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**Assessing Student Satisfaction and Need Levels:
A study of Concordia University's
Undergraduate Student Population**

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A Thesis

In

The Department

of

Sociology and Anthropology

Presented in Partial Fulfilment of the Requirements

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ABSTRACT

Assessing Student Satisfaction and Need Levels: A Study of Concordia University's Undergraduate Student Population

Louise Paulauskas

The literature on higher education reveals that non-traditional students (i.e., over 25 years of age) have different course expectations than traditional students, and that learning is approached differently between males and females. As the non-traditional student population increases, academic institutions are increasingly being made aware of the need to accommodate the distinct needs of older learners, especially in relation to course content.

This study reinforces the findings that the older, and generally more experienced student (i.e., more hours working) places more emphasis on reconciling course work with job or future job requirements. Moreover, younger students, many of whom are employed and assume part-time course loads, are beginning to display similar characteristics of older students. Gender differences in higher education are also examined.

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CHAPTER 1

INTRODUCTION

Demographic Changes in University Student Population

A Canadian Perspective

Canadian university enrolment trends in the 1990s reveal dramatic demographic changes in student populations. Students now are more likely to pursue higher education, mainly because it is instrumental in obtaining a satisfying, well-paying career. According to Statistics Canada, enrolment in Canadian universities has remained relatively constant throughout the 1990s, but 1998 witnessed a drop. The percentage of graduates receiving diplomas, however, has increased. The Minister of Education, in its 1998 *Indicateurs de l'Éducation*, reports that undergraduate degrees awarded by Quebec universities to students have increased ten percent from 56% in 1988 to 66% in 1996, with females consistently being awarded slightly more degrees.

Today's technology-driven workplace requires that individuals function effectively beyond the level of rote memorization. As a consequence of the demands of a global economy and sweeping technological changes, many universities are re-examining their role in order to remain relevant and competitive. McGill University's board of governors, for example, launched a document entitled "Towards a New McGill" in 1995 to develop a new future for McGill (Bercuson, et al., 1997). One of the biggest challenges, it concluded, was dealing with shifting student demographics. Students entering university undergraduate programs were coming from backgrounds other than directly out of Quebec's *CÉGEP* system. While Canadian universities might recognize shifts in their clientele, widespread research into the needs of certain segments of Canada's university population (i.e., non-traditional learners over 25 years of age) has not been evident. This study examines how needs/satisfaction levels vary among the diverse undergraduate population at Concordia University. Much of the research on non-traditional students

emanates from the U.S. or the U.K. Although there seems to be support for the principle of lifelong learning, there has not been a corresponding provision of adult education courses in Canada (Hart, 2001).

Insofar as Concordia's undergraduate student population is concerned, enrolment data were examined for the ten-year period preceding this study, namely 1990-1999. According to Concordia University's Office of Institutional Research Office¹, four significant trends have emerged:

1. **Full-time** enrolment for students **under 25 years of age** peaked in 1991 and dropped by almost 12% by 1998. In 1999, though, it rose by about 7%.
2. **Full-time** enrolment for students **25 years of age and older** steadily increased from 1990 to 1993 and then dropped by almost 16.5% by 1998. In 1999, though, it rose by about 5%.
3. **Part-time** enrolment for students **under 25 years of age** increased from 1992 to 1999 by approximately 30%.
4. **Part-time** enrolment for students **25 years of age and older** consistently outnumbered those students under 25 years of age from 1990 through 1999, but the gap has closed from 30% in 1990 to about 1% by 1999.

These shifting trends merit further exploration and explanation. Historically, Concordia has been known to accommodate the needs of non-traditional learners (i.e., over 25 years of age).² Many gain admittance through the university's mature entry program, which admits students aged 21 and over without conventional prerequisites, such as a *CÉGEP* diploma. A comparison of 1999 and 2000 Fall mature entry enrolments revealed that part-time enrolments exceeded full-time enrolments by slightly more than 10% (see TABLE 1).

¹ Registrar's Office Standard Enrollment reports, also published in the yearly Concordia University Registration Statistics Report.

² Then known as Sir George Williams University, there were more "evening" students than "traditional" day students for a time in the mid 1960s so students could work during the day yet graduate in the same amount of time as a day student.

TABLE 1: Enrolment By Mature Students (Comparison Between 1999 And 2000)

	Full-Time	Part-Time	Total
Fall 1999	722 (44%)	923 (56%)	1,645
Fall 2000	708 (44%)	923 (56%)	1,631

Sources: Concordia Institutional Research Student Enrolment Report 1999 and Rector's Report 2000-01

The pattern emerging is that more traditional students (i.e., under 25 years of age) are studying at Concordia on a part-time basis, a trait that is characteristic of non-traditional learners. Enrolment forecasters are now asking how factors such as economic growth and tuition increases will affect higher education demand (Zuniga, 1997). Speculation has been surfacing that the recent decline in Canadian university enrolment can be attributed to sharp increases in tuition fees during the latter part of the 1990s caused by government cutbacks. University tuition fees have at least doubled over the last decade, as have student debt loads (Hart, 2001). According to 2000-01 data³, the average cost per undergraduate arts student in Canada increased 126% over the past decade. While rising tuition costs is putting post-secondary education out of reach for many students, the impact is not as pronounced in Quebec, which has the lowest university tuition fees in Canada.⁴ Students studying in Quebec from out-of-province, however, pay more than twice as much.⁵

While Quebec's lower tuition fees might make it easier to study full-time, at Concordia University, full-time undergraduate enrolment in the 1990s peaked in 1992 and steadily declined through 1997, while part-time enrolment increased during that period by about 4.7%.⁶ In fact, the gap has virtually closed between the under 25 age group and over 25 age group registering as part-time undergraduates. Because studies

³ Data appears in *Canadian Social Trends*, "University tuition fees on the rise", March 1, 2001.

⁴ According to Statistics Canada, undergraduate tuition fees in Quebec are roughly \$2,000 lower than average (*Canadian Press Newswire*, "Quebec students sitting pretty with Canada's lowest undergrad tuition fees", August 21, 2002).

⁵ According to *Canadian Press Newswire*, "Quebec students sitting pretty with Canada's lowest undergrad tuition fees", August 21, 2002.

⁶ Data from Concordia's Institutional Research Office (Undergraduate registration from Fall 1990 to 1999).

have shown that non-traditional students have different course expectations than younger students, owing to their work/family obligations and lifestyles, academic institutions are being made aware of the need to accommodate their distinct needs, especially in relation to course content. Putting learner needs first becomes especially crucial when younger students are exhibiting the same traits as their older non-traditional counterparts, often having to reconcile the demands of work, school and home.

The focus of this particular study is to assess characteristics of Concordia University's non-traditional undergraduate students (i.e., 25 years or older) when compared to its traditional undergraduate students (i.e., under 25 years of age). It is hypothesized that younger students, who are increasingly part-time, will respond to a satisfaction/needs questionnaire in characteristically similar ways to students over 25 years of age (e.g., wanting greater flexibility to accommodate the demands of their schedules). When gender is taken into account, student needs and satisfaction levels between males and females will reveal further variations in course expectations and services required.

CHAPTER 2

LITERATURE REVIEW

Studies of non-traditional learners, in an attempt to define their needs in order to restructure higher educational institutions to meet them, have been conducted in countries all over the world. The results have been quite consistent in profiling the adult learner's academic needs as well as the services that must be emphasized. While much literature emanates from the U.S. (and the U.K.), the findings, nevertheless, can be applied to Canadian post secondary institutions, which share similar environments with their U.S. counterparts.

In Britain, the British National Institute of Adult Continuing Education (NIACE) launched its policy paper in 1994 entitled "An Adult Higher Education and a Vision".⁷ The paper, in recognizing the shift from minority status of adult students and the different needs of older students, proposed a higher education system designed to support a learning society where all are effective lifelong learners and supporters of other peoples' learning. The system described would be based on the following seven principles and three frameworks:

- the kind of education that would be defined by the way it combines the creation and transmission of knowledge and would be offered in many forms and locations;
- the concept of lifelong learning;
- it would be student-centered as opposed to teacher-centred;
- it would recognize and accredit a wide range of achievement;
- it would be proactive, feeding ideas, knowledge and skills into society and the economy;

⁷ According to J. Richardson (1994) in *Mature students in higher education: I A literature survey on approaches to studying*, Studies in Higher Education, 19: 309-325.

- it would make its purpose, criteria and outcomes explicit and clear to the public;
and
- it would be diverse in its purposes, forms, institutions, learners and programs.

The three frameworks include teaching, guidance and assessment, which the NIACE sees as distinct frameworks rather than three aspects of a single process carried out by a single group of people in a single institution. In the NIACE's view, each framework could be handled by a separate agency or group.

From their assessment of the growing numbers of adults entering universities or re-entering, the NIACE found that adult learners need, and are beginning to demand, different services. They need flexibility in designing course content that is most relevant to them and to their present or future jobs. As Davis (1994) points out in his research in American colleges and universities, there is a growing criticism of post-secondary education that it lacks relevance to the real world. For most adults, he says, the workplace and work-related issues and activities constitute a major part of their real world. Davis notes, however, that the trend toward integrating workplace learning into the curriculum has already started in some colleges and universities across the U.S.

Similar to the NIACE's investigation of adult learners and their needs in Britain, American researchers have found that institutions of higher learning must put into place mechanisms for helping learners fit into the workplace (Charner and Rolzinski, 1987; Davis, 1994). Although it is generally agreed that some links between workplace and academic institutions must be forged, there are dangers in tying academic learning closer to workplace skills and knowledge (Boyer, 1998). Therefore, a balance must be struck in academic institutions between providing a solid academic foundation while both integrating workplace learning into the curriculum and tying the curriculum to the needs of the real world. Research in the area of lifelong learning has shown that non-traditional

students have a more meaningful university experience when flexibility exists to design their own program of study (Gardner, 1996; Greenland, 1992).

The evidence is clear that the kinds of services needed by adults are different from those of younger students. In addition to job-related relevance in courses, there is research that shows that adults need other services within the university setting to enhance their learning experiences and help them gain access and adapt to academic institutions. In a national study of non-traditional students in American universities, for example, respondents ranked logistical ease, financial help and career connections as most desired services. Moderately wanted services included assistance with study and reconciling off-campus life with on-campus life. Least wanted services were social activities and transportation (Asianian and Brickell, 1988). In another study at the University of Georgia, significant differences were discovered between older and younger students in the use of, perceived needs for, and satisfaction with services (Kasworm, 1990). Compared to younger students, who indicated higher need levels for non-learning related services, older students indicated a lower need for the typical, not directly learning related services/features such as campus facilities hours, parking and campus newspapers. Interestingly, the services investigated catered to younger, full-time students. Okun, Taub and Witter (1986), using a sample from a large southwestern public university, reported similar findings.

More recently, a study conducted by Brown and Linnemann (1995) examined the services provided to adult students enrolled in a small comprehensive college in the U.S. to determine the adequacy and appropriateness of those services for adult learners, since previous studies did not specifically address this question. Because this study is quite relevant to the research conducted in the present study, it will be described in more detail.

In the Brown and Linnemann study, a survey was conducted to (1) measure the degree of student satisfaction with current student services, (2) identify the degree of student interest in potential services, and (3) determine the relationships between student satisfaction ratings and time of attendance, as well as enrolment status. Students in evening and weekend classes designed primarily for non-traditional learners constituted the study sample. All of the students in the sample were pursuing bachelor's degrees (96%) at the time of the survey. Sixty-six percent of the students were part-time degree candidates and forty-four percent identified themselves as full-time students.

Consistent with previous studies, the researchers in this study found that non-traditional learners, particularly the part-time ones, were significantly less satisfied with services such as computer labs and library hours since sufficient time was not made available. The full-time students reported greater satisfaction with campus services. When comparing weekend to evening non-traditional students, weekend students were significantly more satisfied with class schedules, continuing education staff advising, orientation and parking, particularly because those services were very accessible to them. Also, when students were asked to project how much they would use several proposed services, consistent with prior research findings, almost half (43%) said they would use low interest student loans some, and one-fifth said they would use them a great deal. About one-third (35%) said they would never use low interest student loans, most likely because fifty-three percent receive total tuition refund. Interest was also expressed in evening business hours, with fifty-five percent of students responding that they would take advantage of business hours either some, often or a great deal. Moreover, respondents expressed a preference for extended hours in any service they needed to use.

Another study (Greenland, 1992) traced adult student satisfaction in a large traditional U.S. university in which there exists a special adult degree program and a

multifunction continuing education unit. The perspectives of adults in traditional baccalaureate majors were compared with those of adults in special adult degree programs. The special adult degree programs are planned collaboratively by each student and his/her faculty advisor, who may draw from courses offered in the program, courses offered by the university's academic departments, independent and other contract-type study. The credits given are earned by examination, portfolios and field experiences such as internships and practica. The measure used was the Student Opinion Survey (SOS) published by Education/Survey Service of the American College Testing program (1988). Not surprisingly, the findings showed that adults in the special program were generally more satisfied with aspects of their university experience than those who were 25 and over undergraduates in traditional academic majors. In fact, flexibility to design one's own program of study and availability of advisor stood out as the two most significant differences in satisfaction levels between the two groups.

The pattern of results that has emerged in recent studies strongly suggests that educational institutions must change in order to maximize the learning experiences and outcomes of older students. Easy and frequent access to computer labs, libraries, academic advice and counseling services as well as general program information is a priority for non-traditional students who increasingly are part-time. The emerging trend also appears to be that adults should be more involved in and responsible for their own learning and programs of study to ensure program relevance. With work and family obligations, non-traditional students require services that take into account *their* special needs. In effect, as Schlossberg, Lynch and Chickering (1989) point out, "We need to move from institutional convenience to learner convenience. We need a comprehensive and coherent system of supporting educational services and programs that puts learner needs first."

A Profile of the Non-Traditional Learner

The research literature clearly indicates that non-traditional learners have special needs, owing to their work and family obligations, life experiences and lifestyles. What the literature on adult learners also shows is that they differ from younger students with respect to their approach to learning and studying, which has a bearing on the kinds of educational programs suited to them.

In 1994 and 1995 John Richardson from Brunel University, U.K., conducted a literature survey on mature students in higher education. He specifically investigated their approaches to studying and academic performance, comparing the mature students' approaches to those of younger students. He defined mature students as those admitted to undergraduate courses 21 years of age or over, or those admitted to post graduate courses 25 years old or over. Three different approaches which have been identified in the literature are the "deep" approach, focusing on more abstract forms of learning (e.g., learning to expand knowledge), the "surface" approach, focusing on the superficial aspects of learning (e.g., learning to achieve a high grade), and the "strategic" approach, focusing on cues from the learning environment about assessment schemes (e.g., what one has to do to achieve a high grade).

In his first review, Richardson (1994) described studies on deep, surface and strategic approaches where assessment of student learning in higher education was done through a questionnaire entitled Approaches to Studying Inventory (ASI) devised by Entwistle and his colleagues (Entwistle and Ramsden, 1983). In a previous longitudinal study by Watkins (1982) of 540 students at an Australian university of whom about 40% were mature students, it was found that mature students were more inclined to support a deep-level approach. Younger students were found to support surface and strategic learning approaches. Kember and Harper (1987) confirmed this finding in their studies in two Australian colleges, reporting that older students obtained higher scores on the deep

approach to learning and lower scores on syllabus-boundedness or reliance on instructors to define learning tasks. Their research also revealed, as did Watkins', that older students were more intrinsically motivated (i.e., motivated in learning for learning's sake) than younger students who were more extrinsically motivated (i.e., motivated in courses for the qualifications they offer).

Richardson (1994), however, points out that there is other evidence that suggests that individuals aged less than 35 are likely to have a combination of both intrinsic and vocational motivations for learning. In general, Richardson's survey of the literature provides strong evidence that non-traditional students have characteristically different approaches to learning in higher educational institutions. He cites explanations for the differences, two of which are particularly relevant.

First, younger students are recent graduates of secondary education that puts a premium on recall of factual information, to the detriment of deeper levels of understanding. Second, older students have been exposed to more life experiences and, consequently, have engaged in the kinds of critical thinking, planning and decision making that characterises a deeper approach to learning and problem solving. When he examined older and younger students in the same course in the same department at the same institution, Richardson (1995) found that older students fared as well as younger students in academic performance, despite their different approach to learning. So contrary to the stereotype of non-traditional students in Britain as being deficient in terms of their basic study skills, Richardson's survey supports the views of many academic staff who teach non-traditional students. It has been found that they perform better overall than younger age students, they have a positive influence on a course and their contribution is often better than that of younger students (Duderstadt, 2000).

With such fundamental differences in learning approaches, it has become a subject of concern for educators about how best to deal with mixed-age classrooms in higher

education and to teach effectively in those classrooms. There is a paucity of research on this topic, with most of it done in the U.S. Since the trend towards increasing numbers of older students in higher education is a growing phenomenon, non-traditional student research is an area of investigation meriting further study. Some interesting data have emerged from studies in the U.S. that confirm the findings of British and Australian research. In the U.S., the literature shows that there are distinct differences between non-traditional and traditional students. In prior studies, Miller (1989) and Nordstrom (1989) examined these students across a number of variables and reported that older students tend to treat their professors as a peer, are more internally motivated to learn, and are more goal directed. More recently, Lynch and Bishop-Clark (1994) conducted a series of focus groups to investigate the learning experiences of older students. Three different focus groups were conducted with approximately five students in each group. The discussion guide included a number of open-ended items designed to tap various areas of the respondents' experiences. A stratified random sample of 320 students, both older and younger, was selected from all students enrolled in two branch campuses of Miami University. Undergraduate students were hired and trained to conduct telephone interviews, and over a 10-week period the interviewers called the students selected, explained the interview guide and asked for their co-operation. The spoken responses were written down.

Among the most interesting and relevant findings with respect to the present study are that older students were perceived to be treated by professors as a friend (64%), were more apt to speak their minds (65%), were anxious and less confident about their ability to succeed, especially older females (54%) and were more serious about class work (50%). Younger students, on the other hand, did not perceive their professors as a friend (81%), were less confident about speaking their minds (44%) and were not as serious about class work (46%). The interview results further revealed that older students tend to rank the

importance of subject matter by its ability to further their goals, be they job or life related skills.

The overwhelming evidence from the literature on non-traditional learners suggests that non-traditional learners differ from traditional learners in their approach to learning, both attitudinally and academically. Non-traditional learners demand different services and need flexibility in designing course content that is most relevant to them and their present or future jobs. In Canada, Levin and Riffel (1998) have found that institutions often fail to prepare students with the required job abilities, and they assert that reform is needed. Although our institutions are influenced by American, British and, to a lesser extent, French and German universities (Jones, 1998), the trend toward integrating workplace learning into the curriculum does not appear as evident. Canadian universities are in the vulnerable position of having to re-examine their basic structures in order to be better equipped to respond to new challenges (Jones, 1998). What is occurring in Canadian universities, according to Bercuson, et al. (1997) is planning. They are critically evaluating what they do to remain relevant and competitive as a consequence of shifting public financing priorities, new technologies and a growing divergence of public expectations.

Gender Differences in Higher Education

There is a wealth of literature tracing gender differences in approaches to learning and expectations for course effectiveness (Belenky et al., 1986; Gallos, 1992, 1994; Drew and Work, 1998; Light, 1990; Tatro, 1995), suggesting that there is a need for educational programs and staff to accommodate those differences if effective learning for all is to be promoted.

The research literature into women's ways of knowing and corresponding unique learning needs is growing, showing consistent patterns of differences from men's ways of knowing and educational needs. In her work in a special college management

program for women at Radcliff, Gallos (1992) has documented convincing evidence that women behave differently in classroom settings than men. Conducting workshops on women's experiences and perspectives toward learning, Gallos found that women share similar concerns in the classroom – they feel tongue-tied, choose to remain silent when they have much to say, hold back rather than disagree, and wait for encouragement before becoming an active group participant. It should be added that the women who attend Gallos' courses are older women (mostly over 25) already in the workplace.

Consistently, women tend to doubt their capabilities, a factor found generally with older students returning to school. But quite interestingly for the women Gallos studied in her class by asking them to discuss their goals and expectations, there is little distinction between professional learning and personal development. They tended to have clear expectations that all their learning would touch the core of their central identities (Gallos, 1994). Light (1990) also found fundamental differences in the ways that men and women approach the classroom experience and relate to faculty and advisers. He concurred that despite educational achievement, success or satisfaction, women bring more self-doubt to education than their male counterparts. Light's study, in addition to reports by the Association of American Colleges on the Status of Majority and Minority Women, also confirms that women generally feel alienated in academic settings, primarily because there is a perception that most classroom settings are structured and function to match the needs and expectations of men. This is further substantiated by a more recent report on the "chilly classroom climate" (Sandler, et al., 1996), which maintains that the post-secondary learning environment is still frequently inhospitable to women. An analysis of the "chilly classroom climate" by Drew and Work (1998), however, found that women are not necessarily suffering from the chilly climate, but cited experiences and gains in some cases exceeding those of men. They reported more interactions with faculty than men and assessed their relationships with faculty

more positively than men. There is still cause for concern, as females did not report interacting with faculty after class as often as males, nor did they interact with faculty as much on research projects. As Drew and Work cite, informal contacts and research work are often the “genesis of relationships that can lead to enhanced occupational and graduate education opportunities”. Further investigation is needed to detect if this pattern holds true across different faculties.

Gender differences were also found in studies in evaluation of teaching (Amin, 1994; Tatro, 1995). In Tatro's study, 537 subjects (253 males and 284 females) were asked to complete a questionnaire concerning their instructor's attitude and effectiveness. The subjects were attending a Midwestern U.S. university with a population of 6,500 students. He found that overall the female instructors were rated higher, noting also that his findings confirmed earlier research showing a positive correlation between student ratings of instructor performance and student perception of an instructor as warm, concerned and supportive (Elmore and Pohlman, 1978). Tatro's research revealed that in course evaluations, which include interpersonal variables such as instructor empathy, females do tend to give higher ratings, regardless of whether the instructor is male or female.

These results are consistent with the profile of adult women learners who respond more favourably to more interpersonal variables (Gallos, 1992, 1994). The educational implications for such gender differences are evident. As most researchers on gender differences point out, women's ways of knowing, their knowledge and skills, and their educational goals are fundamentally different from those of men and need to be addressed by academic institutions. This is particularly true for adult women re-entering college or university. As Gallos (1994) concludes, “A community of support and confirmation is essential for most women's intellectual growth.” The typical authoritarian and adversarial classroom structure most suited to males generally intimidates females.

The research outcomes have led several researchers to conclude that educational institutions must re-examine the ways in which the professorial role is interpreted (Belenky et al., 1986; Gallos, 1994; Light, 1990). A move away from an authoritarian environment to a more collaborative one in which demonstrations, experiments, projects and group work are incorporated is viewed as essential to accommodate women's ways of knowing and experiences.

Though studies on gender in education have highlighted the differences between males and females, the general research on adults in higher education uncovers many similarities between the sexes. There is clear evidence that both males and females benefit from the kinds of empathetic, supportive and collaborative classroom environments seen as necessary for meeting women's educational needs. If professors create a positive emotional climate by designing courses that encourage student-to-student interactions, then participation rates will improve not only for men, but especially for women (Fassinger, 1995). Current research in experiential learning has revealed that men and women learn best when they work in small groups, though women need more encouragement in initiating and asserting themselves in small groups that include men (Johnson and Johnson, 1993; Light, 1990). As Johnson and Johnson (1993) point out, "We need (instructors) to encourage and form collaborative learning groups, devote time to team building efforts, work with students to develop skills in effective group work, and foster a positive interdependence among students".

Future Trends

With the ever-changing landscape of the workplace, there is a growing need for higher educational institutions to adapt to the new realities. As much of the research literature on higher education shows, they will need to shift towards satisfying the needs of the student rather than those of the institution. There seems to be a trend towards

having institutions, and even classroom instructors, collaboratively design courses that serve a multitude of needs and interests.

Judging from the literature on non-traditional learners and their satisfaction level of institutional services, it appears clear that more flexible structures must be created. If these students were in a position to assume a more proactive approach to their own learning, they could assume more responsibility for the kinds of knowledge and experiences needed to further their career or life-related goals. Increasing the links between academic institutions and the workplace is one crucial way to ensure that program and course content have relevance and practical applications in the real world. Making certain that students have easy and frequent access to institutional services such as libraries and computer labs, advisers, counselors, etc., is also a necessary structural change to accommodate the schedules of the growing number of adult part-time students who have work and family responsibilities.

This Canadian study, conducted at a university which historically has catered to non-traditional students, examines if the following propositions based on the literature hold true:

- Non-traditional learners are more likely to need greater flexibility in designing course content that is most relevant to them and their present/future jobs than traditional learners.
- Non-traditional learners are more likely to need different kinds of services than traditional learners.
- Non-traditional learners are more likely to support a “deep-level” approach to learning than traditional learners.
- Females are more likely to exhibit greater self-doubt to the classroom experience than males.

- Females are more likely than males to favour a collaborative learning environment as opposed to an authoritarian one.

In light of the shifting demographics in Concordia's undergraduate student population, differences between traditional and non-traditional students with respect to satisfaction and need levels of services as well as curriculum and instruction based items are explored in this study.

CHAPTER 3

METHOD

Design

This study assesses student satisfaction and needs of Concordia University's shifting undergraduate student population to determine if younger students, who are increasingly part-time, will respond in characteristically similar ways to students over 25 years of age. In addition, the study explores to what extent gender differences affect student needs and satisfaction levels. The survey constructed was based on a modified version of a State University of New York at Albany student needs survey. Four independent variables were used to assess satisfaction/need levels: age; gender; hours per week working at an outside job; and number of credits taken in the current semester. These variables were considered to have the greatest impact on academic services and curriculum-related issues. While the reasons for using age and gender are self-explanatory, job hours were used to see if working places more demands on the university's services and curriculum. The number of credits permitted examination of differences between those assuming part-and full-time course loads. The independent variable "marital status" was considered; however, most respondents were single/ never married (82%).

Cross-tabulations of the independent factors were also carried out to determine if there was any significant difference across each of the dependent variables. The only statistically significant relationships occurred between credits taken in the current semester (CREDSEM) and age ($p < .001$) as well as between CREDSEM and number of hours working per week ($p < .001$). CREDSEM and gender yielded a weaker relationship. As a result, comparison between CREDSEM and the other three independent variables (gender/age/job hours) on the most frequently recorded dependent variables (see summary TABLE 18) was undertaken.

Development of Questionnaire

The survey was comprised of three parts. Part one focused on general information such as age, gender, marital status, employment and academic inquiries. Part two focused on the student's satisfaction levels as they relate to services as well as curriculum and instruction. Part three focused on the student's needs on campus, including academic, personal and general needs. Respondents were also invited to provide comments at the end of the questionnaire.

Subjects

A total of 436 Concordia undergraduate students from the faculties of Arts and Science, Commerce and Administration, Engineering and Computer Science as well as Fine Arts were asked to complete a questionnaire relating to their experiences at Concordia.⁸ Sixteen surveys were not included in the analysis. Fourteen were rejected because more than half the questionnaire was not completed due to late starting. The remaining two surveys were not included because the respondents were senior students auditing a course who found most questions not applicable to their situation. Of the 420 respondents, 55% were female and 45% were male, and most respondents were under 25 years of age (74% vs. 26%).

⁸ An example of the questionnaire appears as Appendix A.

Figure 1 below provides a breakdown by gender and age of the 420 respondents. More females fell into the older age categories (i.e., 31-40, 41-50 and 51+), while the majority of males fell into the 21-24 and 25-30 age groups.

Figure 1: Breakdown by Gender and Age

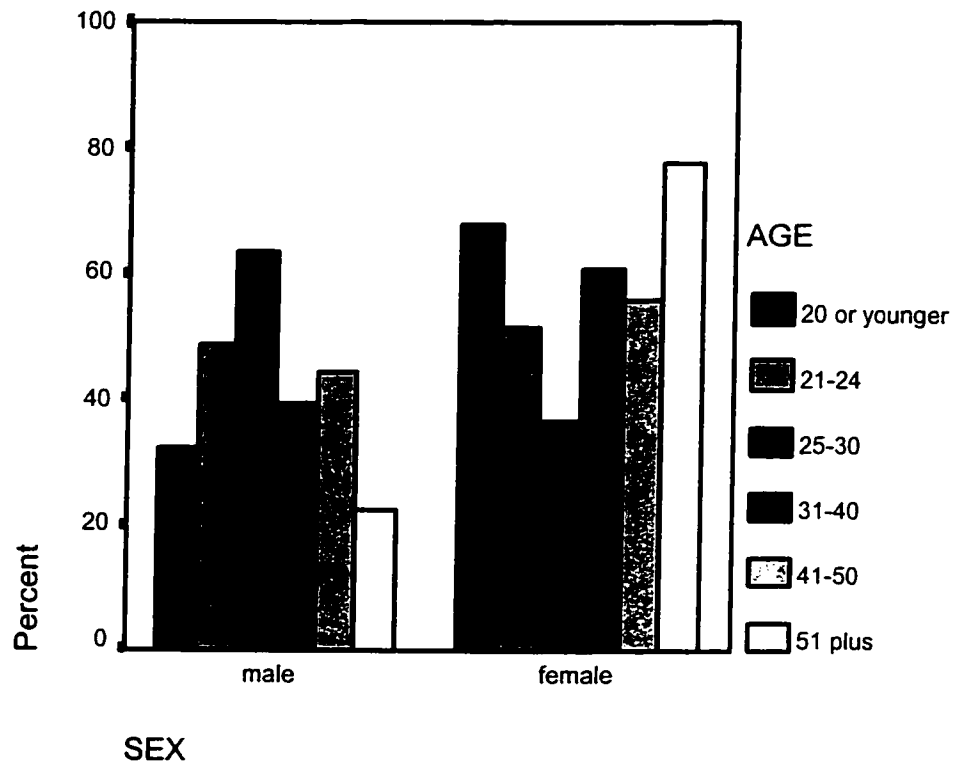


Figure 2 below shows that about 78% of the respondents were taking a full-time course load (12 or more credits) and about 22% a part-time course load (less than 12 credits).

Figure 2: Course Load Breakdown

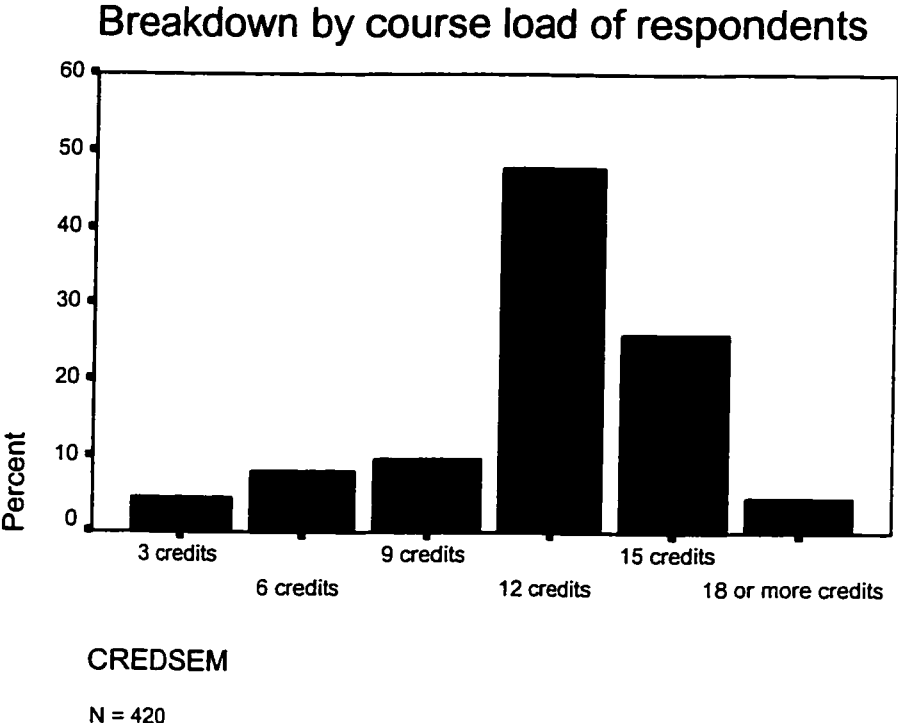
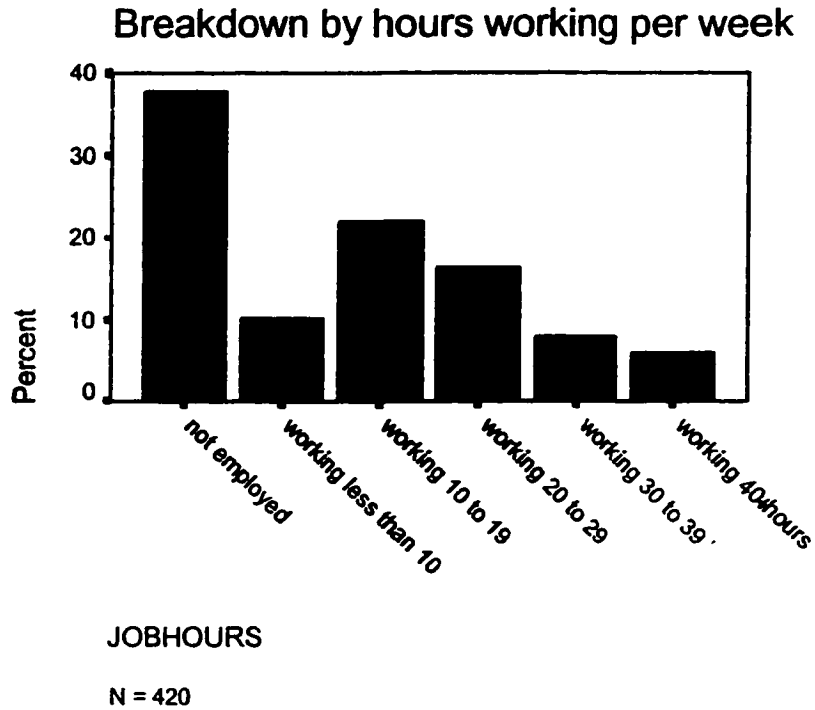


Figure 3 below shows that 38% of respondents reported that they were not employed, while 32% reported working less than 20 hours per week and 30% more than 20 hours per week.

Figure 3: Job Hours Breakdown



Figures 4 to 6 below indicate the breakdown between CREDSEM and the independent variables of age, hours working per week and gender.

Figure 4: Breakdown by age and credits taken in current semester



Figure 4 above shows the closer gap between part-time students (taking less than 12 credits) under and over 25 years of age.

Figure 5: Breakdown by hours working per week and credits taken in current semester

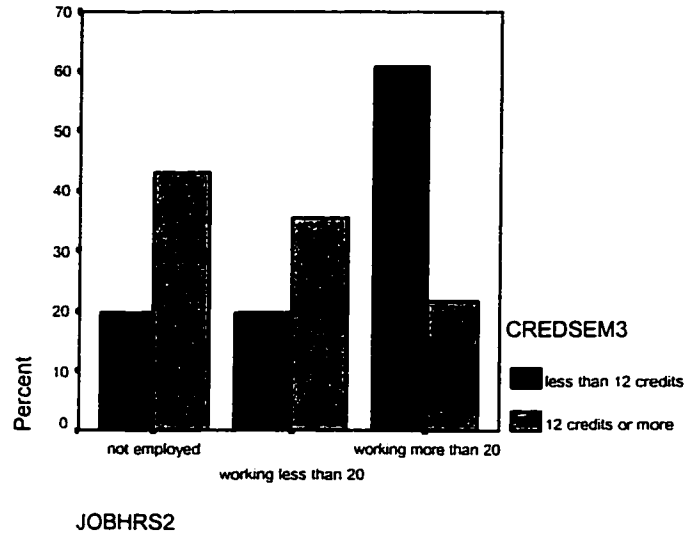


Figure 6: Breakdown by gender and credits taken in current semester

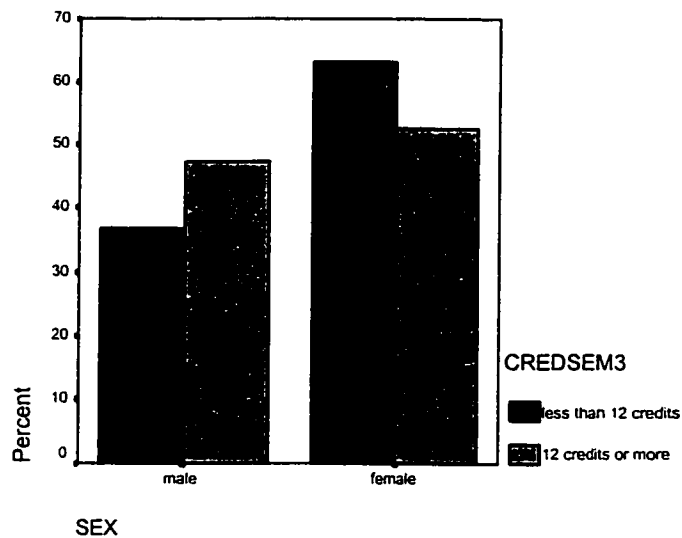


Figure 5 above shows that full-time course loads decrease as job hours increase, while Figure 6 reflects more males studying full-time and more females studying part-time.

Procedure

The procedure for class selection had to be carried out by academic department, given that there was no complete undergraduate class listing from Registrar's Services. Contact with two departments from each faculty was made and professors teaching courses during the Winter 2000 semester and who possessed an e-mail address (for follow-up purposes) were given an introduction letter asking them to allow fifteen minutes of class time for administering the survey.⁹ Selection of classes was based on the first positive responses received, and as a method to combat under-representation, the Department of English was also selected because all undergraduate students must take English courses.

In general, the survey sample did reflect the distribution of the survey population. There was over-representation in Commerce, however, in the Winter 2000 survey. Also, according to Concordia Fall 1999 enrolment statistics, Engineering & Computer Science was slightly larger than Fine Arts.¹⁰ In this survey, though, participation was slightly higher in Fine Arts than in Engineering & Computer Science.

<u>Faculty</u>	<u>Fall 1999 Enrolment</u>	<u>Winter 2000 Survey</u>
Arts & Science	10,550 (48%)	202 (48%)
Commerce	4,569 (21%)	152 (36%)
Engineering & Computer Science	2,568 (12%)	22 (5%)
Fine Arts	2,099 (10%)	28 (7%)
Independent	2,091 (9%)	16 (4%)

Once completed and returned, the surveys were numbered and edited. Data analysis was conducted using SPSS.

⁹ An example of the introductory letter appears as Appendix B.

¹⁰ According to Concordia Institutional Research Fall 1999 enrolment statistics by faculty.

CHAPTER 4

RESULTS

Mean scores with respect to the satisfaction and needs dependent variables are reported separately as follows¹¹, taking into account the independent variables which most reflect the literature on the non-traditional learner, namely, age, sex, number of hours working at an outside job and credits taken in the current semester. When computing the standard error of the mean, no statistical significance was revealed ($p < .05$), perhaps due to the study population not being significantly diverse. Trends, however, were detected.

Inasmuch as means are susceptible to extreme values, cross-tabulations are also reported on the satisfaction/needs dependent variables using the following independent variables: (a) age {those older & younger than age 25}; (b) gender; (c) job hours {those working more and less than 20 hours per week}; and (d) number of credits taken in the current semester {those assuming full- and part-time course loads}.¹² The measure of association used to evaluate statistical significance on the ordinal-level independent variables was gamma, evaluating significance at the .05, .01 and .001 levels. Cramer's V was also used for the nominal-level independent variable, gender.

Age Group

Mean scores – services and curriculum & instruction

Regarding services, the highest satisfaction occurred for library facilities across all age groups, especially those under 20 regarding library hours (4.06). Students under 25 and those over 30, especially over 40 (1.11 mean score), reported highest dissatisfaction with computer store hours. Those 25-30 were most dissatisfied with financial aid availability (1.28), which is linked to the relatively high dissatisfaction levels

¹¹ Dependent variables containing the fewest ambivalent responses (i.e., "neither dissatisfied nor satisfied" or "don't know") were selected for analysis.

¹² For *satisfaction*, "very dissatisfied", "somewhat dissatisfied", "somewhat satisfied", "very satisfied" and neutral response categories are used. For *needs*, "no importance", "low importance", "high importance", "very high importance" and neutral response categories are used.

pertaining to career counseling availability, especially among those over 40 (1.34). Regarding curriculum and instruction, all age groups reported the least satisfaction with the availability of off-campus/distance education courses. The youngest students (under 20) were most satisfied with professors' course objectives, while those 21-24 reported highest satisfaction for class participation opportunities. Students over 30 reported high satisfaction with both professors' course objectives and usefulness of course content, the latter being ranked especially high among those over 40 (4.00) {see TABLE 2}.

TABLE 2: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Age (N=420)

ITEM	AGE GROUP	MEAN	STANDARD DEVIATION
Services			
Course registration	20 + under	3.56	1.12
	21-24	3.48	1.21
	25-30	3.32	1.33
	31-40	3.70	1.13
	41 + over	3.95	1.25
Availability of financial aid	20 + under	1.90	1.79
	21-24	1.64	1.70
	25-30	1.28	1.57
	31-40	1.67	1.65
	41 + over	1.56	2.10
Computer store hours	20 + under	1.73	1.81
	21-24	1.44	1.76
	25-30	1.63	1.74
	31-40	1.45	1.84
	41 + over	1.11	1.77
Helpfulness of computer lab staff	20 + under	1.88	1.82
	21-24	1.92	1.86
	25-30	1.63	1.68
	31-40	1.36	1.64
	41 + over	1.44	2.12
Library hours	20 + under	4.06	1.19
	21-24	3.91	1.28
	25-30	3.77	1.17
	31-40	3.64	1.39
	41 + over	4.00	1.58
Helpfulness of library staff	20 + under	3.58	1.49
	21-24	3.39	1.54
	25-30	3.70	1.30
	31-40	3.70	1.40
	41 + over	4.00	1.69
Availability of career counseling	20 + under	1.83	1.92
	21-24	1.55	1.81
	25-30	1.82	1.81
	31-40	2.09	2.08
	41 + over	1.34	1.78

TABLE 2: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Age (Cont'd)

ITEM	AGE GROUP	MEAN	STANDARD DEVIATION
Curriculum & Instruction			
The course objectives provided by instructors	20 + under	3.79	0.93
	21-24	3.51	0.90
	25-30	3.18	1.02
	31-40	3.79	0.82
	41 + over	3.84	1.22
The general usefulness of course content	20 + under	3.77	0.83
	21-24	3.45	1.02
	25-30	3.35	0.99
	31-40	3.73	1.23
	41 + over	4.00	0.94
Opportunities to participate in lectures	20 + under	3.57	0.93
	21-24	3.59	1.06
	25-30	3.49	1.07
	31-40	3.58	1.37
	41 + over	3.45	1.59
Availability of off-campus/distance ed. courses	20 + under	1.37	1.69
	21-24	1.14	1.59
	25-30	1.23	1.57
	31-40	1.45	1.70
	41 + over	1.06	1.41

Scale: 0 = Don't know; no basis for evaluation; 1 = Very dissatisfied; 2 = Somewhat dissatisfied; 3 = Neither dissatisfied nor satisfied; 4 = Somewhat satisfied; 5 = Very satisfied

Satisfaction comparison – services and curriculum & instruction

TABLE 3 below indicates the level of satisfaction on service as well as curriculum/instruction related items between those students younger and older than 25 years of age¹³. No significant differences were found between the two groups in their satisfaction levels on service and curriculum/instruction related items. In examining the percentages regarding services, both groups reported greatest satisfaction with the library hours, followed by the helpfulness of library staff. Both age groups reported greatest dissatisfaction with the availability of financial aid and course registration. With respect to curriculum and instruction, both groups reported greatest satisfaction with the general usefulness of course content and the course objectives provided by instructors. Both groups reported greatest dissatisfaction with off-campus/distance education courses.

¹³ "Don't know" and "no response" are excluded.

TABLE 3: Satisfaction With Services As Well As Curriculum & Instruction Based On Age

(N appears in parentheses)

Services	% Very dissatisfied		% Somewhat dissatisfied		% Neutral		% Somewhat satisfied		% Very satisfied		Gamma (G)
	Under 25	Over 25	Under 25	Over 25	Under 25	Over 25	Under 25	Over 25	Under 25	Over 25	
Course registration	3.9 (12)	5.7 (6)	16.4 (50)	14.2 (15)	21.6 (66)	19.8 (21)	39.0 (119)	34.9 (37)	19.0 (58)	25.5 (27)	.067
Availability of financial aid	18.3 (34)	25.0 (14)	20.4 (38)	17.9 (10)	30.1 (56)	28.6 (16)	18.3 (34)	21.4 (12)	12.9 (4)	7.1 (4)	-.099
Computer store hours	2.8 (4)	6.3 (3)	11.1 (16)	12.5 (6)	48.6 (70)	52.1 (25)	25.0 (36)	22.9 (11)	12.5 (18)	6.3 (3)	-.178
Helpfulness of computer lab staff	8.1 (10)	6.1 (3)	10.5 (13)	12.2 (6)	50.0 (62)	51.0 (25)	23.4 (29)	28.6 (14)	8.1 (10)	2.0 (1)	-.031
Library hours	.7 (2)	3.8 (4)	6.7 (20)	9.6 (10)	12.1 (36)	10.6 (11)	38.3 (114)	43.3 (45)	42.3 (126)	32.7 (34)	-.083
Helpfulness of library staff	1.8 (5)	3.0 (3)	6.8 (19)	7.9 (8)	23.0 (64)	15.8 (16)	38.1 (106)	37.6 (38)	30.2 (84)	35.6 (36)	.084
Availability of career counseling	6.5 (10)	5.3 (3)	12.3 (19)	8.8 (5)	40.9 (63)	38.6 (22)	20.8 (32)	29.8 (17)	19.5 (30)	17.5 (10)	.087
Curriculum & Instruction											
The course objectives provided by instructors	1.3 (4)	2.8 (3)	10.3 (32)	15.7 (17)	27.4 (85)	29.6 (32)	47.7 (148)	35.2 (38)	13.2 (41)	16.7 (18)	-.106
The general usefulness of course content	3.5 (11)	2.8 (3)	10.9 (34)	12.1 (13)	24.7 (77)	27.1 (29)	47.8 (149)	37.4 (40)	13.1 (41)	20.6 (22)	.032
Opportunities to participate in lectures/discussions	1.9 (6)	2.9 (3)	7.5 (23)	6.9 (7)	34.4 (106)	40.2 (41)	37.7 (116)	27.5 (28)	18.5 (57)	22.5 (23)	-.034
Availability of off-campus/distance education courses	15.7 (20)	20.4 (10)	11.0 (14)	18.4 (9)	46.5 (59)	38.8 (19)	21.3 (27)	18.4 (9)	5.5 (7)	4.1 (2)	-.158

* $p < .05$

** $p < .01$

*** $p < .001$

Mean scores – convenience and curriculum & instruction related needs

Focusing on the convenience related items (see TABLE 4), weekend class availability was ranked least important across all age groups up to 30. Least important for those over 30 was the availability of off-campus/distance education courses. Similarly, ranked most important across all age groups up to 30 was speedy registration. Not surprisingly, most important for those over 30 was evening class availability and, to a lesser extent, summer class availability (mean scores over 4.00). Focusing on curriculum and instruction, having students the same age in class was ranked least important for all age groups over 20. Interestingly, this was ranked second by those under 20 after having courses in which the instructor lectures most of the time as least important. More diversification exists on what students find most important depending on age. Those over 30 reported having course grades accurately reflect what they learned most important (4.52 and 4.56); those 25-30 as well as those 20 and younger reported getting high grades as most important (4.21 and 4.52); and those 21-24 reported having up-to-date course content most important (4.32) (see TABLE 4).

TABLE 4: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Age (N=420)

ITEM	AGE GROUP	MEAN	STANDARD DEVIATION
Convenience Related			
Having evening classes offered	20 + under	3.34	1.35
	21-24	3.77	1.25
	25-30	3.67	1.21
	31-40	4.24	0.97
	41 + over	4.33	0.87
Having weekend classes offered	20 + under	2.35	1.41
	21-24	2.30	1.37
	25-30	2.61	1.24
	31-40	3.15	1.44
	41 + over	3.33	1.19

TABLE 4: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Age (Cont'd)

ITEM	AGE GROUP	MEAN	STANDARD DEVIATION
Having summer classes offered	20 + under	3.99	1.16
	21-24	3.99	1.19
	25-30	4.05	1.11
	31-40	4.24	1.09
	41 + over	4.06	1.09
Having off-campus/distance ed. courses offered	20 + under	2.69	1.50
	21-24	2.66	1.50
	25-30	2.61	1.46
	31-40	2.91	1.57
	41 + over	2.72	1.60
Having speedy registration procedures	20 + under	4.38	0.85
	21-24	4.29	0.87
	25-30	4.07	1.03
	31-40	4.18	0.85
	41 + over	4.28	0.94
Curriculum & Instruction Related			
Having up-to-date course content	20 + under	4.44	0.78
	21-24	4.32	0.90
	25-30	4.19	1.08
	31-40	4.21	1.14
	41 + over	4.39	1.03
Getting high grades (mostly A's)	20 + under	4.52	0.84
	21-24	4.24	1.00
	25-30	4.21	1.01
	31-40	4.33	1.08
	41 + over	4.06	1.31
Having students of a similar age in classes	20 + under	2.89	1.38
	21-24	2.50	1.34
	25-30	2.44	1.32
	31-40	2.39	1.50
	41 + over	2.50	1.27
Having courses where instructor mostly lectures	20 + under	2.86	1.10
	21-24	2.97	1.10
	25-30	3.07	1.16
	31-40	2.70	1.21
	41 + over	2.89	1.18
Having grades accurately reflect what is learned	20 + under	4.10	0.94
	21-24	4.28	0.96
	25-30	4.02	0.97
	31-40	4.52	0.80
	41 + over	4.56	0.50

Scale: 1 = No importance; 2 = Low importance; 3 = Medium importance; 4 = High importance; 5 = Very high importance

Importance comparison – convenience and curriculum & instruction related needs

TABLE 5 below ranks the importance of convenience related and curriculum/instruction related needs between those older and younger than 25 years of age.¹⁴ A very strong positive correlation ($\gamma = .301$) was found between weekend classes and importance of convenience related items based on age. This item was clearly more important for students over 25 years of age. In examining the percentages, younger students ranked speedy registration procedures as most important, while older students ranked having summer courses offered as most important, followed closely by having speedy registration procedures. Weekend classes were least important for younger students, but off-campus/distance education courses were least important for older students. Interestingly, the older students also reported highest dissatisfaction with this item, which suggests that increasing the availability of off-campus/distance education courses might not result in older students participating in this type of learning. Similarities were reported regarding the curriculum/instruction related items. Each of the two age groups ranked having up-to-date course content and getting high grades as most important. Least important for each age group was having students of a similar age in classes and having courses where the instructor lectures most of the time.

¹⁴ "No response" excluded.

TABLE 5: Importance Of Convenience And Curriculum & Instruction Related Needs Based On Age

(N appears in parentheses)

	% No importance		% Low importance		% Medium importance		% High importance		% Very high importance		Gamma (G)
	Under 25	Over 25	Under 25	Over 25	Under 25	Over 25	Under 25	Over 25	Under 25	Over 25	
Convenience Related											
Having evening classes offered	9.3 (29)	3.7 (4)	11.3 (35)	8.4 (9)	20.6 (64)	16.8 (18)	26.4 (82)	32.7 (35)	32.5 (101)	38.3 (41)	.175*
Having weekend classes offered	41.3 (129)	23.1 (25)	17.6 (55)	15.7 (17)	19.6 (61)	25.0 (27)	10.9 (34)	20.4 (22)	10.6 (33)	15.7 (17)	.301***
Having summer classes offered	6.1 (19)	6.5 (7)	6.1 (19)	3.7 (4)	14.7 (46)	9.3 (10)	28.8 (90)	33.3 (36)	44.2 (138)	47.2 (51)	.086
Having off-campus/distance education courses offered	33.2 (103)	35.2 (38)	16.1 (50)	9.3 (10)	20.3 (63)	19.4 (21)	13.2 (41)	20.4 (22)	17.1 (53)	15.7 (17)	.030
Having speedy registration procedures	1.0 (3)	1.9 (2)	2.3 (7)	4.7 (5)	13.5 (42)	14.0 (15)	30.5 (95)	38.3 (41)	52.7 (164)	41.1 (44)	-.184*
Curriculum/ Instruction Related											
Having up-to-date course content	1.3 (4)	5.6 (6)	2.6 (8)	1.9 (2)	9.4 (29)	10.2 (11)	33.5 (104)	28.7 (31)	53.2 (165)	53.7 (58)	-.034
Getting high grades (mostly A's)	2.3 (7)	4.7 (5)	2.3 (7)	2.8 (3)	13.5 (42)	13.2 (14)	24.1 (75)	27.4 (29)	57.9 (180)	51.9 (55)	-.106
Having students of a similar age in classes	29.9 (93)	35.2 (38)	16.1 (50)	19.4 (21)	26.4 (82)	22.2 (24)	16.7 (52)	13.0 (14)	10.9 (34)	10.2 (11)	-.107
Having courses where instructor lectures most of time	9.3 (29)	13.9 (15)	25.4 (79)	20.4 (22)	38.9 (121)	37.0 (40)	16.7 (52)	16.7 (18)	9.6 (30)	12.0 (13)	.009
Having course grades accurately reflect what is learned	1.9 (6)	.9 (1)	2.9 (9)	1.9 (2)	16.1 (50)	19.4 (21)	30.3 (94)	25.9 (28)	48.7 (151)	51.9 (56)	.037

* $p < .05$

** $p < .01$

*** $p < .001$

Gender

Mean scores – services and curriculum & instruction

The highest services mean scores revealed that both males and females are most satisfied with Concordia's libraries. Females reported highest dissatisfaction with the computer store (1.52), while males reported highest dissatisfaction with career counseling availability (1.38). With respect to curriculum and instruction, both males (.99) and females (1.43) reported highest dissatisfaction with off-campus or distance education courses. Males were most satisfied with the general usefulness of course content (.19 difference), while females reported being most satisfied with the course objectives provided by instructors (.46 difference) (see TABLE 6).

TABLE 6: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Sex (N=420)

ITEM	SEX	MEAN	STANDARD DEVIATION
Services			
Course registration	Male	3.40	1.22
	Female	3.61	1.17
Availability of financial aid	Male	1.55	1.61
	Female	1.74	1.81
Computer store hours	Male	1.53	1.70
	Female	1.52	1.84
Helpfulness of computer lab staff	Male	1.75	1.78
	Female	1.85	1.86
Library hours	Male	3.74	1.33
	Female	4.06	1.18
Helpfulness of library staff	Male	3.50	1.51
	Female	3.56	1.48
Availability of career counseling	Male	1.38	1.65
	Female	1.96	1.98
Curriculum & Instruction			
The course objectives provided by instructors	Male	3.32	0.94
	Female	3.78	0.91
The general usefulness of course content	Male	3.46	0.98
	Female	3.65	1.01
Opportunities to participate in lectures	Male	3.43	1.05
	Female	3.68	1.09
Availability of off-campus/distance ed. courses	Male	0.99	1.43
	Female	1.43	1.73

Scale: 0 = Don't know; no basis for evaluation; 1 = Very dissatisfied; 2 = Somewhat dissatisfied; 3 = Neither dissatisfied nor satisfied; 4 = Somewhat satisfied; 5 = Very satisfied

Satisfaction comparison – services and curriculum & instruction

TABLE 7 below indicates the level of satisfaction between males and females on service and curriculum/instruction related items.¹⁵ An extremely strong positive correlation was found between availability of career counseling ($V = .344$) and satisfaction with services based on gender, indicating that females were more satisfied with this service. In addition, an extremely strong positive correlation ($V = .282$) was found between the course objectives provided by instructors and satisfaction with curriculum & instruction based on gender, indicating that females were more satisfied with this curriculum-related item. In examining the percentages with respect to services, both sexes were most satisfied with the library hours and least satisfied with the availability of financial aid. With respect to curriculum and instruction, gender differences occurred. While males were most satisfied with course content usefulness, females were most satisfied with the course objectives provided by instructors. Similar to those older and younger than 25 years of age, both males and females were most dissatisfied with the availability of off-campus/distance education courses.

¹⁵ "Don't know" and "no response" are excluded.

TABLE 7: Satisfaction With Services As Well As Curriculum & Instruction Based On Gender
(N appears in parentheses)

Services	% Very dissatisfied		% Somewhat dissatisfied		% Neutral		% Somewhat satisfied		% Very satisfied		Gamma/Cramer's V
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	
Course registration	5.5 (10)	3.5 (8)	14.8 (27)	16.7 (38)	26.2 (48)	17.1 (39)	36.6 (67)	39.0 (89)	16.9 (31)	23.7 (54)	.131
Availability of financial aid	20.2 (22)	19.5 (26)	23.9 (26)	16.5 (22)	30.3 (33)	29.3 (39)	18.3 (20)	19.5 (26)	7.3 (8)	15.0 (20)	.139
Computer store hours	5.4 (5)	2.0 (2)	13.0 (12)	10.0 (10)	51.1 (47)	48.0 (48)	22.8 (21)	26.0 (26)	7.6 (7)	14.0 (14)	.206
Helpfulness of computer lab staff	9.6 (8)	5.6 (5)	13.3 (11)	8.9 (8)	51.8 (43)	48.9 (44)	22.9 (19)	26.7 (24)	2.4 (2)	10.0 (9)	.259*
Library hours	1.7 (3)	1.3 (3)	9.0 (16)	6.3 (14)	12.9 (23)	10.7 (24)	43.8 (78)	36.2 (81)	32.6 (58)	45.5 (102)	.202*
Helpfulness of library staff	2.9 (5)	1.4 (3)	5.9 (10)	8.1 (17)	21.2 (36)	21.1 (44)	39.4 (67)	36.8 (77)	30.6 (52)	32.5 (68)	.013
Availability of career counseling	3.6 (3)	7.8 (10)	12.0 (10)	10.9 (14)	56.6 (47)	29.7 (38)	22.9 (19)	23.4 (30)	4.8 (4)	28.1 (36)	.302**
Curriculum & Instruction											
The course objectives provided by instructors	3.2 (6)	.4 (1)	17.0 (32)	7.4 (17)	31.4 (59)	25.2 (58)	43.1 (81)	45.7 (105)	5.3 (10)	21.3 (49)	.401***
The general usefulness of course content	4.8 (9)	2.2 (5)	12.2 (23)	10.4 (24)	24.3 (46)	26.1 (60)	49.7 (94)	41.3 (95)	9.0 (17)	20.0 (46)	.149*
Opportunities to participate in lectures/discussions	2.7 (5)	1.8 (4)	8.7 (16)	6.2 (14)	37.5 (69)	34.5 (78)	39.1 (72)	31.9 (72)	12.0 (22)	25.7 (58)	.192*
Availability of off-campus/distance education courses	23.6 (17)	12.5 (13)	15.3 (11)	11.5 (12)	40.3 (29)	47.1 (49)	19.4 (14)	21.2 (22)	1.4 (1)	7.7 (8)	.259*

* $p < .05$

** $p < .01$

*** $p < .001$

Mean scores – convenience and curriculum & instruction related needs

As shown in TABLE 8 below, both males and females reported similar needs with respect to convenience related aspects. Least important was having weekend classes offered (2.31 and 2.60) and most important was speedy registration procedures (4.15 and 4.38). With respect to curriculum and instruction aspects, least important for both males and females was having students of a similar age in class (2.69 and 2.50). Males, however, placed the most importance on getting high grades (.20 difference), while for females, having up-to-date course content was most important {see TABLE 8}.

TABLE 8: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Sex (N=420)

ITEM	SEX	MEAN	STANDARD DEVIATION
Convenience Related			
Having evening classes offered	Male	3.69	1.23
	Female	3.72	1.30
Having weekend classes offered	Male	2.31	1.26
	Female	2.60	1.50
Having summer classes offered	Male	3.81	1.20
	Female	4.19	1.11
Having off-campus/distance ed. courses offered	Male	2.50	1.43
	Female	2.83	1.54
Having speedy registration procedures	Male	4.15	0.94
	Female	4.38	0.84
Curriculum & Instruction Related			
Having up-to-date course content	Male	4.16	1.02
	Female	4.46	0.81
Getting high grades (mostly A's)	Male	4.20	1.02
	Female	4.40	0.96
Having students of a similar age in classes	Male	2.69	1.34
	Female	2.50	1.38
Having courses where instructor mostly lectures	Male	3.01	1.08
	Female	2.86	1.15
Having grades accurately reflect what is learned	Male	4.08	1.05
	Female	4.35	0.83

Scale: 1 = No importance; 2 = Low importance; 3 = Medium importance; 4 = High importance; 5 = Very high importance

Importance comparison – convenience and curriculum & instruction related needs

TABLE 9 below ranks the importance of convenience related and curriculum/instruction related needs between males and females.¹⁶ Especially strong positive correlations were found between having summer ($V = .196$) as well as weekend ($V = .198$) courses offered and importance of convenience related items based on gender, indicating that females found these items to be more important compared to males. Similarly, especially strong positive correlations were found between having up-to-date course content ($V = .176$) as well as having course grades accurately reflect what is learned ($V = .164$) and importance of curriculum/instruction related items based on gender. More females than males ranked these items as more important. When examining convenience related percentages, both males and females ranked speedy registration procedures as most important and weekend classes as not important. With respect to curriculum and instruction aspects, both males and females ranked having up-to-date course content as most important and having students of a similar age in classes as not important.

¹⁶ "No response" excluded.

TABLE 9: Importance Of Convenience And Curriculum & Instruction Related Needs Based On Gender
(N appears in parentheses)

	% No importance		% Low importance		% Medium importance		% High importance		% Very high importance		Gamma/Cramer's V	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	G	V
Convenience Related												
Having evening classes offered	6.9 (13)	8.7 (20)	11.1 (21)	10.0 (23)	20.1 (38)	19.2 (44)	29.6 (56)	26.6 (61)	32.3 (61)	35.4 (81)	.018	.054
Having weekend classes offered	36.0 (88)	37.2 (86)	23.3 (44)	12.1 (28)	21.2 (40)	20.8 (48)	13.2 (25)	13.4 (31)	6.3 (12)	16.5 (36)	.120	.198**
Having summer classes offered	7.4 (14)	5.2 (12)	7.4 (14)	3.9 (9)	15.9 (30)	11.3 (26)	34.9 (66)	26.0 (60)	34.4 (65)	53.7 (124)	.290***	.196**
Having off-campus/distance education courses offered	37.2 (70)	30.9 (71)	14.9 (28)	13.9 (32)	21.3 (40)	19.1 (44)	15.4 (29)	14.8 (34)	11.2 (21)	21.3 (49)	.156*	.138
Having speedy registration procedures	2.1 (4)	.4 (1)	2.7 (5)	3.0 (7)	16.5 (31)	11.3 (26)	36.7 (69)	29.1 (67)	42.0 (79)	56.1 (129)	.233**	.159*
Curriculum/ Instruction Related												
Having up-to-date course content	3.7 (7)	1.3 (3)	3.2 (6)	1.7 (4)	12.3 (23)	7.4 (17)	36.4 (68)	29.0 (67)	44.4 (83)	60.6 (140)	.296***	.176*
Getting high grades (mostly A's)	3.2 (6)	2.6 (6)	2.7 (5)	2.2 (5)	15.5 (29)	11.7 (27)	30.5 (57)	20.4 (47)	48.1 (90)	63.0 (145)	.231**	.152*
Having students of a similar age in classes	27.1 (51)	34.6 (80)	17.6 (33)	16.5 (38)	25.5 (48)	25.1 (58)	20.2 (38)	12.1 (28)	9.6 (18)	11.7 (27)	-.106	.126
Having courses where instructor lectures most of time	7.9 (15)	12.6 (29)	23.3 (44)	24.8 (57)	38.6 (73)	38.3 (88)	20.1 (38)	13.9 (32)	10.1 (19)	10.4 (24)	-.115	.105
Having course grades accurately reflect what is learned	3.2 (6)	.4 (1)	4.3 (8)	1.3 (3)	18.6 (35)	15.7 (36)	30.3 (57)	28.3 (65)	43.6 (82)	54.3 (125)	.211**	.164*

* $p < .05$

** $p < .01$

*** $p < .001$

Hours Per Week Working at an Outside Job

Mean scores – services and curriculum & instruction

Regarding services, those who were most dissatisfied with the availability of career counseling were those not working. For those working over 19 hours a week, highest dissatisfaction occurred with the helpfulness of computer lab staff (1.68 for those 20-29) and financial aid availability (1.15 for those 30 and up). Highest satisfaction was found with library hours across all job hour categories. Regarding curriculum and instruction, what clearly stands out is that all job hour categories reported highest dissatisfaction with off-campus/distance education course availability. Overall, satisfaction was high with professors' course objectives and class participation opportunities (see TABLE 10).

TABLE 10: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Hours Working Per Week (N=420)

ITEM	# OF HOURS WORKING	MEAN	STANDARD DEVIATION
Services			
Course registration	not working	3.43	1.12
	less than 10 hours a week	3.74	1.11
	10-19 hours a week	3.61	1.21
	20-29 hours a week	3.45	1.16
	30+ hours a week	3.53	1.45
Availability of financial aid	not working	1.85	1.74
	less than 10 hours a week	1.95	1.77
	10-19 hours a week	1.46	1.73
	20-29 hours a week	1.71	1.77
	30+ hours a week	1.15	1.49
Computer store hours	not working	1.71	1.81
	less than 10 hours a week	1.07	1.63
	10-19 hours a week	1.28	1.77
	20-29 hours a week	1.96	1.78
	30+ hours a week	1.20	1.64
Helpfulness of computer lab staff	not working	1.92	1.84
	less than 10 hours a week	1.95	1.70
	10-19 hours a week	1.78	1.89
	20-29 hours a week	1.68	1.83
	30+ hours a week	1.55	1.76
Library hours	not working	3.85	1.31
	less than 10 hours a week	3.90	1.08
	10-19 hours a week	4.16	1.16
	20-29 hours a week	4.00	1.12
	30+ hours a week	3.58	1.47

TABLE10: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Hours Working Per Week (Cont'd)

ITEM	# OF HOURS WORKING	MEAN	STANDARD DEVIATION
Helpfulness of library staff	not working	3.35	1.58
	less than 10 hours a week	3.90	1.39
	10-19 hours a week	3.82	1.40
	20-29 hours a week	3.49	1.32
	30+ hours a week	3.37	1.57
Availability of career counseling	not working	1.71	1.88
	less than 10 hours a week	1.88	1.73
	10-19 hours a week	1.67	1.83
	20-29 hours a week	1.84	1.98
	30+ hours a week	1.38	1.82
Curriculum & Instruction			
The course objectives provided by instructors	not working	3.52	0.95
	less than 10 hours a week	3.50	0.92
	10-19 hours a week	3.77	0.93
	20-29 hours a week	3.62	0.79
	30+ hours a week	3.38	1.16
The general usefulness of course content	not working	3.52	0.99
	less than 10 hours a week	3.40	1.06
	10-19 hours a week	3.65	0.95
	20-29 hours a week	3.64	0.87
	30+ hours a week	3.57	1.19
Opportunities to participate in lectures	not working	3.49	1.02
	less than 10 hours a week	3.40	1.08
	10-19 hours a week	3.89	1.05
	20-29 hours a week	3.51	0.93
	30+ hours a week	3.48	1.30
Availability of off-campus/ distance education courses	not working	1.35	1.75
	less than 10 hours a week	1.36	1.76
	10-19 hours a week	0.90	1.42
	20-29 hours a week	1.28	1.55
	30+ hours a week	1.26	2.89

Scale: 0 = Don't know; no basis for evaluation; 1 = Very dissatisfied; 2 = Somewhat dissatisfied; 3 = Neither dissatisfied nor satisfied; 4 = Somewhat satisfied; 5 = Very satisfied

Satisfaction comparison – services and curriculum & instruction

TABLE 11 below indicates the level of satisfaction between those working and not working on service and curriculum/instruction related items.¹⁷ A relatively strong positive correlation ($\gamma = .116$) was found between course registration and satisfaction with services based on hours working. In examining the percentages regarding services, similarities were noted across all three groups. Those not working,

¹⁷ "Don't know" and "no response" are excluded.

those working less than 20 hours per week and those working more than 20 hours per week were most satisfied with library hours and least satisfied with availability of financial aid. With respect to curriculum and instruction, those students not working and those working more than 20 hours per week reported the greatest satisfaction with the general usefulness of course content. For students working less than 20 hours per week, greatest satisfaction was reported for opportunities to participate in lectures/discussions. Similar to those older and younger than 25 years of age as well as males and females, all three groups indicated the greatest dissatisfaction with the availability of off-campus/distance education courses.

TABLE 11: Satisfaction With Services As Well As Curriculum & Instruction Based On Hours Working Per Week
(N appears in parentheses)

Services	% Very dissatisfied			% Somewhat dissatisfied			% Neutral			% Somewhat satisfied			% Very satisfied			Gamma (G)
	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	
Course registration	3.8 (6)	4.5 (6)	5.0 (6)	19.6 (31)	15.2 (20)	11.6 (14)	25.3 (40)	19.7 (26)	17.4 (21)	46.3 (56)	35.6 (47)	33.5 (53)	17.7 (28)	25.0 (33)	19.8 (24)	.116*
Availability of financial aid	18.0 (18)	16.7 (12)	25.7 (18)	19.0 (19)	19.4 (14)	21.4 (15)	31.0 (31)	29.2 (21)	28.6 (20)	10.0 (7)	25.0 (18)	21.0 (21)	11.0 (11)	9.7 (7)	14.3 (10)	-.083
Computer store hours	2.5 (2)	4.1 (2)	4.7 (3)	8.9 (7)	12.2 (6)	14.1 (9)	54.4 (43)	46.9 (23)	45.3 (29)	26.6 (17)	20.4 (10)	25.3 (20)	8.9 (7)	16.3 (8)	9.4 (6)	-.032
Helpfulness of computer lab staff	8.3 (6)	6.4 (3)	7.4 (4)	11.1 (8)	8.5 (4)	13.0 (7)	44.4 (32)	51.1 (24)	57.4 (31)	14.8 (8)	25.5 (12)	31.9 (23)	4.2 (3)	8.5 (4)	7.4 (4)	-.093
Library hours	1.3 (2)	.8 (1)	2.5 (3)	6.7 (10)	8.4 (11)	7.4 (9)	11.3 (17)	9.2 (12)	14.9 (18)	38.0 (46)	35.9 (47)	44.0 (66)	36.7 (55)	45.8 (60)	37.2 (45)	-.018
Helpfulness of library staff	1.5 (2)	2.4 (3)	2.6 (3)	6.6 (9)	6.3 (8)	8.6 (10)	24.1 (33)	15.1 (19)	24.1 (28)	38.8 (45)	32.5 (41)	42.3 (58)	25.5 (35)	43.7 (55)	25.9 (30)	.883
Availability of career counseling	6.3 (5)	8.2 (6)	3.4 (2)	7.6 (6)	13.7 (10)	13.6 (8)	38.0 (30)	43.8 (32)	39.0 (23)	16.9 (10)	19.2 (14)	31.6 (25)	16.5 (13)	15.1 (11)	27.1 (16)	-.013
Curriculum & Instruction																
The course objectives provided by instructors	1.9 (3)	.8 (1)	2.4 (3)	10.8 (17)	9.8 (13)	15.0 (19)	30.4 (48)	29.3 (39)	23.6 (30)	46.5 (59)	42.1 (56)	44.9 (71)	12.0 (19)	18.0 (24)	12.6 (16)	.007
The general usefulness of course content	3.2 (5)	3.7 (5)	3.1 (4)	11.4 (18)	10.4 (14)	11.8 (15)	25.3 (40)	25.4 (34)	25.2 (32)	40.9 (52)	45.5 (61)	48.1 (76)	12.0 (19)	14.9 (20)	18.9 (24)	.037
Opportunities to participate in lectures/discussions	1.9 (3)	2.3 (3)	2.5 (3)	9.6 (15)	6.9 (9)	4.9 (6)	38.2 (60)	26.0 (34)	43.4 (53)	31.1 (38)	40.5 (53)	33.8 (53)	16.6 (26)	24.4 (32)	18.0 (22)	.033
Availability of off-campus/distance education courses	13.6 (9)	20.4 (10)	18.0 (11)	13.6 (9)	8.2 (4)	16.4 (10)	43.9 (29)	40.8 (20)	47.5 (29)	16.4 (10)	26.5 (13)	19.7 (13)	9.1 (6)	4.1 (2)	1.6 (1)	-.138

* $p < .05$

** $p < .01$

*** $p < .001$

Mean scores – convenience and curriculum & instruction related needs

As set out in TABLE 12 below, with respect to convenience related needs, the low mean scores across all job hour categories reveal that weekend classes are not important. What is important overall is speedy registration, but for those working 30 or more hours a week, summer class availability is slightly more important (.07 difference). Concerning curriculum and instruction based needs, least important overall was having students the same age in class (2.59), while having up-to-date course content was generally most important for both those not working and working. Those working 20-29 hours a week reported getting high grades as slightly more important (.25 difference) {see TABLE 12}.

TABLE 12: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Hours Working Per Week (N=420)

ITEM	# OF HOURS WORKING	MEAN	STANDARD DEVIATION
Convenience Related			
Having evening classes offered	not working	3.50	1.28
	less than 10 hours a week	3.31	1.28
	10-19 hours a week	3.63	1.31
	20-29 hours a week	3.91	1.13
	30+ hours a week	4.42	0.99
Having weekend classes offered	not working	2.40	1.40
	less than 10 hours a week	2.05	1.21
	10-19 hours a week	2.18	1.30
	20-29 hours a week	2.54	1.38
	30+ hours a week	3.31	1.43
Having summer classes offered	not working	3.99	1.13
	less than 10 hours a week	3.86	1.07
	10-19 hours a week	3.93	1.30
	20-29 hours a week	4.12	1.12
	30+ hours a week	4.24	1.18
Having off-campus/ distance education courses offered	not working	2.67	1.47
	less than 10 hours a week	2.52	1.55
	10-19 hours a week	2.36	1.41
	20-29 hours a week	2.83	1.48
	30+ hours a week	3.17	1.59
Having speedy registration procedures	not working	4.27	0.88
	less than 10 hours a week	4.52	0.74
	10-19 hours a week	4.23	0.98
	20-29 hours a week	4.32	0.92
	30+ hours a week	4.17	0.79

TABLE 12: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Hours Working Per Week (Cont'd)

ITEM	# OF HOURS WORKING	MEAN	STANDARD DEVIATION
Curriculum & Instruction Related			
Having up-to-date course content	not working	4.31	0.86
	less than 10 hours a week	4.57	0.86
	10-19 hours a week	4.36	0.98
	20-29 hours a week	4.23	1.02
	30+ hours a week	4.27	0.91
Getting high grades (mostly A's)	not working	4.26	1.00
	less than 10 hours a week	4.38	0.98
	10-19 hours a week	4.34	1.07
	20-29 hours a week	4.48	0.80
	30+ hours a week	4.11	1.06
Having students of a similar age in classes	not working	2.82	1.41
	less than 10 hours a week	2.69	1.47
	10-19 hours a week	2.51	1.35
	20-29 hours a week	2.29	1.24
	30+ hours a week	2.30	1.21
Having courses where instructor lectures most of time	not working	3.08	1.14
	less than 10 hours a week	2.60	0.99
	10-19 hours a week	2.89	1.11
	20-29 hours a week	2.93	1.10
	30+ hours a week	2.86	1.16
Having course grades accurately reflect what is learned	not working	4.22	0.86
	less than 10 hours a week	4.33	1.03
	10-19 hours a week	4.28	1.01
	20-29 hours a week	4.13	1.00
	30+ hours a week	4.19	0.91

Scale: 1 = No importance; 2 = Low importance; 3 = Medium importance; 4 = High importance; 5 = Very high importance

Importance comparison – convenience and curriculum & instruction related needs

TABLE 13 below ranks the importance of convenience related and curriculum/instruction related needs between those working and not working¹⁸. An especially strong positive correlation (gamma = .263) was found between having evening courses offered and importance of convenience related items based on hours working per week. A strong negative correlation (gamma = -.180) was found between having students of a similar age in classes and importance of curriculum/instruction

¹⁸ "No response" excluded.

related items based on hours working per week. Generally, the more hours per week students worked, the more important evening classes become and the less important it becomes to have students of a similar age in class. In examining the percentages with respect to the convenience related items, having speedy registration procedures was ranked most important and having weekend classes as well as off-campus/distance education courses offered were ranked of low/no importance across all three groups. Regarding curriculum/instruction related items, having up-to-date course content and getting high grades were most important across all three groups. Having students of a similar age in classes and having courses where the instructor lectures most of the time were ranked of low/no importance across all three groups.

TABLE 13: Importance Of Convenience And Curriculum & Instruction Related Needs Based On Hours Working Per Week
(N appears in parentheses)

Convenience Related	% No importance			% Low importance			% Medium importance			% High importance			% Very high importance			Gamma (G)
	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	Not employed	Less than 20 hrs/wk	More than 20 hrs/wk	
Having evening classes offered	10.1 (16)	9.0 (12)	3.9 (5)	11.4 (18)	15.0 (20)	4.7 (6)	23.4 (37)	19.5 (26)	15.0 (19)	29.7 (47)	28.6 (38)	25.2 (32)	25.3 (40)	27.8 (37)	51.2 (65)	.263***
Having weekend classes offered	39.6 (63)	43.3 (58)	26.0 (33)	15.7 (25)	23.1 (31)	12.6 (16)	20.1 (32)	16.4 (22)	26.8 (34)	13.8 (22)	10.4 (14)	15.7 (20)	10.7 (17)	6.7 (9)	18.9 (24)	.152*
Having summer classes offered	6.3 (10)	7.5 (10)	4.7 (6)	3.8 (6)	6.7 (9)	6.3 (8)	15.1 (24)	14.9 (20)	9.4 (12)	34.0 (54)	29.1 (39)	26.0 (33)	40.9 (65)	41.8 (56)	53.5 (68)	.104
Having off-campus/distance education courses offered	34.2 (54)	39.1 (52)	27.6 (35)	12.0 (19)	21.1 (28)	10.2 (13)	23.4 (37)	14.3 (19)	22.0 (28)	15.8 (25)	13.5 (18)	15.7 (20)	14.6 (23)	12.0 (16)	24.4 (31)	.094
Having speedy registration procedures	.6 (1)	1.5 (2)	1.6 (2)	4.4 (7)	3.0 (4)	.8 (1)	10.8 (17)	12.8 (17)	18.1 (23)	36.7 (58)	28.6 (38)	31.5 (40)	47.5 (75)	54.1 (72)	48.0 (61)	-.007
Curriculum/ Instruction Related																
Having up-to-date course content	1.9 (3)	3.0 (4)	2.4 (3)	1.9 (3)	2.3 (3)	3.1 (4)	8.8 (14)	6.1 (8)	14.2 (18)	37.7 (60)	28.8 (38)	29.1 (37)	49.7 (79)	59.8 (79)	51.2 (65)	-.008
Getting high grades (mostly A's)	2.5 (4)	4.5 (6)	1.6 (2)	2.5 (4)	1.5 (2)	3.1 (4)	15.9 (25)	9.8 (13)	14.2 (18)	26.1 (41)	24.1 (32)	24.4 (31)	52.9 (83)	60.2 (80)	56.7 (72)	.052
Having students of a similar age in classes	26.4 (42)	32.3 (43)	36.2 (46)	13.8 (22)	18.0 (24)	19.7 (25)	26.4 (42)	22.6 (30)	26.8 (34)	17.6 (28)	17.3 (23)	11.8 (15)	15.7 (25)	9.8 (13)	5.5 (7)	-.180**
Having courses where instructor lectures most of time	8.2 (13)	11.9 (16)	11.9 (15)	23.9 (38)	26.1 (35)	22.2 (28)	32.7 (52)	40.3 (54)	43.7 (55)	22.6 (36)	13.4 (18)	12.7 (16)	12.6 (20)	8.2 (11)	9.5 (12)	-.103
Having course grades accurately reflect what is learned	.0 (0)	3.8 (5)	1.6 (2)	3.1 (5)	1.5 (2)	3.2 (4)	18.9 (30)	12.8 (17)	19.0 (24)	30.8 (49)	26.3 (35)	30.2 (38)	47.2 (75)	55.6 (74)	46.0 (58)	-.011

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Number of Credits Taken in Current Semester

Mean scores – services and curriculum & instruction

With respect to services, those students assuming a full-time course load (12+ credits) and those taking 9 credits were most satisfied with the library hours. Those taking 3 to 6 credits, however, were most satisfied with course registration. Part-time course load students were generally most dissatisfied with financial aid availability, while those assuming a full-time load were generally most dissatisfied with the computer store hours. Regarding curriculum and instruction, off-campus or distance education course availability was ranked least satisfactory across all credit categories, while course content usefulness was generally most satisfactory for part-time course load students and those taking 15 credits. Those taking 18+ credits were most satisfied with class participation opportunities {see TABLE 14}.

TABLE 14: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Number Of Credits Taken In Current Semester (N=420)

ITEM	# OF CREDITS TAKING	MEAN	STANDARD DEVIATION
Services			
Course registration	3 to 6	3.99	1.01
	9	3.63	1.05
	12	3.34	1.23
	15	3.56	1.22
	18+	3.47	1.17
Availability of financial aid	3 to 6	1.20	1.76
	9	1.55	1.75
	12	1.75	1.73
	15	1.60	1.61
	18+	2.58	1.66
Computer store hours	3 to 6	1.29	1.64
	9	1.62	1.82
	12	1.58	1.81
	15	1.40	1.70
	18+	2.11	1.53
Helpfulness of computer lab staff	3 to 6	1.39	1.77
	9	1.65	1.92
	12	1.82	1.79
	15	1.99	1.81
	18+	2.11	2.05

TABLE 14: Mean Responses To Student Satisfaction Of Services And Curriculum & Instruction Based On Number Of Credits Taken In Current Semester (Cont'd)

ITEM	# OF CREDITS TAKING	MEAN	STANDARD DEVIATION
Library hours	3 to 6	3.41	2.41
	9	4.00	0.99
	12	3.96	1.20
	15	3.96	1.25
	18+	4.26	1.15
Helpfulness of library staff	3 to 6	3.24	1.81
	9	3.62	1.33
	12	3.49	1.52
	15	3.61	1.37
	18+	4.00	1.33
Availability of career counseling	3 to 6	1.37	1.91
	9	1.67	1.83
	12	1.77	1.89
	15	1.75	1.84
	18+	1.42	1.68
Curriculum & Instruction			
The course objectives provided by instructors	3 to 6	3.88	0.97
	9	3.45	1.26
	12	3.56	0.88
	15	3.50	0.92
	18+	3.53	1.02
The general usefulness of course content	3 to 6	4.01	1.03
	9	3.58	1.13
	12	3.50	0.99
	15	3.48	0.91
	18+	3.53	0.90
Opportunities to participate in lectures/discussions	3 to 6	3.65	1.39
	9	3.43	1.13
	12	3.49	1.02
	15	3.64	1.02
	18+	4.11	0.81
Availability of off-campus/ distance education courses	3 to 6	0.93	1.50
	9	1.22	1.58
	12	1.37	1.64
	15	1.19	1.67
	18+	0.74	1.28

Scale: 0 = Don't know; no basis for evaluation; 1 = Very dissatisfied; 2 = Somewhat dissatisfied; 3 = Neither dissatisfied nor satisfied; 4 = Somewhat satisfied; 5 = Very satisfied

Satisfaction comparison – services and curriculum & instruction

TABLE 15 below indicates the level of satisfaction between part-time and full-time students on service and curriculum/instruction related items.¹⁹ A relatively strong

¹⁹ "Don't know" and "no response" are excluded.

negative correlation ($\gamma = -.163$) was found between the general usefulness of course content and satisfaction with curriculum & instruction based on the number of credits taken in the semester. Generally, the more credits students were taking, the less satisfied they were with course content usefulness. This could be due to overlapping/repetition of material in some courses, as evidenced by some respondents' comments (see Appendix C). In examining the percentages with respect to services, the greatest satisfaction was reported for library hours across all three groups (less than 12 credits; 12 credits; and 15 or more credits), which indicates that library hours fit in with students' schedules. Interestingly, the service ranked second in terms of satisfaction for those taking less than 12 credits was course registration. Students taking more credits (i.e., 12 or more credits) ranked the helpfulness of library staff second in terms of satisfaction (Course registration was third.). The greatest dissatisfaction was reported for financial aid availability across all three of the groups.

Differences occurred in satisfaction levels with respect to curriculum and instruction, depending on the number of credits taken in the semester. Part-time students (i.e., those taking less than 12 credits) reported the greatest satisfaction with the general usefulness of course content. Students taking 15 or more credits were most satisfied with the opportunities to participate in lectures/discussions, which suggests that they appreciate being able to integrate/share what is learned in one class in another class. Similar to the other three independent variables studied (age, gender and job hours), the greatest dissatisfaction reported across all three groups was the availability of off-campus/distance education courses.

TABLE 15: Satisfaction With Services As Well As Curriculum & Instruction Based On Number Of Credits Taken In Current Semester
(N appears in parentheses)

Services	% Very dissatisfied				% Somewhat dissatisfied				% Neutral				% Somewhat satisfied				% Very satisfied				Gamma (G)
	Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		
Course registration	2.2 (2)	5.1 (10)	4.8 (6)	6.6 (6)	20.5 (40)	15.2 (19)	19.8 (18)	20.0 (39)	24.0 (30)	37.9 (74)	33.6 (42)	44.0 (40)	44.0 (40)	37.9 (74)	33.6 (42)	27.5 (25)	16.4 (32)	22.4 (28)		-.112	
Availability of financial aid	10.5 (4)	19.7 (24)	24.4 (20)	23.7 (9)	18.0 (22)	20.7 (17)	31.6 (12)	33.6 (41)	23.2 (19)	13.9 (17)	22.0 (18)	28.9 (11)	28.9 (11)	13.9 (17)	22.0 (18)	5.3 (2)	14.8 (18)	9.8 (8)		-.081	
Computer store hours	4.9 (2)	2.2 (2)	5.1 (3)	22.0 (9)	9.8 (9)	6.8 (4)	41.5 (17)	51.1 (47)	52.5 (31)	23.9 (22)	27.1 (16)	22.0 (9)	22.0 (9)	23.9 (22)	27.1 (16)	9.8 (4)	13.0 (12)	8.5 (5)		.085	
Helpfulness of computer lab staff	13.9 (5)	4.6 (4)	8.0 (4)	5.6 (2)	14.9 (13)	8.0 (4)	52.8 (19)	47.1 (41)	54.0 (27)	25.3 (22)	24.0 (20)	25.0 (9)	25.0 (9)	25.3 (22)	24.0 (20)	2.8 (1)	8.0 (7)	6.0 (3)		.044	
Library hours	1.2 (1)	1.0 (2)	2.4 (3)	8.2 (7)	7.8 (15)	6.5 (8)	15.3 (13)	10.4 (20)	11.3 (14)	41.5 (80)	34.7 (43)	42.4 (36)	42.4 (36)	41.5 (80)	34.7 (43)	32.9 (28)	39.4 (76)	45.2 (56)		.104	
Helpfulness of library staff	1.3 (1)	3.8 (7)	.0 (0)	11.3 (9)	7.1 (13)	4.3 (5)	16.3 (13)	25.3 (46)	17.9 (21)	29.1 (53)	49.6 (58)	41.3 (33)	41.3 (33)	29.1 (53)	49.6 (58)	30.0 (24)	34.6 (63)	28.2 (33)		.051	
Availability of career counseling	9.5 (4)	5.8 (6)	4.5 (3)	14.3 (6)	7.8 (8)	15.2 (10)	35.7 (15)	42.7 (44)	39.4 (26)	24.3 (25)	27.3 (18)	14.3 (6)	14.3 (6)	24.3 (25)	27.3 (18)	26.2 (11)	19.4 (20)	13.6 (9)		-.032	
Curriculum & Instruction																					
The course objectives provided by instructors	1.1 (1)	1.5 (3)	2.3 (3)	14.3 (13)	11.6 (23)	10.2 (13)	22.0 (20)	26.1 (52)	35.2 (45)	52.3 (104)	39.1 (50)	35.2 (32)	35.2 (32)	52.3 (104)	39.1 (50)	27.5 (25)	8.5 (17)	13.3 (17)		-.122	
The general usefulness of course content	3.3 (3)	3.5 (7)	3.1 (4)	10.9 (10)	11.6 (23)	10.9 (14)	20.7 (19)	25.6 (51)	28.1 (36)	48.2 (96)	50.0 (64)	31.5 (29)	31.5 (29)	48.2 (96)	50.0 (64)	33.7 (31)	11.1 (22)	7.8 (10)		-.163*	
Opportunities to participate in lectures/discussions	1.2 (1)	3.0 (6)	1.6 (2)	4.7 (4)	10.1 (20)	4.8 (6)	40.7 (35)	37.4 (74)	30.2 (38)	33.8 (57)	42.1 (53)	27.9 (24)	27.9 (24)	33.8 (57)	42.1 (53)	25.6 (22)	15.7 (31)	21.4 (27)		.069	
Availability of off-campus/distance education courses	22.2 (8)	18.3 (17)	10.6 (5)	19.4 (7)	9.7 (9)	14.9 (7)	25.0 (9)	52.7 (49)	42.6 (20)	17.2 (16)	21.3 (10)	27.8 (10)	27.8 (10)	17.2 (16)	21.3 (10)	5.6 (2)	2.2 (2)	10.6 (5)		.117	

* $p < .05$
 ** $p < .01$
 *** $p < .001$

Mean scores – convenience and curriculum & instruction related needs

With respect to the convenience related items set out in TABLE 16 below, those taking the fewest credits (3 and 6) and those taking the most (18+) reported having off-campus or distance education courses as least important. Those taking 9, 12 or 15 credits reported weekend classes as least important. For those taking the most credits (9 and more), speedy registration was crucial. Those taking the fewest credits (3 and 6) reported summer and evening classes as essential (4.32 and 4.33). Focusing on curriculum and instruction, all students, except those taking 18+ credits reported having students of the same age in class least important. Those taking 18+ credits reported having the instructor lecture most of the time as even less important (.11 difference). What is most important revealed wider variation? Those taking 3 to 6 and 15 credits ranked up-to-date course content most important. Those taking 12 and 18+ credits ranked getting high grades most important. Those taking 9 credits ranked having grades accurately reflect what was learned most important (4.25) {see TABLE 16}.

TABLE 16: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Number Of Credits Taken In Current Semester (N=420)

ITEM	# OF CREDITS TAKING	MEAN	STANDARD DEVIATION
Convenience Related			
Having evening classes offered	3 to 6	4.19	1.12
	9	3.82	1.24
	12	3.64	1.24
	15	3.59	1.33
	18+	3.42	1.35
Having weekend classes offered	3 to 6	3.12	1.55
	9	2.55	1.47
	12	2.45	1.41
	15	2.20	1.25
	18+	2.16	1.26
Having summer classes offered	3 to 6	4.22	1.14
	9	4.02	1.19
	12	4.04	1.16
	15	3.91	1.13
	18+	4.00	1.49

TABLE16: Mean Responses To Student Needs Of Convenience And Curriculum & Instruction Related Items Based On Number Of Credits Taken In Current Semester (Cont'd)

ITEM	# OF CREDITS TAKING	MEAN	STANDARD DEVIATION
Having off-campus/ distance education courses offered	3 to 6	2.84	1.61
	9	2.80	1.45
	12	2.71	1.52
	15	2.61	1.45
	18+	2.00	1.41
Having speedy registration procedures	3 to 6	4.21	0.86
	9	4.13	0.94
	12	4.31	0.83
	15	4.31	1.01
	18+	4.32	0.82
Curriculum & Instruction Related			
Having up-to-date course content	3 to 6	4.45	0.81
	9	4.20	1.07
	12	4.29	0.94
	15	4.41	0.86
	18+	4.26	0.87
Getting high grades (mostly A's)	3 to 6	4.27	0.96
	9	4.22	0.97
	12	4.37	0.97
	15	4.23	1.06
	18+	4.37	1.01
Having students of a similar age in classes	3 to 6	2.73	1.41
	9	2.10	1.19
	12	2.56	1.36
	15	2.69	1.38
	18+	2.95	1.47
Having courses where instructor lectures most of time	3 to 6	2.89	1.14
	9	3.03	1.17
	12	2.98	1.10
	15	2.84	1.12
	18+	2.84	1.26
Having course grades accurately reflect what is learned	3 to 6	4.28	1.02
	9	4.25	1.03
	12	4.20	0.95
	15	4.29	0.84
	18+	4.11	0.99

Scale: 1 = No importance; 2 = Low importance; 3 = Medium importance; 4 = High importance; 5 = Very high importance

Importance comparison – convenience and curriculum & instruction related needs

TABLE 17 below ranks the importance of convenience related and curriculum/instruction related needs between part-time and full-time students.²⁰ Very strong negative correlations were found between having weekend courses offered (gamma = -.198) as well as having evening courses offered (gamma = -.175) and the importance of convenience related items based on the number of credits taken in the semester. Generally, the more credits students are taking in a semester, the less important are evening/weekend classes. Clearly, class schedule flexibility is more important for part-time students. In examining the percentages with respect to convenience related needs, ranked most important for full-time students (12 credits or more) was having speedy registration procedures, while summer classes was most important for part-time students (less than 12 credits). Weekend classes and off-campus/distance education courses were ranked of low/no importance across all three groups. With respect to curriculum/instruction related needs, up-to-date course content was most important across all three groups. Having students of a similar age in classes, followed by having courses where the instructor lectures most of the time were least important across all three groups.

²⁰ "No response" excluded.

Comparison of age, gender and job hours based on course load

When comparing full-time/part-time course load and age using the dependent variables appearing in summary TABLE 18, the statistically significant ($p < .05$) dependent variables were “instructors’ course objectives” (for full-time students), “speedy registration” (for full-time students) and “weekend classes” (for full- and part-time students). Regarding “instructors’ course objectives”, for both part-time and full-time students, dissatisfaction increased with age (19.1% among part-time over 25 year olds {vs. 12.2% for the under 25 group} and 18.2% among full-time over 25 year olds {vs. 11.5% for the under 25 group}). In addition, full-time students under 25 years of age reported greater satisfaction with this item compared to those over 25 years of age (60.5% vs. 45.5%). According to TABLE 3, about 60% more older students were “very” or “somewhat” dissatisfied with instructors’ course objectives compared to younger students. Regarding “speedy registration”, this item was important for full-time students under 25 years of age (85.8%) and older part-time students (85.3%). “Weekend classes” was least important for younger students (see TABLE 19), whether they were assuming a part-time or full-time course load (50% part-time vs. 60.7% full-time). It was most important for older students, whether part- or full-time (42.8% and 31.8%, respectively). In fact, as shown in TABLE 5, this item produced the most statistically significant result ($p < .001$).

When comparing the dependent variables appearing in summary TABLE 18 on gender, based on full-time/part-time course load, the statistically significant dependent variables were “instructors’ course objectives” ($p < .05$) and “weekend classes” ($p < .01$) for part-time students. Regarding “instructors’ course objectives”, part- and full-time females reported higher satisfaction levels than part- and full-time males (73.7% vs. 44.1% among part-time and 64.7% vs. 49.3% among full-time). Regarding “weekend classes”, again, both part- and full-time females ranked this item more important than part- and

full-time males (43.1% vs. 20.6% among part-time and 25.5% vs. 19.4% among full-time).

When comparing the dependent variables appearing in summary TABLE 18 on hours working per week, based on full- and part-time course load, the dependent variables “financial aid availability” and “having students of a similar age in class” produced statistically significant results ($p < .001$ for “financial aid” among part-time students and $p < .05$ for “similar age students” among full-time students). The results suggest that students working more hours per week are more dissatisfied with financial aid availability. In fact, part-time students working more than 20 hours per week were the most dissatisfied (52.2%), followed by full-time students working more than 20 hours per week (44.7%). Regarding “having students of a similar age in class”, for both part-time and full-time course loads, this item was least important the more hours per week respondents reported working (53.6% among part-time and 57.7% among full-time students).

TABLE 17: Importance Of Convenience And Curriculum & Instruction Related Needs Based On Number Of Credits Taken In Current Semester

(N appears in parentheses)

	% No importance				% Low importance				% Medium importance				% High importance				% Very high importance			Gamma (G)	
	Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		Less than 12 credits	12 credits	15 or more credits		
Convenience Related																					
Having evening classes offered	4.3 (4)	7.5 (15)	11.0 (14)	7.6 (7)	11.6 (23)	16.3 (15)	20.6 (41)	20.5 (26)	21.7 (20)	31.2 (62)	27.6 (35)	50.0 (46)	29.1 (58)	29.9 (38)							-.175**
Having weekend classes offered	27.2 (25)	38.0 (76)	41.4 (53)	14.1 (13)	16.5 (33)	23.9 (22)	19.5 (39)	21.1 (27)	12.0 (11)	15.0 (30)	11.7 (15)	22.8 (21)	11.0 (7)	5.5 (7)							-.198**
Having summer classes offered	4.3 (4)	7.0 (14)	6.3 (8)	9.8 (9)	3.5 (7)	5.4 (5)	13.0 (26)	19.5 (25)	30.4 (28)	31.5 (63)	27.3 (35)	50.0 (46)	45.0 (90)	41.4 (53)							-.102
Having off-campus/distance education courses offered	28.3 (26)	34.2 (68)	37.0 (47)	15.2 (14)	13.1 (26)	22.8 (21)	19.1 (38)	19.7 (25)	10.9 (10)	16.6 (33)	15.7 (20)	22.8 (21)	17.1 (34)	11.8 (15)							-.103
Having speedy registration procedures	.0 (0)	1.0 (2)	2.4 (3)	4.4 (4)	2.0 (4)	18.7 (17)	12.0 (24)	12.6 (16)	35.2 (32)	35.5 (71)	26.0 (33)	41.8 (38)	49.5 (99)	55.9 (71)							.125
Curriculum/Instruction Related																					
Having up-to-date course content	2.2 (2)	3.0 (6)	1.6 (2)	3.3 (3)	2.0 (4)	12.0 (11)	9.5 (19)	7.9 (10)	26.1 (24)	34.7 (69)	33.1 (42)	56.5 (52)	50.8 (101)	55.1 (70)							.023
Getting high grades (mostly A's)	.0 (0)	3.5 (7)	3.9 (5)	5.6 (5)	.5 (1)	16.7 (15)	12.6 (25)	12.5 (16)	27.8 (25)	23.6 (47)	25.0 (32)	50.0 (45)	59.8 (119)	55.5 (71)							.033
Having students of a similar age in classes	33.7 (31)	31.5 (63)	29.1 (37)	18.5 (17)	19.5 (39)	27.2 (25)	20.5 (41)	31.5 (40)	10.9 (10)	18.5 (37)	15.0 (19)	9.8 (9)	10.0 (20)	12.6 (16)							.082
Having courses where instructor lectures most of time	12.0 (11)	8.5 (17)	12.5 (16)	18.5 (17)	25.1 (50)	45.7 (42)	38.2 (76)	33.6 (43)	10.9 (10)	18.1 (36)	18.8 (24)	13.0 (12)	10.1 (20)	8.6 (11)							-.045
Having course grades accurately reflect what is learned	2.2 (2)	2.0 (4)	.8 (1)	4.4 (4)	2.0 (4)	16.5 (15)	18.5 (37)	15.0 (19)	22.0 (20)	29.0 (58)	34.6 (44)	54.9 (50)	48.5 (97)	47.2 (60)							-.022

* $p < .05$

** $p < .01$

*** $p < .001$

CHAPTER 5

DISCUSSION

The results show some variation between student satisfaction and need levels, depending on the learner's life experience and academic course load. TABLES 18 and 19 at the end of this chapter summarize the items of greatest satisfaction/dissatisfaction and most/least importance across the independent variables studied. Based on the propositions extracted from the literature, the following conclusions can be drawn as a result of this study:

- Contrary to the literature indicating that non-traditional learners are more likely to need greater flexibility in designing course content that is most relevant to them and their present/future jobs, this study found that *both* traditional and non-traditional students needs are often driven by their current/future employment situation. Both age groups expressed high need levels for having up-to-date course content that will be useful for work (see TABLE 5).
- The research showing that non-traditional learners are more likely to need different kinds of services than traditional learners was supported by this study. Weekend and evening classes produced statistically significant results, indicating that older students need this convenience (see TABLE 5). In addition, older students expressed a greater need for summer course availability than younger students, who were more concerned with speedy registration. Job hours clearly places demands on the university's resources, specifically in the area of providing flexible course schedules. Part-time students over 25 years of age and working more than 20 hours per week indicated "summer courses" as the most important "needs" item.
- The literature documenting that non-traditional learners are more likely to favour a "deep-level" approach to learning than traditional learners received some support in this study, as evidenced by the higher mean scores among older students of having

course grades accurately reflect what is learned. Getting high grades and having up-to-date course content also ranked of very high importance, suggesting that much of their learning is job driven. Furthermore, the higher dissatisfaction levels reported by older full-time students on “instructors’ course objectives” suggests that they are more demanding in terms of their course expectations.

- Contrary to the literature, females in this study were not found to exhibit greater self-doubt to the classroom experience than males. The survey revealed that more than twice as many females than males (25.7% vs. 12.0%) were *very satisfied* with opportunities to participate in lectures/discussions and reported less dissatisfaction than males in this area (see TABLE 7). It should be noted that the majority of females who participated in the survey were under 25 years of age.²¹ The literature might have been supported if a larger sample of females were over 25 years of age.
- The research indicating that females are more likely than males to favour a collaborative learning environment as opposed to an authoritarian one received some support. Comparison between males and females with respect to the dependent variable “opportunities to participate in lectures/discussions” produced statistically significant results. Females reported higher satisfaction levels on being able to provide input in class, which suggests that they want to be more involved in the classroom experience. In fact, females reported higher satisfaction levels than males across the four curriculum & instruction variables examined, which indicates that they generally perceive their university classroom experiences in a positive way. They also want a lot from their classes. Approximately 15% more females than males ranked up-to-date course content and getting high grades of *very high*

²¹ Out of the 231 females who responded to the survey, 53 were over 25 years of age. A total of 55 males were over 25 years of age.

importance, suggesting that they want their classes to be not only enriching, but beneficial as well for their future needs.

Below is a discussion of some of the other survey findings.

Similarities do occur when analyzing satisfaction levels between part-time course load and age. Part-time students (most of whom are 21-24 years old and taking 6 to 9 credits in this survey) reported highest dissatisfaction with financial aid availability and greatest need for summer/evening classes as well as speedy registration, a pattern consistent with older students. The literature documenting that non-traditional students have a different approach to learning and studying is evidenced by the higher mean scores on having the grade reflect learning among those undergraduates over 30 and those taking 9 credits (part-time course load) in the current semester. As well, the importance of having the grade reflect learning is evident by the higher percentage figures recorded among those students over 25 years of age (51.9% ranked it of very high importance). Students under 20 years of age, however, reported getting high grades as most important, a shift away from a more intrinsic motivation for learning (see mean scores TABLE 4).

For those over 25 years of age and those assuming a part-time course load, more emphasis was placed on having up-to-date course content (82.4% of those over 25 ranked it of high or very high importance and 76.2% of those taking less than 12 credits ranked it of high or very high importance). This supports the findings among the growing trend of students working while attending university, who reported a strong need to have up-to-date course content. In fact, TABLE 18 at the end of Chapter 5 reveals “up-to-date course content” as the most important curriculum & instruction related item across all independent variables studied.

When gender is taken into account, contrary to previous education research on gender differences that suggests women’s educational goals are different from men’s

(Gallos, 1992, 1994), this survey found that *both* females' and males' needs are driven by current/future job considerations. According to the mean scores shown in TABLE 8, females, though, exhibited a slightly different approach to achieving that goal, placing more emphasis on course content relevance compared to the males' emphasis on getting high grades. This finding is consistent with the literature that females favour a more collaborative learning environment as opposed to an authoritarian class structure more suited to males. Also, consistent with the literature that females give higher course evaluation ratings, females reported highest satisfaction with instructors' course objectives, while, in keeping with job considerations, males reported highest satisfaction with the usefulness of course content (see TABLE 7 and TABLE 18).

Furthermore, as a response to the need for universities to focus more on learner convenience, students, particularly part-time males, reported speedy registration crucial (see TABLE 18 and TABLE 19). One deviation from the U.S literature is the lack of demand for weekend courses, as evidenced by the overall low mean scores and low percentage figures (see TABLES 8, 9, 18 and 19). Interestingly, while all respondents reported off-campus/distance education courses least satisfactory, regardless of age, sex, job hours or credits taking, this variable was also found to be least important for those students over 30 and for those taking 3 to 6 or 18+ credits (see mean scores TABLES 2, 6, 10 and 14). It was also least important for those over 25 years of age (see TABLE 5). Perhaps with more widespread availability and use of distance education courses, subsequent findings may differ, particularly as older learners become more familiar and comfortable with this alternative approach.

Finally, with respect to services, students overwhelmingly reported highest satisfaction with the libraries (see TABLE 18 and TABLE 19). In addition, all students reported greatest dissatisfaction with financial aid availability, which perhaps lends support to speculation that tuition increases are a factor in declining Canadian university

enrolment. According to TABLE 19, however, the level of dissatisfaction becomes more apparent for those assuming a full-time course load. Further reinforcing the need to integrate the workplace into the curriculum, the oldest students (those over 40), those not working, as well as male students, did report highest dissatisfaction with career counseling availability (see TABLE 2). Above all, the results of this study indicate that while Concordia's student body is content with course objectives and usefulness, they want services and programs that optimize flexibility and encourage reaching job goals. Concordia's tradition as an institution that accommodates students with multiple roles is most likely a factor attracting them to this university.

The comments some respondents provided reinforced that greater flexibility is needed in the areas of financial aid, course drop deadlines, breakdown of grades in courses (e.g., not having most of the grade based on a final exam) and quality of teaching.²² The frequency of comments that criticize grading practices indicates that many do not want future goals to be jeopardized by what they believe are unfair/inaccurate grades. More complex analyses may yet uncover areas of further significance.

²² Respondents' comments appearing at the end of the questionnaire appears as Appendix C.

TABLE 18: Items Of Greatest Satisfaction/Dissatisfaction And Most/Least Importance By Age, Gender, Job Hours And Number Of Credits Taken In Semester

INDEPENDENT VARIABLE	Greatest satisfaction		Greatest dissatisfaction		Most important		Least important	
	Services	Curric & Instr	Services	Curric & Instr	Convenience	Curric & Instr	Convenience	Curric & Instr
Under 25 years of age	Library hours	Usefulness of course content	Financial aid	Off-campus /distance education	Speedy registration	Up-to-date course content	Weekend classes	Similar age students in classes
Over 25 years of age	"	"	"	"	Summer courses	"	Off-campus /distance education	"
Male	"	"	"	"	Speedy registration	"	Weekend classes	"
Female	"	Instructors' course objectives	"	"	"	"	"	"
Not employed	"	Usefulness of course content	"	"	"	"	"	"
Working less than 20 hrs/wk	"	Participation in lectures and discussions	"	"	"	"	"	"
Working more than 20 hrs/wk	"	Usefulness of course content	"	"	"	"	"	"
Taking less than 12 credits	"	"	"	"	Summer courses	"	"	"
Taking 12 credits	"	Instructors' course objectives	"	"	Speedy registration	"	"	"
Taking 15 or more credits	"	Participation in lectures and discussions	"	"	"	"	"	"

TABLE 19: Items Of Greatest Satisfaction/Dissatisfaction And Most/Least Importance By Age, Gender And Job Hours, Based On Part-Time And Full-Time Course Load

Independent variable	<i>Greatest satisfaction</i>		<i>Greatest dissatisfaction</i>		<i>Most important</i>		<i>Least important</i>	
	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time
Under 25 years of age	Library hours	Library hours	Off-campus/distance education	Financial aid	Up-to-date course content	Up-to-date course content	Weekend classes	Weekend classes
Over 25 years of age	"	"	Off-campus/distance education	"	Summer courses	"	Similar age students in classes	Similar age students in classes
Not employed	"	"	Off-campus/distance education	"	Up-to-date course content	"	Weekend classes	Weekend classes
Working less than 20 hrs/wk	"	"	Financial aid	"	Up-to-date course content	"	Similar age students in classes	Weekend classes
Working more than 20 hrs/wk	"	"	Fin. Aid & Off-campus/distance education	"	Summer courses	"	Similar age students in classes	Similar age students in classes
Male	"	"	Off-campus/distance education	"	Summer courses & up-to-date course content & speedy registr.	"	Weekend classes	Weekend classes
Female	"	"	Off-campus/distance education	"	Up-to-date course content	"	Similar age students in classes	Weekend classes

Note: Part-time = less than 12 credits and Full-time = 12 credits or more

CHAPTER 6

CONCLUSION

The distinction between non-traditional and traditional learner will likely become less evident as students enter the workforce at younger ages and upgrade their skills at older ages. It appears obvious, therefore, that the trend to integrate workplace learning into the curriculum must escalate to maintain and strengthen the link between curriculum and the needs of the labour market. Collaborative classroom environments espoused by researchers on gender differences in higher education is one method instructors and students can play a more active part in effective learning. A more enforceable checks and balances system is needed to ensure education is relevant to life beyond the classroom, especially since both the traditional and non-traditional learner, often employed, are motivated to a certain extent by present/future work concerns to continue his/her education.

Some would argue, however, that universities are losing their direction by embracing the market (Bruneau and Savage, 2002; Delanty, 2002; O’Gorman, 1997; Smith, 2000). By focusing on results or key performance indicators in order to produce graduates capable of succeeding in the workplace, universities are becoming businesses, at the expense of the less tangible benefits they provide (i.e., critical thinking and wisdom). The crisis is in large part due to universities being heavily dependent on the state and market, while also having to serve the community, which expects universities to be socially relevant (Delanty, 2002). The response of many universities to this challenge, including Concordia University, has often been a growing responsiveness to student demands. The first sentence of Concordia’s Mission Statement addresses its “responsiveness to the needs of a diverse student

population”.²³ Moreover, its Continuous Quality Improvement (CQI) Vision Statement recognizes that the institution “serves ... those for whom accessibility to higher education is a particular challenge”. Many non-traditional students fall under this category, and the university has maintained its historical roots by accommodating those who cannot pursue day studies. According to the March 2002 University Report Card Survey completed by about 24,000 Canadian university undergraduate students²⁴, Concordia students attested to the flexibility in class scheduling, particularly the ability to pursue other activities while attending university. Smaller class sizes that encourage class participation was also noted, but the physical state of the buildings/upkeep were criticized, the latter also being addressed in a few of the student comments (see Appendix C).

Given our continuously changing technologically oriented work environment, institutions of higher learning should facilitate learners fitting into the workplace, while not abandoning the principle that they also need to be informed and responsible citizens, capable of critical thinking. Remaining competitive calls for creative solutions if Concordia is to remain aligned with its Mission and be responsive to its student body. Competition from the private sector will continue to have an impact on higher education. In the U.S., more companies are creating their own colleges or asking for-profit institutions such as the University of Phoenix to train their employees because public colleges are too slow to respond to the corporations’ needs (Walker, 1999). Harcourt General, which purchased ICS Learning Systems in 1997, has created an independent university aimed at offering full degrees to non-traditional students. All of its courses are offered via distance-education technologies (Blumenstyk, 1999). In Canada, a report by

²³ The Mission Statement of Concordia University and its Continuous Quality Improvement (CQI) Mission/Vision Statement appear as Appendix D.

²⁴ The results of the survey by academic institution, as well as the survey methodology, are available from www.universityreportcard.com.

the Advisory Committee for Online Learning urged higher education institutions to invest in online education so that Canadian programs can remain competitive with internet courses created elsewhere (Carnevale, 2001). Lansbridge University²⁵ has been launched in New Brunswick, Canada's first for-profit degree-granting university residing solely on the internet (Wahl, 1999; Paskey, 2000).²⁶ The first degree program offered is an Executive MBA.

Universities are demonstrating that they can be as competitive as any other "business". They need to keep aware of not only the growing segment of their population, namely, the non-traditional learner, but also the changing needs of their traditional student body. Universities should anticipate that students will develop more demanding expectations from their university experience. Consequently, they need to remain flexible to help meet students' time constraints.

It would be difficult to make recommendations for change to Concordia based on this study because these results provide a snapshot at one point in time. To what extent results would differ if the survey were based on a different cohort of students at a different time during the academic year remains to be seen, which should be carried out prior to implementing any major change. This study, though, does provide some useful indicators for further follow-up by Concordia to build on its strength as a "flexible" institution. Two possible areas of exploration are to ensure that sufficient summer course offerings are available to students and that new technologies (i.e., distance education courses) are encouraged to accommodate students whose time constraints might make it difficult to attend regular classes. With respect to curriculum, mechanisms should be in place to test course relevance (e.g., links with the labour market), given the importance of up-to-date course content expressed by the survey respondents.

²⁵ The university was formerly known as Unexus University, but changed its name due to a trademark dispute with Unext.com, an American company.

²⁶ New Brunswick has had no legislation that limits use of the word "university" or restricts degree issuance.

There are two questions for Concordia to consider based on this study:

- Does the university have mechanisms in place to test the reliability of its Mission Statement?
- Does Institutional Research compile and disseminate comprehensive statistics in order to effectively track the quality of Concordia's operations (e.g., finance, admissions, staffing)?

These internal quality checks are necessary to demonstrate accountability to its students and to the community. A university action plan attesting to its commitment in the investment of knowledge and skills essential to our future can only serve to promote the lifelong learning society espoused in the literature.

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APPENDIX A

**CONCORDIA UNIVERSITY UNDERGRADUATE STUDENT
SATISFACTION / NEEDS
SURVEY
WINTER 2000**

8. In what department or field is your major, specialization or honours program?
- (1) _____ Arts & Science
 - (2) _____ Commerce
 - (3) _____ Engineering & Computer Science
 - (4) _____ Fine Arts
 - (5) _____ Independent & Undecided
9. Which of the following best represents your overall grade average so far at Concordia? (Or at CEGEP, or last school, if you have just entered Concordia)
- (1) _____ 85+ % = A = GPA 3.7 to 4.3
 - (2) _____ 80% = B+ to A- = GPA 3.3 to 3.7
 - (3) _____ 75% = B = GPA 2.7 to 3.3
 - (4) _____ 70% = C+ to B- = GPA 2.3 to 2.7
 - (5) _____ 65% = C = GPA 1.7 to 2.3
 - (6) _____ 60% = D+ to C- = GPA 1.3 to 1.7
 - (7) _____ 55% = D = GPA 0.7 to 1.3
 - (8) _____ 50- % = D- or lower = GPA 0.0 to 0.7

Part II. STUDENT SATISFACTION

The following items represent aspects of your educational experience. Please indicate HOW SATISFIED YOU ARE WITH EACH ITEM. Respond to EACH item by circling ONE choice according to the following scale:

- 0 = Don't Know; No Basis for Evaluation
- 1 = Very Dissatisfied
- 2 = Somewhat Dissatisfied
- 3 = Neither Dissatisfied Nor Satisfied
- 4 = Somewhat Satisfied
- 5 = Very Satisfied

Example:

The price of gasoline

0 1 2 3 4 5

Services

- | | | |
|-----|-------------------------------------|-------------|
| 1. | Course registration | 0 1 2 3 4 5 |
| 2. | Availability of financial aid | 0 1 2 3 4 5 |
| 3. | Bookstore hours | 0 1 2 3 4 5 |
| 4. | Computer store hours | 0 1 2 3 4 5 |
| 5. | Helpfulness of computer store staff | 0 1 2 3 4 5 |
| 6. | Computer lab hours | 0 1 2 3 4 5 |
| 7. | Helpfulness of computer lab staff | 0 1 2 3 4 5 |
| 8. | The hours of the libraries | 0 1 2 3 4 5 |
| 9. | Helpfulness of library staff | 0 1 2 3 4 5 |
| 10. | Availability of career counselling | 0 1 2 3 4 5 |
| 11. | Usefulness of Concordia's web site | 0 1 2 3 4 5 |

Curriculum and Instruction

- | | | |
|-----|--|-------------|
| 12. | The grading policy in most of your courses | 0 1 2 3 4 5 |
|-----|--|-------------|

- 0 = Don't Know; No Basis for Evaluation
- 1 = Very Dissatisfied
- 2 = Somewhat Dissatisfied
- 3 = Neither Dissatisfied Nor Satisfied
- 4 = Somewhat Satisfied
- 5 = Very Satisfied

13.	The attendance policy in most of your courses	0 1 2 3 4 5
14.	The drop/add course policy	0 1 2 3 4 5
15.	The course objectives provided by instructors	0 1 2 3 4 5
16.	The general usefulness of course content	0 1 2 3 4 5
17.	The opportunities to work with other students on class assignments	0 1 2 3 4 5
18.	The opportunities to participate in class lectures/discussions	0 1 2 3 4 5
19.	The availability of independent study courses	0 1 2 3 4 5
20.	The availability of off-campus or distance education courses	0 1 2 3 4 5
21.	The variety of courses at times that are convenient to you	0 1 2 3 4 5
22.	The availability of the instructor outside class to answer questions	0 1 2 3 4 5

Part III. STUDENT NEEDS

The following items represent needs for some college students. Please indicate HOW IMPORTANT EACH ITEM IS FOR YOU as a student. Respond to EACH item by circling ONE choice according to these ratings categories:

- 1 = No Importance
- 2 = Low Importance
- 3 = Medium Importance
- 4 = High Importance
- 5 = Very High Importance

Example:

<u>Item:</u>	Being able to drive a car	1 2 3 4 5
1.	Being able to take a course as an independent study	1 2 3 4 5
2.	Having evening classes offered	1 2 3 4 5
3.	Having weekend classes offered	1 2 3 4 5
4.	Having summer classes offered	1 2 3 4 5
5.	Having off-campus or distance education courses offered	1 2 3 4 5
6.	Being able to drop a course at any time without receiving a penalty grade	1 2 3 4 5
7.	Being able to take a course with "pass-fail" grading instead of "A to F" grading	1 2 3 4 5
8.	Being able to take a variety of courses before deciding on a major field of study	1 2 3 4 5

- 1 = No Importance
- 2 = Low Importance
- 3 = Medium Importance
- 4 = High Importance
- 5 = Very High Importance

9.	Learning to prepare better term papers	1 2 3 4 5
10	Having tutoring services available	1 2 3 4 5
11.	Being able to get career counselling	1 2 3 4 5
12.	Having the instructor available outside class to answer questions	1 2 3 4 5
13.	Having up-to-date course content that will be useful for work	1 2 3 4 5
14.	Working with other students on class assignments	1 2 3 4 5
15.	Having speedy registration procedures	1 2 3 4 5
16.	Expanding my computer knowledge	1 2 3 4 5
17.	Having instructors provide more than one way to meet course requirements	1 2 3 4 5
18.	Being able to take "re-tests" to improve a grade	1 2 3 4 5
19.	Having instructors modify the course outline to satisfy student interests	1 2 3 4 5
20.	Learning to give better oral presentations	1 2 3 4 5
21.	Getting high grades (mostly A's) in my courses	1 2 3 4 5
22.	Having courses with many class discussions	1 2 3 4 5
23.	Having students my own age in my classes	1 2 3 4 5
24.	Having instructors follow the course outline very closely	1 2 3 4 5
25.	Having grades based on projects, papers and class participation instead of on tests alone	1 2 3 4 5
26.	Having flexible requirements for class attendance	1 2 3 4 5
27.	Having courses in which the instructor lectures most of the time	1 2 3 4 5
28.	Having classes that meet once a week rather than twice a week	1 2 3 4 5
29.	Having course grades accurately reflect what I have learned	1 2 3 4 5
30.	Knowing how I am doing in relation to others in the class	1 2 3 4 5
31.	Acquiring a broad educational background	1 2 3 4 5

Please feel free to add any written comments. Thank you for your help.

APPENDIX B

January 26, 2000

Dear Professor _____ :

RE : ADMINISTERING OF QUESTIONNAIRE


I am a graduate student working on my Master's degree in Concordia's Department of Sociology and Anthropology.

I very much need your help in allowing me approximately fifteen (15) minutes of class time to administer a «Student Needs » / « Student Satisfaction » questionnaire for completion by your students. Briefly, my thesis deals with assessing student needs in light of dramatic demographic changes in student population over the last decade. At Concordia, the greatest shift in enrolment trends has been in the sharp increase of part-time students, particularly those under 25 years of age.

Ideally, I would like to administer my survey prior to the mid-term break. Hopefully, you will be able to afford me fifteen minutes at your convenience in any of your classes. I will follow-up this letter by e-mailing you in the next few days. Should you know right away of a suitable class and time, please contact me immediately, or if you have any questions, do not hesitate to get in touch with me.

Thank you for your consideration.

Sincerely,



Louise Paulauskas
Department of Sociology and Anthropology
Office telephone :
Home telephone :
e-mail :

cc : Dr. Bill Reimer, Department of Sociology and Anthropology
(Thesis Supervisor)

COMMENTS

Reference #	Comments
5	Better hire more full-time English teachers. Most of teachers are not good at lectures. Teaching quality is very poor, since I can't understand foreign English.
49	Concordia University should have more place where we can work in groups, where we can talk when during our homework.
52	LS Building sucks.
53	Hiring teachers who are able to communicate properly with the students. Better organization within the university.
56	I believe that final exams should not count for more than 40% of your class grade!
61	Grades should depend more on several class test rather than 1 mid-term and 1 final. Make book cheaper.
62	<ul style="list-style-type: none"> - Very difficulty to reach teachers outside of class - Finals much harder than midterms - Finals should not be on the weekend - Midterms should not be on Sundays - Teachers never change your grade even if you are willing to do something extra.
63	More courses should be made available (sections). There should be several grading plans per course to let students who learn by different styles and do better in some than others, still have the ability to do well.
66	Students should be able to speak freely about teachers – are « satisfactory » for the course. Teacher evaluations should be taken seriously.
72	I do not appreciate it when classrooms are switched midway through the winter semester and I have to walk down to the LS building. It stinks.
75	Mid-terms and finals should not comprise 70%-80% of our grade. 1 or 2 tests should not be the basis of our grade.
79	<ul style="list-style-type: none"> - The room sucks - Very dissatisfied with the amount of time it took me to receive my final grades last semester. Most exams were corrected before Christmas but were only put up on C.A.R.L. after we started in January. Almost all my classes last semester are pre-requisites for classes this semester. The grade posting was both inefficient and disorganized.
86	Working while going to school is going to be the death of me.
87	I want teachers who are excited about the subject and about teaching. I also believe that simply possessing an MA or PhD does <u>not</u> qualify someone to teach – just as not possessing a degree disqualifies someone who is passionate about a subject. I would rather have a teacher who is excited about poetry and will find answers, than someone with all the answers. Unfortunately there are too many of the latter at Concordia.
88	Generally Concordia is a great school.
91	Pre-requisite courses are often ridiculous – there should be equivalency exams so as to avoid overlap of (i.e.) grade 9 biology and what is required.
96	Many of these things are great but I doubt they will ever see the light of day!
98	It is ridiculous how early the drop-out deadline is with respect to refunds. Furthermore, it is horrible that no partial refunds are available. It is very difficult and frustrating to attempt to register for a Fine Arts course if you are not in the faculty. It is not very encouraging for one who wants an inter-disciplinary education.
101	Financial aid assessments are too strict on working students on their own. We are penalized for earning \$ in summer months. In Jan. and Feb. when expenses are incurred books etc... there is no money!!
110	Sunday's Gazette had a wonderful article written in the Comments section from

Appendix C

	some education emeritas bigshot from McGill, it was fantastic.....
121	Well prepared and comprehensive survey. Why, though, are there no questions asked about the services offered at and by the Birks student center? That is one location I am most dissatisfied with. I loathe being treated like a badly treated customer! Birks also has terrible opening hours.
122	I wish the internet service was better. It is very difficult to get on-line using the Concordia (free) internet service. When I registered I provided all the appropriate papers to prove I was a non-working, Quebec resident. I had to repeat it all when classes started as the computer said I was an international student!
123	The biggest problem I find with Concordia is that there is very little « campus life ». Not having a large downtown campus really takes away from the full university experience.
124	A percentage of my grade should not depend upon my attendance. I also feel that assignments and test should be the sole items worth grades. Classes should be done as tutorials rather than lectures; those who feel need help should attend, those who don't should not be required to attend.
125	As an undergraduate, I am very satisfied with Concordia University and all it has to offer. I am especially satisfied with counselling and development and the ready help of the counsellors to help produce better essays and term papers. The employment centre has also been very helpful.
127	The building itself is a great source of frustration. The escalators don't work. The bathrooms are horribly unclean and the conference rooms (larger classroom or lecture halls) are in bad need of new upholstery and cleaning. There are more people in this building than ever before and to be honest, I think the building is a fire trap. Where are the fire exits? Where are the fire exits? When the escalators don't work, you can't get off the moving stairs because of a back up of students. When there is a domino effect, the situation is intolerable. As far as the English Department is concerned, my education is what I make it. The profs work with me when I need the help. I've never had a problem. The building is very run down. For example, in this classroom (539-3) the plastic drapes are ½ hung and falling down. Unacceptable. One more thing – the bookstore policy doesn't work with the students' schedule. The return policy I mean. If I buy my books 2 weeks in advance to beat the crowd, I can't return them if I drop the class. Policies need to be more flexible.
128	I prefer late afternoon/early evening classes to morning classes. I hate attendance marks and marks for participation. Some people don't like to talk in class just as some people like to talk too much.
129	My department TESL has a very lousy method of evaluation especially when we are evaluated in our internships. This is very unfair, during a one month period a teacher (from Concordia) evaluates us for 40% of the grade only by observing us one hour. That's ridiculous.
130	<ul style="list-style-type: none"> - Thanks for taking the time to listen to our needs. At least someone cares. - This must have been a lot of work and it was fun. - I liked the legends on each page. Very convenient. - The workshops that Concordia offers are not tailored to adult educators. They are all during the day! - Work/effort should be given to the awful washroom (girls) condition.
142	Apathy all around. An apathetic university.
144	I am in the Child Studies Program and in Educ 201 I have been asked to write positions papers (4). I don't feel I am being graded properly. Teacher is being bias.
147	I just believe in giving students a variety of ways to express how well they've learned the material (variety). The chance to redo tests if the time allotment wasn't considered sufficient and there was no time to recheck work.

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148	Some questions and answers apply to some of my courses but not all. For example sometimes class attendance is important and sometimes I wish it were more flexible.
156	The last page is my utopia school.
157	Weekend credit courses would be a valuable addition to Concordia and so would an increased # of distance educational programs (courses).
162	This is a very good survey. It expanded my horizons and made me realize that there are lots of things offered at Concordia that I didn't know before. Very good survey!
182	I find being graded for class attendance to be an archaic remnant of high school thinking. As an adult with famial responsibilities, I find it difficult to attend every class. In addition I find that my grades reflect more of how well I prepared the test questions, rather than what I learned during the course.
188	Thanks for wasting my class time!
194	If due dates for papers and days of quizzes or exams were more flexible, it would be easier for me as a part time student who works 40+ hours a week, to do well.
195	I'm French and when I write an essay I do it in French but the problem is that a lot of professors don't speak French.
201	The teaching staff, based on my experience, has been very unprofessional.
204	I am a first semester student, starting university is a stressful period and I have found that Concordia offers no help in finding classes, computer labs, etc. It would be nice to have a user friendly school for the amount I've paid.
206	It would be useful if we could use the web site to see which classes are still open and how many seats are left when we register.
207	I think that the difficulty in meeting with professors is due to an extreme workload and is not because of lack of concern.
212	I expected university to provide me with more knowledge than I am currently getting. I sometimes feel that I can read a book and get the same amount of knowledge.
218	The content in my courses are overlapping. Therefore, now it becomes useless to take certain courses due to repetition of material. The problem is these courses are required for my degree. I have become dissatisfied because I'm paying for these courses but I'm not learning anything new or worth the expenses.
227	I think that most people don't learn much from mid-term and final exams. I learn material for that time and then forget it 2 days later. More grade weight should be put on projects, assignments, and presentations or participation.
230	Academic advising in the Commerce Department is very poor and the time lapse between available appointments is way too long.
235	I believe the Commerce Program is too broad and not specific enough to our needs. Almost everything we study is known from part of the students already. I'm talking about International Business classes. More courses, which would be more specific, would be better for our own preparation to our future well-being.
236	Many classes are repetition, especially in Marketing and International Business. Way too many oral presentations.
238	Some of the teachers we have sometimes have such strong accents that we don't understand him/her.
256	There should be more available counselling for students. Not enough help is offered or we aren't being told about it.
258	University should attempt to get better professors who have teaching abilities with credentials!
264	Most intro courses have a curriculum worthy of high school education; where's the challenge?
265	Answers may vary if the student is an international student or not. Many programs are not available for the international students.

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278	<p>1. I want the course content to reflect what is done in real life or at least give us examples of how it is done. We do not need to get training before we start a new job (we have an idea).</p> <p>2. The selection of the professors affects our learning. (good professor = better understanding) (bad professor = 'god help us')</p>
281	<p>Small class sizes (small classes) very good – much better than Ottawa U. Registration is very efficient here. Important for profs to provide as many practice problems WITH solutions as possible because I find this is a great and effective way to learn. There are many sections to choose from which is very good. Again, this is better than Ottawa U. Also, it is <u>very</u> good that almost all courses are offered in the summer and that you are allowed to take 12 credits during the summer. It makes it easy for people to finish a degree faster. Profs should also be understanding that students may not always be able to do assignments. They should let us take the best 4 out of 6 assignments for example, so that we are not punished if we are sick and unable to keep up with the assignments.</p>
286	A better grading procedure, up to date books in the library!
312	I believe there should be more to a class than a mid-term and final. A person might know everything on a subject that they are writing, but might get stuck in a test because of pressure.
334	Night classes and weekend classes are the way to go. And class meeting once a week is ideal – esp. added costs of time and money of coming in school for up to 3 times a week for 1 course! (like the day time schedule)
343	As with many (or all) of Quebec universities, Concordia suffers a severe lack of choice as far as course offerings. It also seems clear today's education is gear for science and computer students at the expense of arts and science students, who are forever finding more courses cancelled. This said, it's better here than McGill (which I left willingly).
346	It would be great if Concordia changed their admitted student quotas for certain programs. Ex: Communications is too limited and restricted and in a sense is depriving an education to someone who really enjoys the field.
360	I was a part-time student last year (7 and 9 credits) because I worked part-time (18 hrs./wk). I am full-time this year because it was too difficult to do both and because it extended my stay.
363	Having a full-time career and balancing school is rather difficult. I feel that consideration should be made to hand in assignments on line, etc.
364	This school is a big scam. All that is important is for the school to milk as much money out of the student as possible, and sacrificing education. I feel useless to society since I have attended university. I have no confidence that I will be able to find a job in my field when I graduate.
365	<ul style="list-style-type: none"> - Lecture presentations vary widely - On-line course registration needed - Classroom sizes excellent
368	With respect to Comp. Eng., the program evolves <u>much</u> too slowly with respect to the speed of change in the market. This must change.
371	My biggest complaint about Concordia is that in many courses the lab staff and lecturer behave as if they lived on different planets.
377	I feel the most important thing that Concordia as a university needs to do is keep the courses current and relevant to today's advances & technology.
380	I believe that the following is the consensus and not only my opinion : The Computer Science Department has a serious problem in putting an organized cohesive curriculum in the Comp Sci domain. The shift between successive courses should be much more educational, progressive and gradual.

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385	Advising for undergraduates should be regulatory and required – presently it is not.
390	Many departments have low budgets and I feel that often I am penalized because of the <u>lack</u> of equipment or facilities as well as the lack of technicians who are running from one student to another because the number of students per technician is so high!
396	As a young student, it's unnerving having to "compete" with students who have been at school for a long time.
397	I think no counselling is offered in ref. to career advice, school or subject advice. I have attempted several times but have failed dismally as either people do not have knowledge or answering machines where people do not return phone calls are your only communication. Students are left to fumble in the dark, hoping they have made the correct choices.
404	More friendly personal contact, less CARL in order to feel more than a number at school. There is a lack of ownership at Concordia. More personal contact would enhance the university experience.
409	Feel that there are too many courses that (I needed to take as a visiting student) were only available in the fall for a full year. Really should be more flexible and all courses should be on a ½ semester system!!! Can't stress this enough. The existing system is antiquated and inflexible for independent, part-time and/or visiting students.
416	Most important to me is flexibility of schedule and availability of summer courses because I have a child and need loans and bursaries which are low and pitiful.
417	I like the survey because I didn't realize what my first year consisted of.
418	Good questions. It would be nice if the results were available to students.
420	Very satisfied with the one course I decided to take. A much higher level than expected – hope the rest are like this.

APPENDIX D

Mission statement

Concordia is an urban university which is responsive to the needs of a diverse student population as well as to the bilingual and multicultural environment in which it resides. It is a welcoming community where values of equality, non-discrimination and tolerance of diversity are appreciated and actively promoted.

Furthermore, Concordia is committed to responsible and innovative leadership in fulfilling the mission of universities to develop and disseminate knowledge and values and to act as a social critic. The University seeks to achieve this end by offering its students inclusive and accessible academic programs which stress a broad-based, interdisciplinary approach to learning, by fostering an environment of academic and pedagogical freedom, as well as by a dedication to superior teaching supported by the best possible research, scholarship, creative activity and service to society. Through these means, the University prepares its graduates, at all levels, to live as informed and responsibly critical citizens who are committed to learning and to the spirit of enquiry.



Concordia's
Quality Mission

Mission StatementVision StatementValue Statement

- Our Stakeholders
- How we Serve
- Our Organization

Continuous Quality Improvement (CQI) MISSION STATEMENT

Concordia University is committed to continuous quality improvement. Continuous quality improvement is our way of rethinking and improving our services and work processes by involving providers and receivers of service, at all levels, in empowered teams. Continuous quality improvement is a commitment toward the goals of satisfying our service receivers, providing more involvement and opportunities for employees, and delivering services with speed, accuracy, low cost, reliability, flexibility, understanding and personal attention. Faculty, managers, staff, students and all other stakeholders are partners in its implementation. 2 October 1995

Continuous Quality Improvement (CQI) VISION STATEMENT
"A Vision of Concordia University in the Year 2000"

Concordia University fully promotes identification of our stakeholders with the organization, recognizes our partnership with them, and assesses their needs within the context of a shared vision of what we value. We formulate and provide services to them around clearly stated and continually evolving goals. We pursue and form creative partnerships with other institutions to better meet our stakeholders needs.

Our Stakeholders

Our stakeholders are stakeholders because they meet one or more of the following criteria:

1. Those without whom we could not function.
2. Those who benefit from our existence and who have needs we can satisfy.
3. Those who would suffer if we did not exist.

In broad categories, our stakeholders are:

- students and their families
- potential students
- faculty and staff
- government and private funders
- alumni
- industry and commerce
- the community at large
- educational institutions and professional bodies.

In particular, Concordia serves the anglophone, francophone and allophone communities of Montreal and Quebec, and those for whom accessibility to traditional higher education is a particular challenge.

How We Serve Our Stakeholders

- a) We serve them by making stakeholders part of our processes in order to discover and meet their needs.
- b) We join with our stakeholders in a spirit of consultation and cooperation, hoping that through shared experiences we can serve their varied purposes and goals, and we ensure their participation by providing appropriate support.
- c) We work with our stakeholders in a collegial, rather than hierarchical mode.
- d) We treat stakeholders with respect and provide them with opportunities for expression to encourage their active involvement in evaluating our efforts.
- e) We facilitate and develop mechanisms to allow students and faculty to address curiosity-driven questions.
- f) We help our students develop critical thinking skills (they learn to learn) in order to: (1) constructively challenge the status-quo, and (2) adapt to a rapidly changing environment.
- g) We provide all of our stakeholders opportunities for life-long learning.
- h) We are dedicated to creating an educated and responsible populace.
- i) We produce employable graduates. We regularly monitor their experience to assess the value of their education.
- j) In research, scholarship, teaching and service, we continuously develop areas that are core to our shared vision. We know our strengths and support them.

As a university, we always remember that we serve a larger enterprise \cup the advancement, preservation and transmission of knowledge to and for our stakeholders.

Our Organization

We strive continuously to understand what our stakeholders want to achieve; we are focused and adopt the simplest, best-integrated ways to do it.

Our work processes are responsive, effective and efficient, interdisciplinary, cross-functional and interactive. We have eliminated redundancy, re-work, unnecessary hand-offs and signatures, "turf wars" and "bottlenecks".

Our work climate is self-reflective, harmonious, collegial, trusting and respectful. It fosters the pursuit of excellence and the achievement of full potential.

2 October 1995

Continuous Quality Improvement (CQI) VALUE STATEMENTS

Faculty, managers, staff and students are partners in the CQI process; we:

1. Define quality as meeting our clients/stakeholders' needs and expectations;
2. Strive continuously to encourage dialogue and communicate openly and effectively with our clients/stakeholders;
3. Work to continuously evaluate processes and results;

- 4. Create and sustain a climate of acceptance for innovation and change;
- 5. Value diversity, and work continuously to develop and support a culture of civility, respect and recognition;
- 6. Pursue excellence in every endeavour. 2 October 1995

