answer forms were used for the data analysis. Completed inventories were scored based on instructions in the SDTLI instruction manual. None were rejected due to a score of three or higher on the Response Bias Scale. The scores for the tasks, subtasks, and the characteristics scales were totaled and means were calculated.

The scores obtained from the sample were then converted to T-scores to facilitate comparison with the norms established for the SDTLI for traditional aged freshmen. A series of t-tests were computed to determine if significant differences existed between these two sets of scores on the SDTLI tasks, subtasks, and scales.

Instrumentation

"The Student Developmental Task and Lifestyle Inventory (SDTLI) is a major revision of the Student Developmental Task Inventory--second edition [SDTI-2] (Winston, Miller, & Prince, 1979)" (Winston & Miller, 1987, p. 8). The revisions made were in response to concerns about gender, race and cultural bias.

Developmental tasks must be understood within a social context. Because most colleges and universities are predominantly middle class institutions the SDTLI was developed using the tasks associated with development in that setting. It is designed for use within a higher

education setting and with traditional aged students. While it was designed for use with traditional aged students it appears that it is still appropriate for use in research with nontraditional aged students (Winston & Miller, 1987).

Items on the inventory assess student attitudes, behavior, and feelings (Winston & Miller, 1987). It takes into account differences in lifestyle, cultural activity, and sexuality issues. The inventory is divided into three developmental tasks, eight developmental subtasks, two characteristics scales, and a validity scale.

The first task is Establishing and Clarifying Purpose. Winston & Miller (1987) indicate that:

Students who have high achievement on this task (a) have well-defined and thoroughly explored educational goals and plans and are active, self-directed learners; (b) have synthesized knowledge about themselves and the world of work into appropriate career plans, both making an emotional commitment and taking steps now to allow realization of career goals; (c) have established a personal direction in their lives and made plans for their futures that take into account personal, ethical, and religious values, future family plans, and vocational and educational objectives; (d) exhibit a wide range of cultural interests and are active participants in traditional cultural events; and (e) structure their lives and manipulate their environment in ways that allow them to satisfy daily needs, meet

personal responsibilities, manage personal finances appropriately, and satisfactorily meet academic demands (p. 8).

The Establishing and Clarifying Purpose task is divided into five subtasks, Educational Involvement, Career Planning, Lifestyle Planning, Life Management, and Cultural Participation.

Students who have mastered Educational Involvement "have well-defined educational goals and plans, are knowledgeable about available resources, and are actively involved in the academic life of the college" (Winston & Miller, 1987, p. 9). They have selected academic areas suitable to them and take an active part in their learning experience. They are preparing to wrap up their educational pursuits and enter the job market.

Students who have succeeded in the Career Planning Subtask "have synthesized knowledge about themselves and the world of work into a rational order which enables them to make a commitment to a chosen career field and formulate specific vocational plans" (Winston & Miller, 1987, p. 9). They understand what it takes to perform in a given occupation and how they fit into that career.

A high score on the Lifestyle Planning Subtask means that students have become "self-aware, can objectively analyze their own behaviors, attitudes, and beliefs, and exhibit the capacity to follow through on personal plans and commitments" (Winston & Miller, 1987, p. 9). They have

fixed their direction and position in life in terms of values, family plans, and career goals.

Students who have completed the Life Management Subtask "demonstrate an ability to structure their lives and to manipulate their environment in ways that allow them to satisfy daily needs and meet responsibilities without extensive direction or support from others" (Winston & Miller, 1987, p. 9). These students are able to take control of their lives meeting the obligations they have in life and their obligations to school, family, community, and self.

The fifth subtask is Cultural Participation. Scoring high in this subtask would indicate that students are actively involved "in a wide variety of activities, including traditional cultural events such as attending plays, ballets, museums, art exhibits, and classical music concerts" (Winston & Miller, 1987, p. 9). They spend their free time in activities which are productive and relate to a wide variety of interests.

The second task is Developing Mature Interpersonal Relationships. Those who score high on this task may be expected to have well developed interpersonal relationships with peers, have respect for those who are racially or culturally different, and will not require constant reassurance from others or be dependent on parents. This task is divided into three subtasks, Peer Relationships, Tolerance, and Emotional Autonomy.

The Peer Relationships Subtask has been accomplished when students' "relationships with peers and authority figures are open and honest [and] disagreements are resolved or simply accepted" (Winston & Miller, 1987, p. 9). Those scoring high in this area show more ability to trust and to be independent.

Students scoring high on the Tolerance Subtask "do not shy from or reject contact with those with different ethnic, racial, or cultural heritages or with different religious beliefs, political views, or lifestyles" (Winston & Miller, 1987, p. 10). Those having accomplished this task are open and receptive to all people regardless of social, economic, and racial/cultural differences.

Students who do well in the Emotional Autonomy Subtask "are free from the need for continuous reassurance and approval from others" (Winston & Miller, 1987, p. 10). They trust their own intuitions and exhibit confidence in themselves. They are able to function without close supervision, yet can seek help when needed.

The final task is Academic Autonomy. People who do well in this task have attained academic independence and do not require constant direction from others.

The two characteristics scales are the Intimacy Scale, and the Salubrious Lifestyle Scale. The Intimacy Scale measures the ability to be involved in a mutually beneficial intimate relationship with another person. There is open communication and a willingness to love and be loved by

another for students who score high on this scale.

The Salubrious Lifestyle Scale measures how well lifestyle reflects on the ability to practice those things which promote good health and well being. Students who score high on this scale will know how to eat and exercise so they can maintain good health.

The Response Bias Scale is used to identify inventories in which subjects have supplied inappropriate responses. Students who score high on this scale have either inadvertently or intentionally completed the inventory in an unusual manner.

The 140 items on the inventory are divided into three sections. Section one contains the first 78 items and cover education, career, and lifestyle. The second section covers the subject of intimate relationships and consists of 19 items. The final section contains 43 items dealing with relationships and the academic environment. Items 5, 73, 99, 129, and 137 make up the Response Bias Scale and are not included in the total scores for tasks, subtasks or the characteristics scales.

Items are given in statement form and are answered by the respondent circling a T if the statement is true or normally true for the subject, or an F if the statement is false or usually not true for the subject. Those students who have not made a career or academic major decision have the option of responding with an O for other to the thirteen items in section 1 covering the areas of career and choice

of academic major.

The inventory response sheet asks each subject to provide the name of the institution which she/he attends, the date, gender, age, racial cultural background, marital status, and class standing. There is also a space provided for the participant's name. However, for purposes of this project subjects were instructed in the cover letter that providing their name was optional.

Winston and Miller (1987) provide extensive documentation of the reliability and validity in the SDTLI manual. The test-retest and the internal consistency methods were used to determine reliability.

The test-retest coefficients "clustered around .80 (the lowest being .70 and the highest being .88 for the four-week correlations and .74 and .89 for the two-week correlations)" (Winston & Miller, 1987, p. 32). Therefore, the SDTLI may be considered reliable in respect to its stability for use over time (Winston & Miller, 1987).

The internal consistency method also found the SDTLI to be reliable through use of coefficient alpha, a mean inter-item correlation, and mean item-total correlation. When figuring the coefficient alpha for the entire instrument, with the Response Bias Scale omitted, a coefficient of .93 was found. "Mean inter-item correlations ranged from .10 (MIR) to .24 (SL). Mean item-total correlations ranged from .21 (CUP) to .41 (SL)" (Winston & Miller, 1987, p. 24).

The validity of the SDTLI was also established through

the use of two methods. Construct validity was determined by factor analyses during the development of the test, and concurrent validity was measured by correlating the SDTLI with a variety of other measurement instruments that were felt to contain related concepts.

The factor analysis was done on data collected from 1100 students at 12 colleges and universities who responded to 200 items. Winston & Miller (1987) indicated that items selected for inclusion met the following criteria:

- (a) item loaded on the sub-task or scale to which it had been assigned and was conceptually defensible;
- (b) item was more highly correlated with the sub-task or scale to which it was assigned than any other sub-task or scale;
- (c) items were selected to minimize content overlap;
- (d) items were selected to create the greatest possible range of difficulty; and
- (e) for developmental tasks, more seniors answered the item in the keyed direction than did freshmen (p. 22).

Another group of approximately 1200 students were also given the inventory. Based upon this information obtained from this group item characteristics were confirmed and norms established (Winston & Miller, 1987).

A number of correlations were computed between the

SDTLI and the Mines-Jensen Interpersonal Relationship Inventory, the Iowa Developing Autonomy Inventory Scales, and some of the scales from the Omnibus Personality Inventory. The correlations obtained were of adequate value to suggest consistent validity in the use of this instrument.

Statistical Design

The scores of the sample for all tasks, subtasks, and the two characteristics scales were converted to T-scores and compared to the norms established for traditional aged freshmen. The differences between the means on the SDTLI of nontraditional aged students and those of traditional aged freshmen were examined for significance by use of t-tests. Those t-tests where $p < .05$ were considered significant.

Summary

The population for this study was comprised of nontraditional aged freshmen from Wichita State University, and the University of Nebraska at Omaha. From this population a random sample of 300 subjects, 150 from each institution, was be drawn. Subjects were mailed the assessment instrument to complete and return in an pre-addressed, postage paid envelope.

This study was designed to collect information on the developmental characteristics of nontraditional aged freshmen and establish normative information for this group. The study also compared the characteristics of the nontraditional aged group to those of traditional aged

freshmen.

The external validity of the study was controlled through the random selection process used to select the sample. Of the factors which affect internal validity all but location threat were controlled through the design of the study. Location threat remains to a degree uncontrolled, but the threat was reduced by the fact that subjects could complete the inventory at a time and place of their choice.

There were four main steps involved in this study. The first was establishing the population and drawing the random sample. The second step was collecting the data. The third step was analyzing the data, and the fourth step was to confirm or to reject the hypothesis.

The instrument used to collect the data was the Student Developmental Task and Lifestyle Inventory (SDTLI). The SDTLI is a 140 item inventory used to assess students development on three tasks, eight subtasks, and two scales, with a third scale incorporated to detect response bias.

The sample data was converted from raw scores to T-scores. These scores were then compared to the SDTLI norms for traditional aged students. A series of t-tests were also done in order to compare the data on nontraditional aged freshmen to traditional aged freshmen.

Chapter IV

Results

This chapter presents the results of the study. Included is the demographic data gathered from the sample and the distribution of their scores on the tasks, subtasks, and scales. Also, T-Scores for the nontraditional aged freshmen were computed and are presented along with the norms for traditional aged freshmen as reported by Winston and Miller (1987). Finally, the results of the t-test analyses between the means for the Student Developmental Task and Lifestyle Inventory tasks, subtasks, and scales for nontraditional aged freshmen and traditional aged freshmen are reported.

Demographics

Of the 300 nontraditional aged freshmen who were sent the Student Developmental Task and Lifestyle Inventory (SDTLI), usable responses were received from 119 (39.7%). There were 60 (20%) responses from The Wichita State University and 59 (19.7%) came from the University of Nebraska at Omaha. Of the 119 total responses 84 (70.6%) were female, 73 (61.4%) indicated they were married, 19 (16%) said they had never married and the remainder indicated they were no longer married. Most of those who responded, 103 (87%), indicated they were white. Table 1 presents the Demographic Data for the sample.

All those who respond reported being within the age range (25 to 45 inclusive) selected for the study. The

Table 1Demographic Data for the Sample

	n	percent
Gender		
Female	84	70.6
Male	35	29.4
Marital Status		
Never Married	19	16.0
Married	73	61.4
No Longer Married	27	22.6
Racial/Ethnic Background		
Black/Afro American/African	6	5.0
Hispanic/Mexican American	6	5.0
Oriental/Asian/Pacific Islander	2	1.7
Indian/Native People	1	.8
White	103	86.7
Other	1	.8

Note: n=119

majority of these, 83 (69.7%), were under the age of 36, and 47 (39.6%) were 30 or younger. Table 2 presents the age distribution of the nontraditional aged freshmen sample.

Task, Subtask, and Scale Results

The score for the Establishing and Clarifying Purpose (PUR) Task is the sum of the scores of its subtasks. These subtasks are Educational Involvement (EI), Career Planning (CP), Lifestyle Planning (LP), Life Management (LM), and Cultural Participation (CP). The distribution of raw scores for these areas is provided in Table 3.

Of the total possible score of 68 on PUR, the respondents scores ranged from 11 to 64 with a mean score of 35.72. Scores on EI ranged from 2 to 16 of the possible

Table 2**Age Frequency of Nontraditional Aged Student Responders**

Age	Frequency	percent	Age	Frequency	percent
25	8	6.7	36	8	6.7
26	7	5.9	37	6	5.0
27	7	5.9	38	1	.9
28	9	7.6	39	2	1.7
29	4	3.4	40	6	5.0
30	12	10.1	41	2	1.7
31	6	5.0	42	5	4.2
32	8	6.7	43	3	2.5
33	8	6.7	44	2	1.7
34	8	6.7	45	1	.9
35	6	5.0			

Note: n=119

total score of 16 and yielded a mean of 8.5. On CP scores ranged from 0 to 18 with 19 the highest possible score and the mean was calculated to be 8.14. The scores on LP ranged from 1 to 11 out of a possible 11 with a mean of 7.15. Of the possible score of 16 on LM, participants scores ranged from 2 to 15 and produced a mean of 9.47. On the last Subtask, CUP, scores ranged over the entire 0 to 6 possible and had a mean of 2.58. Table 3 presents the frequency of responses for the PUR Task and the EI, CP, LP, LM, and CUP Subtasks.

The Mature Interpersonal Relationships (MIR) Task is the sum of the scores from the Tolerance (TOL), Peer Relationships (PR), and Emotional Autonomy (EA) Subtasks. Score distributions for these areas are given in Table 4.

Table 3

Score Distributions on the Establishing and Clarifying Purpose (PUR) Task and Educational Involvement (EI), Career Planning (CP), Lifestyle Planning (LP), Life Management (LM), and Cultural Participation (CP) Subtasks

<u>PUR</u> (\bar{x} =35.72)		<u>EI</u> (\bar{x} =8.50)		<u>CP</u> (\bar{x} =8.14)		<u>LP</u> (\bar{x} =7.15)		<u>LM</u> (\bar{x} =9.47)		<u>CUP</u> (\bar{x} =2.58)			
RS	Fr	RS	Fr	RS	Fr	RS	Fr	RS	Fr	RS	Fr	RS	Fr
0	0	35	4	0	0	0	1	0	0	0	0	0	14
1	0	36	4	1	0	1	4	1	1	1	0	1	15
2	0	37	8	2	3	2	5	2	3	2	4	2	30
3	0	38	4	3	3	3	4	3	3	3	0	3	28
4	0	39	2	4	6	4	6	4	8	4	5	4	24
5	0	40	8	5	12	5	6	5	9	5	3	5	7
6	0	41	2	6	11	6	11	6	15	6	7	6	1
7	0	42	4	7	11	7	22	7	22	7	12		
8	0	43	2	8	16	8	11	8	25	8	11		
9	0	44	2	9	12	9	11	9	19	9	16		
10	0	45	4	10	7	10	8	10	11	10	17		
11	1	46	4	11	17	11	5	11	3	11	10		
12	0	47	3	12	9	12	10			12	11		
13	0	48	1	13	3	13	4			13	11		
14	1	49	5	14	6	14	3			14	9		
15	0	50	3	15	2	15	2			15	3		
16	0	51	1	16	1	16	1			16	0		
17	1	52	2			17	3						
18	1	53	0			18	2						
19	1	54	0			19	0						
20	2	55	0										
21	3	56	1										
22	3	57	0										
23	0	58	0										
24	4	59	0										
25	1	60	1										
26	5	61	0										
27	4	62	0										
28	5	63	0										
29	3	64	1										
30	1	65	0										
31	5	66	0										
32	3	67	0										
33	7	68	0										
34	2												

Note: RS=Raw Score, Fr=Frequency.

Scores on the MIR Task ranged from 6 to 29 of the possible 30 with a mean of 22.10. For the TOL Subtask the scores covered the total range from 0 to 9 with a mean of 6.53. On the PR Subtask the scores ranged from 1 to 13 out of the total possible score of 13 and the mean was 9.63. On the final Subtask, EA, the scores ranged over the entire range possible, 0 to 8, and had a mean of 5.99.

Table 4

Score Distributions for Mature Interpersonal Relationships (MIR) Task and Tolerance (TOL), Peer Relationships (PR), and Emotional Autonomy (EA) Subtasks

MIR (\bar{x} =22.10)				TOL (\bar{x} =6.53)		PR (\bar{x} =9.63)		EA (\bar{x} =5.99)	
RS	Fr	RS	Fr	RS	Fr	RS	Fr	RS	Fr
0	0	16	3	0	1	0	0	0	1
1	0	17	2	1	0	1	1	1	0
2	0	18	8	2	0	2	0	2	4
3	0	19	6	3	7	3	1	3	6
4	0	20	8	4	10	4	4	4	8
5	0	21	10	5	11	5	2	5	23
6	1	22	9	6	22	6	2	6	30
7	0	23	11	7	27	7	10	7	22
8	1	24	9	8	29	8	13	8	25
9	0	25	8	9	12	9	15		
10	0	26	17			10	24		
11	2	27	5			11	16		
12	2	28	6			12	24		
13	0	29	6			13	7		
14	1	30	0						
15	4								

Note: n=119, RS=Raw Score, Fr=Frequency

Academic Autonomy (AA) is the final Task. The scores on AA were distributed over the entire 0 to 10 possible range, and the mean was 6.52. Table 5 contains the frequency of scores at each score level.

The Salubrious Lifestyle (SL) Scale also had responses at each of the possible 0 to 8 levels. The mean on SL was 4.67. Table 5 includes the frequency of responses at each score level for this scale.

Those who have not had an intimate relationship in the past twelve months are told in the SDTLI instructions not to respond to items in the Intimacy (INT) section. Possible scores on Intimacy (INT) for those who do respond are 0 to 19 inclusive. The scores for those who answered the Intimacy (INT) Scale ranged from 3 to 19, and the mean is 14.49. The frequency of responses at each score level for this scale are also provided in Table 5.

Table 5

Score Distributions for the Academic Autonomy (AA) Task, Salubrious Lifestyle (SL) Scale, and Intimacy (INT) Scale

AA (n=119)		SL (n=119)		INT (n=102)*			
Raw Score	Fr	Raw Score	Fr	Raw Score	Fr	Raw Score	Fr
0	1	0	4	0	0	11	0
1	3	1	9	1	0	12	7
2	8	2	18	2	0	13	11
3	7	3	12	3	1	14	5
4	7	4	17	4	0	15	15
5	11	5	7	5	2	16	16
6	16	6	16	6	0	17	14
7	14	7	14	7	0	18	13
8	18	8	22	8	4	19	4
9	23			9	4		
10	11			10	6		

* The SDTLI instructions advised students not involved in an intimate relationship in the past twelve months to skip the INT section.

Note: Fr=Frequency

T-Scores

Winston and Miller (1987) provide T-Scores for the normative sample of traditional aged freshmen on the tasks, subtasks, and scales are in the Appendices of the SDTLI manual. These T-Scores are reproduced in table form, later in this section, along with the T-Scores calculated for the sample in the current study, and include all possible raw scores for each task, subtask, and scale.

The T-Scores for the PUR Task are listed in Table 6, and those for the subtasks under it, EI, CP, LP, LM, and CUP, are provided in Table 7. The MIR Task T-Scores are given in Table 8, and the scores for the subtasks associated with it TOL, PR, and EA are shown in Table 9. Table 10 lists the T-Scores for the SL, INT, and AA Scales. Due to the higher means and smaller standard deviations on PUR and MIR Tasks, the EI, LP, LM, TOL, PR, and EA Subtasks, and INT Scale the T-Scores for the nontraditional aged freshmen in this study were consistently lower for nontraditional aged freshmen than for traditional aged freshmen.

Because of the nearly identical means, and the small difference in the standard deviations for nontraditional and traditional aged freshmen on the CP Subtask thirteen of the twenty T-Scores on it were equal. There were three T-Scores for nontraditional aged freshmen on the lower end of the raw score range which were below, and four on the upper end which were higher.

The T-Scores for nontraditional aged freshmen on CUP were

higher due to both the mean and the standard deviation being lower for the nontraditional aged freshmen than those reported for the traditional aged freshmen, which results in higher T-Scores for the nontraditional aged freshmen. For the SL scale the mean was slightly higher for nontraditional aged freshmen and the standard deviation was also larger which yielded slightly higher T-Scores for them. For AA both the mean and standard deviation were higher leading to higher T-Scores.

Table 6

T-Scores for Traditional Aged (TR) and Nontraditional Aged (NTR) Freshmen on the Establishing and Clarifying Purpose (PUR) Task

Raw Score	T-Scores		Raw Score	T-Scores		Raw Score	T-Scores	
	TR	NTR		TR	NTR		TR	NTR
0	21	14	23	42	37	45	61	59
1	22	15	24	42	38	46	62	60
2	23	16	25	43	39	47	63	61
3	24	17	26	44	40	48	64	62
4	25	18	27	45	41	49	65	63
5	25	19	28	46	42	50	66	64
6	26	20	29	47	43	51	67	65
7	27	21	30	48	44	52	67	66
8	28	22	31	49	45	53	68	67
9	29	23	32	50	46	54	69	68
10	30	24	33	51	47	55	70	69
11	31	25	34	51	48	56	71	70
12	32	26	35	52	49	57	72	71
13	33	27	36	53	50	58	73	72
14	34	28	37	54	51	59	74	73
15	34	29	38	55	52	60	75	74
16	35	30	39	56	53	61	76	75
17	36	31	40	57	54	62	76	76
18	37	32	41	58	55	63	77	77
19	38	33	42	59	56	64	78	78
20	39	34	43	60	57	65	79	79
21	40	35	44	61	58	66	80	80
22	41	36						

Note: TR n=386, NTR n=119

Table 7

T-Scores for Traditional (TR) and Nontraditional (NTR) Aged Freshmen on the Educational Involvement (EI), Career Planning (CP), Lifestyle Planning (LP), Life Management (LM), and Cultural Participation (CUP) Subtasks

Raw Score	EI		CP		LP		LM		CUP	
	<u>T-Scores</u> TR	<u>T-Scores</u> NTR	<u>T-Scores</u> TR	<u>T-Scores</u> NTR	<u>T-Scores</u> TR	<u>T-Scores</u> NTR	<u>T-Scores</u> TR	<u>T-Scores</u> NTR	<u>T-Scores</u> TR	<u>T-Scores</u> NTR
0	27	23	30	29	27	16	27	19	29	33
1	30	26	32	32	31	21	30	23	35	40
2	33	30	35	34	35	26	33	26	42	47
3	36	33	37	37	39	30	36	29	49	54
4	39	36	40	39	43	35	39	32	56	61
5	42	39	42	42	47	40	42	35	62	67
6	45	42	45	45	51	45	45	39	69	74
7	48	45	47	47	55	49	48	42		
8	51	48	50	50	59	54	51	45		
9	54	52	52	52	63	59	54	48		
10	57	55	55	55	67	64	57	52		
11	60	58	57	57	71	68	60	55		
12	63	61	60	60			63	58		
13	66	64	62	62			67	61		
14	69	67	65	65			70	65		
15	72	70	67	68			73	68		
16	75	74	70	70			76	71		
17			72	73						
18			74	75						
19			77	78						

Note: TR n=386, NTR n=119

Table 8**T-Scores for Traditional (TR) and Nontraditional (NTR) Aged Freshmen on the Mature Interpersonal Relationships (MIR) Task**

Raw Score	T-Scores		Raw Score	T-Scores		Raw Score	T-Scores	
	TR	NTR		TR	NTR		TR	NTR
0	16	2	11	37	26	21	56	48
1	18	5	12	39	28	22	58	50
2	20	7	13	41	30	23	60	52
3	22	9	14	43	33	24	62	54
4	24	11	15	45	35	25	64	56
5	26	13	16	47	37	26	66	58
6	27	15	17	49	39	27	68	61
7	29	17	18	51	41	28	70	63
8	31	20	19	52	43	29	72	65
9	33	22	20	54	45	30	74	67
10	35	24						

Note: TR n=386, NTR n=119

Table 9**T-Scores for Traditional Aged (TR) and Nontraditional Aged (NTR) Freshmen on the Peer Relationships (PR), Tolerance (TOL), and Emotional Autonomy (EA) Subtasks**

Raw Score	PR		TOL		EA	
	TR	NTR	TR	NTR	TR	NTR
0	20	9	19	13	29	14
1	24	14	24	19	34	20
2	28	18	29	24	40	26
3	32	22	34	30	45	32
4	36	26	40	36	50	38
5	40	31	45	41	55	44
6	43	35	50	47	60	50
7	47	39	55	53	65	56
8	51	43	60	58	70	62
9	55	47	66	64		
10	59	52				
11	63	56				
12	66	60				
13	70	64				

Note: TR n=386, NTR n=119

Table 10

T-Scores for Traditional (TR) and Nontraditional (NTR) Aged Freshmen on the Academic Autonomy (AA) Task, Salubrious Lifestyle (SL) Scale, and Intimacy (INT) Scale

Raw Score	SL		INT		AA	
	TR	NTR	TR	NTR	TR	NTR
0	29	31	18	7	30	24
1	33	35	21	10	35	28
2	38	39	23	13	39	32
3	43	43	26	16	43	36
4	47	47	29	19	47	40
5	52	51	32	22	52	44
6	57	55	34	25	56	48
7	61	59	37	28	60	52
8	66	64	40	31	65	56
9			42	34	69	60
10			45	37	73	64
11			48	40		
12			50	43		
13			53	46		
14			56	49		
15			58	52		
16			61	55		
17			64	58		
18			67	61		
19			69	64		

Note: TR n=386, NTR n=119 on SL and AA; TR n=317, NTR n=102 on INT since respondents were instructed to skip this section if they had not had an intimate relationship in the past twelve months.

t-tests

A series of t-tests were performed to determine if any significant differences existed between the means of traditional aged freshmen and those of nontraditional aged freshmen on the SDTLI tasks, subtasks, and scales. A significance level of $p < .05$ was used for each test to determine if the observed differences between each pair of means was

statistically significant. Table 11 gives the means, standard deviations and the resulting t -value for each set of means.

Table 11

Means, Standard Deviations, and t -values for Traditional (TR) and Nontraditional (NTR) Aged Freshmen on the Tasks, Subtasks, and Scales

TASK/SUBTASK/SCALE	TR		NTR		t^*
	\bar{x} (n=386)	SD	\bar{x} (n=119)	SD	
ESTABLISHING and CLARIFYING					
PURPOSE Task (PUR)	32.41	11.18	35.72	9.99	-2.90*
Educational Involvement					
Subtask (EI)	7.72	3.37	8.50	3.18	-2.25*
Career Planning					
Subtask (CP)	8.12	4.40	8.14	3.90	-0.05
Lifestyle Planning					
Subtask (LP)	5.80	2.52	7.15	2.10	-5.31*
Life Management					
Subtask (LM)	7.60	3.26	9.47	3.08	-5.54*
Cultural Participation					
Subtask (CUP)	3.17	1.49	2.49	1.44	4.39*
DEVELOPING MATURE INTERPERSONAL					
RELATIONSHIPS TASK (MIR)	17.71	5.20	22.10	4.64	-8.25*
Peer Relationships					
Subtask (PR)	7.72	2.61	9.63	2.38	-2.73*
Tolerance Subtask (TOL)	5.99	1.92	6.53	1.76	-7.12*
Emotional Autonomy					
Subtask (EA)	4.07	1.97	5.94	1.67	-9.62*
ACADEMIC AUTONOMY TASK (AA)	4.59	2.35	6.54	2.55	-7.95*
SALUBRIOUS LIFESTYLE					
SCALE (SL)	4.59	2.16	4.66	2.47	-0.30
INTIMACY SCALE** (INT)	11.86	3.71	14.37	3.38	-6.18*

* $p < .05$

** TR n=317, NTR n=102 on INT because respondents were directed to omit this section if they had not had an intimate relationship in the past twelve months

The \underline{t} -test on the means of the tasks, subtasks, and scales resulted in statistically significant differences in all but the CP Subtask and the SL Scale. On the PUR Task a \underline{t} -value of -2.90 was obtained which indicates that at $p < .05$ there is a statistically significant difference between the means of the two groups on this task. Four of the five subtasks that make up the PUR Task also produce \underline{t} -values which indicate statistically significant differences.

The \underline{t} -value for EI was -2.25, for LP $t = -5.31$, for LM the value of t was -5.54, and on the CUP subtask t was 4.39. The CP Subtask produced a \underline{t} -value of 0.05 which is not significantly different statistically.

The MIR Task and the TOL, PR, and EA Subtasks were all found to be significantly different statistically. The \underline{t} -value for MIR was -8.25, for TOL it was a -7.12, on PR the value for \underline{t} was -2.73, and finally on the EA Subtask the \underline{t} -value was found to be -9.62.

The AA Task, and the INT Scale were also found to be statistically significantly different. The \underline{t} -value on AA was -7.95, and the value for \underline{t} on INT was -6.18.

The SL Scale was the second area which was not significantly different statistically. The \underline{t} -value for this scale was -0.30.

Chapter V

Discussion, Implications, and Recommendations

It is widely held that the college experience provides an impetus for student development. Most of the research on how college affects the development of students has been focused on those of traditional college age, 18-24.

However, nontraditional aged students, those 25 and older, have become a significant part of the student body in higher education today and are projected to become an even greater part in the future. Thus, more understanding of this group is urgently needed.

This study was undertaken to provide information about the level of psychosocial development of nontraditional aged degree seeking freshmen. Presented in this chapter is a discussion of the results of this study, the implications of these results, and recommendations for further study in this area.

Discussion

There were two main purposes for this study. The first was to collect normative data, for the Student Developmental Task and Lifestyle Inventory (SDTLI), on nontraditional aged degree seeking freshmen students. The second was to compare nontraditional aged freshmen with the SDTLI data on traditional aged freshmen to see if there were differences in their levels of psychosocial development.

The SDTLI was developed to measure the psychosocial development of traditional aged students and was selected

for this study because no other instrument currently exists to measure the psychosocial development of nontraditional aged students. Whether nontraditional aged students would find the SDTLI appropriate for them and respond was not known. Usable responses were received from 119 people, or 39.7% of the sample. The score distributions on the SDTLI tasks, subtasks, and scales are reported in Tables 3, 4, and 5 in Chapter IV.

Three subtasks of the Establishing and Clarifying Purpose (PUR) Task appear to contribute to the significantly higher scores on this task for nontraditional aged freshmen. These three subtasks are Educational Involvement (EI), Lifestyle Planning (LP), and Life Management (LM). The higher scores on these subtasks suggests that nontraditional aged students are more involved in their education; are better adept at planning their lifestyle; and are better able to manage their lives than traditional aged freshmen.

Nontraditional aged freshmen appear to have achieved a higher level of development than traditional aged freshmen in their ability to establish specific educational goals and plans. They also appear more capable at making long and short range plans for their future, the future of their families, and their daily lives. Recognizing the demands on their time by family, academics, friends, and community nontraditional aged freshmen seem to be more aware than traditional aged freshmen of how their current undertakings will affect their future, and how to best manage their time

to accomplish daily tasks.

By reporting a more active part in their educational pursuits nontraditional aged freshmen may be demonstrating more initiative than traditional aged freshmen to learn material that is appropriate, not just for their academic goals, but also for personal growth. They report more knowledge of their capabilities, and of the academic resources available to them. From their responses on the SDTLI, when compared to traditional aged freshmen, nontraditional aged freshmen appear to be more independent, yet can realize when the need assistance and are not afraid to ask for help when needed.

There were no significant differences found between nontraditional aged and traditional aged freshmen on the Career Planning (CP) Subtask. Even though, from the responses they gave on the SDTLI, nontraditional aged freshmen appear to have achieved a higher level of involvement in their education, have more skill in making plans for, and managing their lives, they seem to have no better understanding of the world of work, or the demands of different career options than do traditional aged freshmen. They do not report having gained enough knowledge about the world of work or themselves to make specific career plans. Finally, the responses given by nontraditional aged freshmen indicate they not any more ready to take the practical steps necessary to obtain employment in a chosen career field than are traditional aged freshmen.

On the Cultural Participation (CUP) Subtask nontraditional aged freshmen scored significantly lower than

the norms for traditional aged freshmen. These scores indicate that nontraditional aged freshmen may not be as actively involved as traditional aged freshmen in cultural activities, such as going to museums or art exhibits and attending plays or the ballet. Also, the scores of nontraditional aged freshmen indicate they are not as likely to spend time reading, pursuing hobbies, or working as volunteers.

Scores for nontraditional aged freshmen on the Mature Interpersonal Relationships (MIR) Task were higher than those of traditional aged freshmen. The scores on all three subtasks, Peer Relationships (PR), Tolerance (TOL), and Emotional Autonomy (EA), associated with this task were also found to be higher. Thus, from the scores reported by nontraditional aged freshmen, it appears they are more capable of honest and open relationships with their peers, accepting the differences between friends and others they are acquainted with, and do not feel pressured to accept the standards of the group. These scores also indicate that nontraditional aged freshmen show more willingness to accept differences in the racial, and cultural backgrounds of others than traditional aged freshmen do. Finally, nontraditional aged freshmen scores appear to indicate that they are more independent decision makers and do not require as much support from others for their decisions.

The scores on the third task, Academic Autonomy (AA), were also higher for nontraditional aged freshmen. Because of these higher scores nontraditional aged freshmen appear more prepared

to confront and manage uncertain or ambiguous situations and their lives so they can accomplish their personal goals and fulfill their responsibilities. Their scores also indicate they are better able to schedule and carry out study plans, and perform at academic levels consistent with their expectations. Lastly, the higher scores of nontraditional aged freshmen on this task indicate they require less direction from others, yet would be willing to ask for help when needed.

The scores on the Salubrious Lifestyle (SL) Scale were not significantly different for nontraditional and traditional aged freshmen. Therefore, nontraditional aged freshmen appear no better at upholding appropriate wellness and health habits. Their scores indicate they are no more likely to eat appropriately, to maintain adequate physical condition, or to plan for rest than traditional aged students.

Nontraditional aged freshmen scores were significantly higher on the Intimacy (INT) Scale than traditional aged freshmen. Therefore, nontraditional aged freshmen appear to be better able to establish relationships characterized by the open delineation of their beliefs, needs, desires and feelings to their significant other. The higher scores for nontraditional aged freshmen on this scale indicate they do not feel the need to hold back, or to play games with their partner, that they are more open to the sharing of all aspects of their lives with their partner, and that they are better able to commit to long term relationships based mutual love, respect, and care than traditional aged freshmen.

In summary, nontraditional aged degree seeking freshmen reported greater development than traditional aged freshmen in all but three psychosocial areas. The implications of those findings are presented in the following section.

Implications

The results of this study indicate that the differences between nontraditional aged freshmen and traditional aged freshmen may not be as great as had been hypothesized. While differences were found to exist in most areas there are also some similarities between the two groups. Some of the differences appear to be related to age and others to the greater opportunities for exposure to life experiences held by nontraditional aged students. The similarities may be related to the fact that college attendance provides specific growth opportunities that neither group has had an opportunity to access yet.

The nontraditional aged freshmen who took part in this study were found to be more motivated to learn; more focused on their educational and life goals; and to have achieved a higher level of autonomy in their educational pursuits than traditional aged freshmen. This could be the result of nontraditional aged students being older. While showing greater educational involvement than traditional aged freshmen, nontraditional aged freshmen overall still scored in the mid range of possible score points for this subtask. This would seem to indicate that they need the opportunity to expand their abilities in this area.

Another indication of this need for academic information is that nontraditional aged freshmen show achievement similar to traditional aged freshmen in planning for a career. They seem to have no more of the knowledge and skills necessary to accurately decide on an appropriate occupational choice than traditional aged freshmen.

As a result of this deficit in career planning awareness nontraditional aged freshmen may discover that, even though they have selected an academic major which is appropriate for their intellectual abilities and personal characteristics, they have chosen a career path that is not suitable for them. They may not realize the requirements of the various occupations within that career field, or of how the demands of the job may be affected by their limitations. Nontraditional aged freshmen seem to require similar help with learning to adequately manage their choice of career path effectively.

Nontraditional aged freshmen have shown, when compared to traditional aged freshmen, that they are able to manage other parts of their lives better. This again may be due to the differences in age between the two groups. In their struggle to balance their obligations nontraditional aged freshmen students appear better able to meet their academic, social, and family life responsibilities than traditional aged freshmen, but report lower achievement, or desire to participate in cultural events that would enrich their lives. This lack of participation may be due to increased time

constraints resulting from attending college, working, and obligations to their family, friends, and community. These fixed responsibilities allow less flexibility in scheduling their time and allow fewer options for use of spare time. These time constraints may discourage their participation in elective activities of a cultural nature.

While nontraditional aged freshmen spend less time engaging in cultural enrichment activities than traditional aged freshmen they appear to be no better at maintaining good health and physical conditioning habits than traditional aged freshmen. This may be due to their not having the opportunity to gain the knowledge necessary to maintain their health or, that due to their increased demands for managing time and other events in their lives, they are unable to maintain healthier life patterns than traditional aged freshmen.

Age may well be a factor in the higher level of achievement of interpersonal skills shown by nontraditional aged students. This suggest that older students will probably have fewer conflicts with others and require less staff time to help mediate such differences. As people grow older they generally become more tolerant of differences and less rigid and dogmatic. This appears to be true for nontraditional aged freshmen as well.

The level of psychosocial development of nontraditional aged freshmen identified by this study provides ideas about what needs to be done to help them with their academic

experience. The following section contains recommendations about possible programs or services that may benefit nontraditional aged freshmen. It also contains recommendations for additional research to further examine the differences and similarities in the psychosocial development of nontraditional aged freshmen and traditional aged students.

Recommendations

One of the most apparent needs for nontraditional aged freshmen is an opportunity to achieve greater expertise in career planning. It is recommended that they be involved in academic courses that provide them with a chance to explore all the career options available to them. This program should account for the differences in life and work experiences of nontraditional aged as opposed to traditional aged freshmen. Increased availability of cooperative education and internship experiences is also recommended.

Another consideration in planning programs for nontraditional aged freshmen is their need for information about good physical conditioning and nutritional practices. A course that incorporates the six areas of wellness, physical wellness, social wellness, emotional wellness, spiritual wellness, and occupational wellness, is recommended to assist nontraditional aged students in this aspect of their lives.

Institutions of higher education may want to consider expanding services for child care to include evening and

weekend hours. This would help provide more opportunity for nontraditional aged students to participate in academics, and could also assist them to participate in more cultural type activities.

It is further recommended that colleges and universities also provide cultural programming that presents the opportunity for nontraditional aged freshmen to include their families, including their children and friends. This would permit them the time to spend with family and friends, as well as afford them the opportunity to have their lives enriched.

For traditional aged students Winston and Miller (1987) observe that:

If orientation programs are to do more than help students to become acclimated to the new college experience--if they are truly going to facilitate students' transitions to college, to help students assess their developmental needs, to aid students in assuming increased levels of self-direction and responsibility for their education and lives--then the assessment of students' personal development is also essential (p. 35).

Based on the nontraditional aged freshmen's psychosocial characteristics identified in this study a similar recommendation for them would seem appropriate. Therefore, it is recommended that, as a part of orientation programs, nontraditional aged freshmen be administered the Student Developmental Task and Lifestyle Inventory, or a similar

instrument if available, to assess each student's developmental level. The results could provide students with important personal information they can use as they make personal and educational decisions about themselves.

Another recommendation is that student life programs, tied to student counseling centers, be used to help nontraditional aged students assess their current developmental level. This assessment provides an excellent tool to aid counselors in establishing quality relationships with the nontraditional aged freshmen. As with traditional aged students the Inventory can be used to help the nontraditional aged freshmen identify individual items as well as the developmental tasks and subtasks that may be of some concern to them specifically (Winston & Miller, 1987).

As a result of their higher score levels on the subtasks Educational Involvement (EI), Lifestyle Planning (LP), and Life Management (LM) and the Academic Autonomy (AA) Task, and their lower score level on the Career Planning (CP) Subtask it is recommended that emphasis in academic advising be adjusted to take these factors into account. Less emphasis should be made on defining educational goals and resources; establishing personal direction and vocational and educational objectives; developing time and financial management skills; and devising effective study plans and self discipline skills. More emphasis might be appropriate in helping nontraditional aged freshmen develop an accurate understanding of their abilities, the world of work, the demands of different career options, and

the steps necessary to obtain employment.

In order to further understand the needs for programs and services, replication of this study could be enlightening. A study using nontraditional aged freshmen at other types of institutions, and in other parts of the country appears justified. By increasing the number and diversity of respondents the accuracy of the information initiated in this study and its applicability to other nontraditional aged freshmen would be strengthened.

Also, it is advisable that research be undertaken to assess the psychosocial characteristics of nontraditional aged sophomores, juniors, and seniors. While this study provides evidence that there are some differences between nontraditional aged freshmen and traditional aged freshmen it also shows that there are similarities. In order to be assured of providing developmental opportunities to all students this information is vital.

Another factor important to assuring the psychosocial development of nontraditional aged students is the instrument used to measure that development. There are indications that some of the items on the Student Developmental Task and Lifestyle Inventory (SDTLI) may not be appropriate for use with nontraditional aged students. The formulation of a revised instrument with selected items restated to be more relevant for nontraditional aged students should be considered.

Summary

This study identified both similarities and differences between nontraditional aged freshmen and traditional aged freshmen. Some of the variance appears to be related to the age factor, and other variance may be related to the family and job responsibilities on the older student. The similarities could be due to lack of opportunity to learn what was need through educational resources, or to the time constraints placed on nontraditional aged students..

The implications of this study provide a basis to determine ways to improve the developmental opportunities for nontraditional aged freshmen. They also suggest additional research to further understand the psychosocial development of nontraditional aged students.

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Appendix A

Institutional Review Board for Treatment of Human Subjects
Letter of Approval



EMPORIA STATE UNIVERSITY

1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200
RESEARCH AND GRANTS CENTER EXT. 5351

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February 12, 1992

Howard D. Markley
P.O. Box 159
Hamilton, KS 66853

Dear Mr. Markley:

The Institutional Review Board for Treatment of Human Subjects has evaluated your application for approval of human subject research entitled, "Developmental Characteristics of Nontraditional Aged College Freshmen." The review board approved your application which will allow you to begin your research with subjects as outlined in your application materials.

Best of luck in your proposed research project. If the review board can help you in any other way, don't hesitate to contact us.

Sincerely,

Faye N. Vowell

Faye N. Vowell, Dean
Office of Graduate Studies
and Research

FV:pf

cc: Edward Butler

Appendix B

Student Developmental Task and Lifestyle Inventory Booklet

Student Developmental Task and Lifestyle Inventory
Answer Sheet

Informed Consent Document

Letters of Support

Cover Letter

Student Developmental Task and Lifestyle Inventory

Roger B. Winston, Jr., Ph. D.
Theodore K. Miller, Ed. D.
Judith S. Prince, Ed. D.

Student Development Associates, Inc.
110 Crestwood Drive
Athens, Georgia 30605

About the Student Developmental Task and Lifestyle Inventory

The *Student Developmental Task and Lifestyle Inventory* [SDTLI] is composed of statements shown to be typical of many students and is designed to collect information concerning college students' activities, feelings, attitudes, aspirations, and relationships. Do not be concerned, however, if there are some statements about activities in which you do not participate, or feelings which are not descriptive of you. This Inventory's purposes are to help students learn more about themselves and to help colleges assist students more effectively. The SDTLI's usefulness depends entirely on the honesty, candor, and care with which you answer the questions.

It will require only about 25 to 35 minutes for you to complete this Inventory.

DIRECTIONS

1. Do not mark in this booklet. Mark all answers on the separate answer sheet provided.
2. In this Inventory "college" is used in a general sense to apply to both two- and four-year colleges, as well as universities (that is, all kinds of post-secondary institutions).
3. Consider each statement carefully, but do not spend a great deal of time deliberating on a single statement.
4. Read each statement (beginning on page 1) and decide whether the statement is **true** (usually true) of you, or **false** (not usually true) of you. If *true*, circle the T; if *false*, circle the F. In a few instances in Section 1 there is a third alternative "O"; for those items **only**, you may circle the "O" response if it describes you better than either a true or false response would.
5. If you wish to *change an answer* after having marked it, do not attempt to erase it. Instead, with your pen or pencil completely darken the circle made around the T, F or O [whichever had been *mistakenly* circled], then draw a circle around the response that best describes you.

EXAMPLES

141. T F O *Student selected the true response as being most descriptive of him or her.*
141. ● F O *Student made a mistake and wants to record a false response instead of true response as being the most descriptive of him or her.*
141. T F O *Student selected the "other" response as best describing him or her.*

6. Please begin by writing your name and the name of the college or university you are attending at the top of the answer sheet and then answer the demographic questions under it. After answering the demographic questions, begin the Inventory on page 2.

Student Developmental Task and Lifestyle Inventory

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SECTION 1. EDUCATION, CAREER, AND LIFESTYLE. From the alternatives provided select the response that **best** describes you. Mark your responses on the separate answer sheet provided.

Circle **T** if the statement is *true* or usually true of you, or **F** if the statement is *false* or usually not true of you. For some statements there will be a third alternative, when that is possible the **O** alternative will be listed after the statement. Circle the **O** alternative only if it is listed after the statement and it best describes you.

Before beginning, be sure that you have read and understand the instructions about how to change a response (should you need to do so) once it is marked. The directions for changing a response are in the **Directions** section on the previous page.

1. I have declared my academic major/field of academic concentration.
2. I am familiar with three or more college majors and their requirements in terms of required courses and their accompanying academic skills.
3. I know where to find information about the prospects for employment in any occupational field.
4. Within the past six months, I have asked relatives, faculty members, or others to describe or discuss positions available in the fields in which they are working.
5. I never make errors in classwork.
6. I have carefully thought through *and* decided the extent to which I am involved in regular, organized religious activities.
7. I have one or more effective techniques (not involving alcohol or drugs) that I use to help me relieve stress.
8. Within the past year I have met my responsibilities to my parents to my own personal satisfaction.
9. I don't hesitate to seek help in dealing with the pressures of college life.
10. I keep accurate records of the money I spend.
11. I know all the basic requirements for graduating with a degree in my academic major/academic concentration.
O = I have yet to decide on an academic major.
12. When I don't think I am learning what I should in a course, I take the initiative to do something about it.
13. I have identified some jobs within the career area I have selected which I know I would *not like* doing.
O = I have yet to decide on a postcollege career area.
14. Recently I examined the current labor market demands for people with a degree in the career area(s) I am considering.
O = I have yet to decide on a postcollege career area and/or academic major.
15. In the past year I have discussed my career goals with at least two professionals in the field that interests me most.
16. I have identified the steps that are necessary for me to take now in order to have the kind of life I want five years after college.
17. I have plenty of energy.
18. I set aside time each day to deal with schoolwork and assignments.
19. I organize my time well enough for me to get everything that needs to be done completed.
20. I make time in my schedule for my hobbies.
O = I have no hobbies.
21. I take advantage of opportunities to enter into class discussions.
22. I have taken the initiative to set up conferences with an academic advisor within the past twelve months.
23. I know at least five requirements necessary for the occupation(s) I am thinking about entering.
O = I have yet to identify an occupation in which I would like to work.
24. I have practical experience in the career area I plan to pursue after college.
O = I have yet to decide on a postcollege career area.
25. I am a member of at least one club or organization that is specifically related to my chosen occupational field.
O = I have yet to decide on a postcollege career area.
26. I have made a decision about the number of children (including none) I plan to have.
27. I am generally satisfied with my physical appearance.
28. I initiated an activity in the past month designed to help me achieve something important in my life.
29. I plan my activities to make sure that I have adequate time for sleep.
30. In my leisure time I regularly read novels or magazines.
31. I have a mature working relationship with one or more members of the academic community (faculty member, student affairs staff member, administrator).
32. Within the past twelve months I have attended a lecture or program dealing with a serious intellectual subject which was not required for any of my courses.
33. I can name two or more beginning-level positions in business, industry, government, or education for which I would be eligible when I graduate.

34. I have listed a number of specific personal abilities and limitations which I can use as guidelines for narrowing the number of career areas I wish to explore.
35. I have formulated a clear plan for getting a job after college.
36. I am currently involved in one or more activities that I have identified as being of help in determining what I will do with the rest of my life.
37. I maintain an appropriate weight for my height and frame.
38. I have joined with several people in achieving solution to a mutual problem within the past month.
39. I keep a calendar or make a "To Do" list of what needs to be done each day.
40. I am actively involved in two or more different organized activities in addition to my academic studies.
41. I have formed a personal relationship (friendly acquaintanceship) with one or more professors.
42. I have identified acceptable alternatives to my present educational plans.
43. Within the past month I have read an article or book that deals with some aspect of a career I am considering or have decided upon.
44. I have established a specific plan for gaining practical experience in the career area I plan to pursue after college.
O = I have yet to decide on a postcollege career area.
45. I have prepared my employment placement credentials and resume'.
46. I have identified at least three people, other than family members, whom I am confident will be influential in my postcollege future.
47. I usually eat well-balanced meals.
48. I have been active on at least one committee at college or in one or more college groups within the past six months.
49. I manage my spending money well.
50. I have attended a play or classical music concert within the past year when not required for a class.
51. Within the past three months I have had a serious discussion with a faculty member concerning something of importance to me.
52. I have decided whether or not I will seek admission to a graduate or professional school.
53. I am acquainted with three or more persons who are actively involved in the kind of work I visualize for myself in the future.
O = I have yet to decide on a postcollege occupational area.
54. While in college I have gained practical experience directly related to my educational goals through an internship, part-time work, summer job, or similar employment.
O = I have yet to establish any specific educational goals.
55. I have one or more goals that I am committed to accomplishing and have been working on for over a year.
56. The importance I place on things like new cars, large houses, and expensive clothes is reflected in my current career plans.
57. I make sure that I get enough exercise to feel good.
58. I have identified and can list at least three ways I can be an asset to the community.
59. I followed a systematic plan in making an important decision within the past thirty days.
60. Within the past twelve months I have visited a museum or an art exhibit when not required for a class.
61. I carefully investigated the intellectual abilities and necessary academic background needed to be successful in my chosen academic major.
O = I have yet to decide on an academic major.
62. Within the past three months I have read one or more non-required publications related to my major field of study.
O = I have yet to decide on an academic major/field of study.
63. I often have trouble visualizing day-to-day work in the career area I have selected.
O = I have yet to decide on a career area.
64. I have sought out leisure time activities for the purpose of helping me obtain an indication of my career interests.
65. An outside, objective observer could readily identify the ethical values that guide my daily life.
66. I have clearly decided upon the place of marriage and children in my future.
67. I exercise vigorously for twenty minutes or more at least three times a week.
68. I have successfully completed an extended trip on my own.
69. Within the past six months I have undertaken either an independent study or service project on my own.
70. Over the past year I have participated in cultural activities on a regular basis (several times a month).
71. I have developed a financial plan for achieving my educational goals.
72. Within the past twelve months I have discussed, *in depth*, my educational objectives or plans with an academic advisor.

I like everyone I know.

While in college I have visited a career center or library to get information about possible careers or detailed information about a career area I have chosen.

I have followed through on nearly all my plans made during the past year.

76. I can state clearly my *plan* for achieving the goals I have established for the next ten years.

77. I plan my week to make sure that I have sufficient time for physical exercise.

78. I have made a positive contribution to my community (campus, neighborhood, or hometown) within the past three months.

SECTION 2. INTIMATE RELATIONSHIPS. In this section “partner” refers to *one* person with whom you now have (or have had) an intimate relationship, whether a **dating partner, spouse, or a friend with whom you are (have been) romantically involved.** Please read the following instructions carefully before responding to statements in this section.

If you are now involved in an intimate relationship, respond to the following statements in terms of that relationship.

If you are not currently involved in an intimate relationship, but have had one or more within the past twelve months, then respond to the statements in this section in terms of the *single most significant* of those relationships. Remember, respond in terms of the **same** relationship throughout this section.

If you do not have a “partner” currently and have not been involved in an intimate relationship during the past twelve months, please skip this section and go to Section 3 and continue responding to statements, beginning with number 98.

T = True

F = False

99. My partner and I regularly discuss or make plans on how we will spend our time together.

88. I often wonder where I stand in the eyes of my partner.

100. I sometimes treat the relationship with my partner as if it were a game.

89. Almost everyday I tell my partner things that I don't tell anyone else.

101. Within the past twelve months I have successfully resolved a major disagreement with my partner.

90. I am usually on guard about what I say and do around my partner in order to avoid upsetting or displeasing him/her.

102. It is difficult for me to see my partner socialize with others who could be rivals with me for my partner's affections.

91. I expect my partner to always meet my personal needs.

103. I occasionally feel threatened by my partner's outside friendships (that is, with persons who are not in my circle of friends).

92. Sharing my innermost thoughts with my partner is the thing I value most in our relationship.

104. I have helped my partner achieve a personal goal that she/he had established.

93. There is nothing about myself that is “too bad” to tell my partner.

105. I have been unable to find a partner with whom I have maintained a satisfying intimate relationship for a period of more than three months.

94. I have little trouble relating intimately to a person when I don't care deeply about him/her.

106. I frequently feel as if my partner's successes are also my successes.

95. My partner and I have agreed upon the limits to be placed on our physical relationship.

107. My partner and I frequently talk about what each of us is seeking from our relationship.

96. I tell my partner about my sexual needs and desires.

97. My partner and I often play games with each other, such as “Mr. Cool” or “Ms. Hard-to-get.”

SECTION 3. RELATIONSHIPS AND THE ACADEMIC ENVIRONMENT. Decide whether each of the following statements is **True** (usually true of you) or **False** (not usually true of you).

T = True

F = False

98. There are some topics that should never be discussed in college classrooms.

101. It is important to me that I be liked by everyone.

99. I never get angry.

102. I sometimes hold back my true feelings for a friend because I'm afraid I might embarrass myself.

100. It sometimes bothers me if my leisure time activities are different from those of my friends.

103. I seldom express my opinion in groups if I think they will be controversial or different from what others believe.

- I need to feel sure of the outcome before attempting something new or different.
- I have a difficult time in courses when the instructor doesn't regularly check up on completion of assignments.
- I frequently don't perform as well in class as I could.
- I sometimes use phrases or words such as "Blacks have rhythm," or "Honkie," or "people on welfare are only looking for a free ride."
- I would prefer not to room with someone who is from a different culture or race.
- I find relationships with my close friends not as important to me as they were a year ago.
- It is important to me that others accept my point of view.
- Within the past year there have been a number of occasions when I was mistaken about the closeness of a relationship.
- Before making decisions I ask my parents what I should do.
- I am usually more concerned about the grade I will receive than about the subject matter or what I am learning.
- It is hard for me to work intently on something for more than a short time.
- Recently I made a poor grade in class due to my neglect or lack of prior planning.
- I find it annoying when I hear people speaking in a language I don't understand.
- I avoid groups where I would be of the minority race.
- It is important to me that I meet the standards of behavior set by my friends.
- When I want to be alone I have difficulty letting my friends know in a way that doesn't hurt their feelings.
- Each of my *close* friends holds at least one view of life or set of personal values which I can't accept for myself.
- I seldom bounce ideas off other people in order to obtain their views of my thinking.
- I feel guilty when I don't obey my parents' wishes.
123. My grades are not as good as they could be because I don't like asking for help.
124. Within the past month at school or work, another person and I solved an important mutual problem.
125. I think most women tend to respond to situations emotionally, while men respond by thinking.
126. I deal with students who are different from me (for example, of another race or who speak a different language) by being polite and staying away from them as much as possible.
127. I find it hard to deal openly with college administrators and others in authority.
128. After having strong disagreements with a person, I usually try to avoid her/him as much as possible thereafter.
129. I never say things I shouldn't.
130. Sometimes I conceal some of my talents or skills so I will not be asked to contribute to a group's effort.
131. Most of the time I get bored and quit studying after working on an assignment for a short time.
132. I have difficulty disciplining myself to study when I should.
133. I generally keep my beliefs to myself in order to avoid offending others.
134. I become annoyed with people who frequently try to change the rules.
135. I try to keep my friends from knowing about my shortcomings and failures.
136. Because of my friends' urgings I sometimes get involved in things that are not in my best interest.
137. I never lie.
138. Decisions about important matters are largely based on what my parent(s) think and believe.
139. My study time often seems rushed because I fail to estimate realistically the amount of time required.
140. Within the past month I have found myself worrying about unimportant matters, which interfered with the things I wanted to do.

END OF INVENTORY

Institution: _____

Date: _____

Demographic Questions

What is your gender? [Check one.] () Male () Female

What was your age at your last birthday? _____

What is your racial or cultural background? [Check one best response.]

- Black or Afro-American or African
- Hispanic or Mexican American
- Oriental or Asian or Pacific Islander
- Indian or Native People
- White or Caucasian
- Any other
- Decline to respond

4. What is your marital status? [Check one.]

- Never married () No longer married () Married

5. What is your class standing? [Check one.]

- Freshman (first year)
- Sophomore (second year)
- Junior (third year)
- Senior (fourth year)
- Other — Please Specify: _____

DIRECTIONS: Complete this answer sheet according to the instructions found inside the *Inventory* booklet. Read those directions carefully before beginning. Use firm pressure when circling your answer so your responses will carry through the carbon.

1003

SECTION 1

2. T F	12. T F	22. T F	32. T F	42. T F	52. T F	62. T F	72. T F
3. T F	13. T F	23. T F	33. T F	43. T F	53. T F	63. T F	73. T F
4. T F	14. T F	24. T F	34. T F	44. T F	54. T F	64. T F	74. T F
5. T F	15. T F	25. T F	35. T F	45. T F	55. T F	65. T F	75. T F
6. T F	16. T F	26. T F	36. T F	46. T F	56. T F	66. T F	76. T F
7. T F	17. T F	27. T F	37. T F	47. T F	57. T F	67. T F	77. T F
8. T F	18. T F	28. T F	38. T F	48. T F	58. T F	68. T F	78. T F
9. T F	19. T F	29. T F	39. T F	49. T F	59. T F	69. T F	
10. T F	20. T F	30. T F	40. T F	50. T F	60. T F	70. T F	

SECTION 2

79. T F	82. T F	85. T F	88. T F	91. T F	94. T F		
80. T F	83. T F	86. T F	89. T F	92. T F	95. T F		
81. T F	84. T F	87. T F	90. T F	93. T F	96. T F		
					97. T F		

SECTION 3

98. T F	107. T F	116. T F	125. T F	133. T F			
99. T F	108. T F	117. T F	126. T F	134. T F			
100. T F	109. T F	118. T F	127. T F	135. T F			
101. T F	110. T F	119. T F	128. T F	136. T F			
102. T F	111. T F	120. T F	129. T F	137. T F			
103. T F	112. T F	121. T F	130. T F	138. T F			
104. T F	113. T F	122. T F	131. T F	139. T F			
105. T F	114. T F	123. T F	132. T F	140. T F			
106. T F	115. T F	124. T F					

INFORMED CONSENT DOCUMENT

The Division of Counselor Education at Emporia State University supports the practice of protection for human subjects participating in research and related activities. The following information is provided so that you can decide whether you wish to participate in the present study. You should be aware that even if you agree to participate you are free to withdraw at any time, and that if you do withdraw from the study, you will not be subjected to reprimand or any other form of reproach.

1. Procedures to be followed in the study.

Please complete the enclosed Student Developmental Task and Lifestyle Inventory following the instructions provided in the accompanying letter. After you have completed the inventory return it in the preaddressed, stamped envelope provided.

2. Description of any attendant discomforts or other forms of risk involved for subjects taking part in this study.

There is no risk involved for subjects taking part in this study.

3. Description of benefits to be expected from the study.

The results of this study are expected to provide information leading to a better understanding of nontraditional aged students. This information could lead to better programs and services for nontraditional aged students.

4. People to contact if you have questions.

Howard D. Markley or Dr. Edward R. Butler, Counselor Education Division, Campus Box 36, Emporia State University, Emporia, Kansas 66801. (316) 341-5220.

"I have read the above and have been fully advised of the procedures to be used in this project. I have been given sufficient opportunity to ask any questions I had concerning the procedures and possible risks involved. I understand the potential risks involved and I assume them voluntarily. I likewise understand that I can withdraw from the study at any time without being subjected to reproach."

Name _____ Date _____

Dear Student:

You have been selected to participate in a research project that is co-sponsored by the Adult Learner/Commuter Network of the National Association of Student Personnel Administrators. This study could have ramifications for how well your institution, as well as institutions nationally, can serve their adult student populations.

The research project is designed to test levels of student development in students between the ages of 25 and 45. Since the inventory has been used on students who are of traditional freshman ages (18 and 19) the results have only assisted administrators in identifying the needs of this age group.

We believe that this inventory will help us identify the student developmental level of an adult population that may have very different needs from traditional age freshmen. We hope that this study will enable administrators to better address the needs of adult students as the age of college students entering college for the first time increases.

Would you please agree to assist us in this study by responding to the enclosed task inventory questions? The test takes only about twenty to twenty-five minutes to take. You should return it in the enclosed stamped addressed envelope. We feel that the ramifications for studies such as these can be extensive in the assistance it may be for better serving adult student populations.

If you have any questions about this, you may call or write to:

Dr. Edward Butler
Associate Professor and Coordinator
Emporia State University
1200 N. Commercial Box 36
Emporia, Kansas 66801
(316) 343-5220

Carol Kariotis, National Chair
NASPA Adult Learner/Commuter Network
Room 144 University Center
University of Missouri-Kansas City
Kansas City, Missouri 64110
(816) 235-1412

Sincerely,



Carol Kariotis
Adult Learner/Commuter Network



The
**Wichita
State University**

Division of Student Affairs

February 1992

Dear WSU Student:

The purpose of this letter is to ask for your assistance so that we might improve our services to WSU students.

As an "adult learner" (college students who are 25 years old or more), you have been chosen to participate in this study along with selected students from the University of Nebraska at Omaha. Through the enclosed survey, we are seeking your views and opinions about a variety of topics so that we might gain insights regarding the distinct needs of adult learners on our campus and throughout the country.

This information gathering project, designed by the Higher Education Department at Emporia State University, will be used as a guide in developing new programs and opportunities tailored to meet the needs of adult learners. Please help us with this endeavor by taking a few minutes out of your busy day to complete the enclosed survey.

Thank you in advance for assisting us with this project.

Sincerely,

A handwritten signature in cursive script that reads "James J. Rhatigan".

James J. Rhatigan
Vice President for Student Affairs
and Dean of Students

January, 1992

If you want to have a say
in improving your University's services...keep reading!

Dear Student:

Give me 25 minutes of your time and you will have gone a long way in helping UNO and other Midwest universities provide better and more complete services to those they serve.

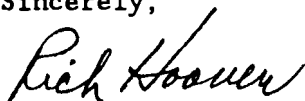
As an "adult learner"--college students who are 25 years old or more--you were among those selected to provide background information on your educational experience to-date.

You are not alone. Adult learners from Wichita State University and the University of Missouri--Kansas City, as well as UNO, are being asked for their views and opinions. We eagerly seek your thoughts and insights in addressing the distinct needs of your group.

This information-gathering project, designed by the Higher Education Administration Department at Emporia State University will be used as a guide in developing new programs and opportunities tailored to adult learners. In that way, you have much to gain in participating!

Please help us help you--take a few minutes out of your day to complete the enclosed survey.

Sincerely,



Richard E. Hoover
Vice Chancellor
Educational and Student Services



February 28, 1992

Dear Student:

You have been selected to take part in an important study on the characteristics of nontraditional aged college students. The information provided by this survey will assist us in understanding better the needs of students like you.

Your participation in this study is greatly appreciated. As indicated in the letters included from Dr. James Rhatigan and Carol Kariotis this study is of great importance to person providing services for nontraditional students.

It will take you approximately 30 minutes to complete the Inventory. Before you begin please read and sign the Informed Consent Document you will find inside the Student Developmental Task and Lifestyle Inventory booklet. After you have signed the Informed Consent Document turn to page 1 in the Student Developmental Task and Lifestyle booklet. Please follow carefully the directions provided to complete the Inventory. You may omit your name on the answer sheet.

After you have completed the Inventory place the completed answer sheet, the Inventory booklet, and the Informed Consent Document in the preaddressed, stamped envelope provided and return it no later than March 13, 1992.

Thank you for responding to this survey. Your information will be very beneficial and your participation is greatly appreciated.

Sincerely,

Handwritten signature of Edward R. Butler in cursive.

Dr. Edward R. Butler, Ph.D.
Associate Professor

Handwritten signature of Howard D. Markley in cursive.

Howard D. Markley
Graduate Assistant

P.S. If for some reason you are not able to complete the survey please return the booklet and the answer sheet in the return envelope anyway.



February 28, 1992

Dear Student:

You have been selected to take part in an important study on the characteristics of nontraditional aged college students. The information provided by this survey will assist us in understanding better the needs of students like you.

Your participation in this study is greatly appreciated. As indicated in the letters included from Dr. Richard Hoover and Carol Kariotis this study is of great importance to person providing services for nontraditional students.

It will take you approximately 30 minutes to complete the Inventory. Before you begin **please read and sign the Informed Consent Document** you will find inside the Student Developmental Task and Lifestyle Inventory booklet. After you have signed the Informed Consent Document turn to page 1 in the Student Developmental Task and Lifestyle booklet. Please follow carefully the directions provided to complete the Inventory. You may omit your name on the answer sheet.

After you have completed the Inventory place the completed answer sheet, the Inventory booklet, and the Informed Consent Document in the preaddressed, stamped envelope provided and return it no later than March 13, 1992.

Thank you for responding to this survey. Your information will be very beneficial and your participation is greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Edward R. Butler".

Dr. Edward R. Butler, Ph.D.
Associate Professor

A handwritten signature in cursive script that reads "Howard D. Markley".

Howard D. Markley
Graduate Assistant

P.S. If for some reason you are not able to complete the survey please return the booklet and the answer sheet in the return envelope anyway.

Appendix C

Follow Up Letter

March 17, 1992

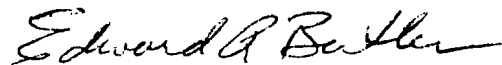
Dear Friend:

In late February we invited you to take part in a study of nontraditional aged students. You were asked to complete the Student Developmental Task and Lifestyle Inventory and return it by March 13. We have not yet received your completed Inventory. It may be on its way or perhaps with your busy schedule you have not had time to complete the Inventory.

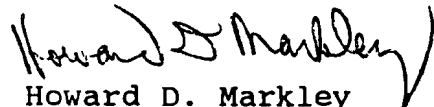
Your participation is important since you were randomly selected as a representative of other nontraditional aged students. Your responses are therefore critical and will help provide important information, which is currently unavailable, for improving programs and services for nontraditional students.

Thank you for your participation in this project. It is appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Edward R. Butler".

Edward R. Butler, Ph.D
Associate Professor

A handwritten signature in cursive script that reads "Howard D. Markley".
Howard D. Markley
Graduate Assistant

TO: All Graduate Students Who Submit A Thesis of
Research Problem/Project as Partial Fulfillment
of the Requirements for an Advanced Degree

FROM: Emporia State University Graduate School

I, Howard D. Markely, hereby submit this
thesis to Emporia State University as partial fulfillment
of the requirements for an advanced degree. I agree that
the Library of the University may make it available for
use in accordance with its regulations governing materials
of this type. I further agree that quoting, photocopying,
or other reproduction of this document is allowed for
private study, scholarship (including teaching) and
research purposes of a nonprofit nature. No copying which
involves potential financial gain will be allowed without
written permission of the author.

Howard D. Markely

Signature of the Author

May 15, 1992

Date

Developmental Characteristics of Nontraditional
Aged College Freshmen

Title of Thesis

Carla L. Seidel

Signature of Graduate Office Staff Member

May 18, 1992

Date Received