

INDIANA UNIVERSITY STUDENT PERSONNEL ASSOCIATION

INDIANA UNIVERSITY

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JOURNAL OF THE INDIANA UNIVERSITY STUDENT PERSONNEL ASSOCIATION

1992-1993 Edition

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EDITORS' COMMENTS

Institutions of higher education are in a state of perpetual motion. Student populations on our college campuses are becoming increasingly diverse, and as student affairs professionals, we must constantly adapt to meet their needs. This year's issue of the *Journal* affirms the ever-evolving nature of our work.

The following articles are a product of the authors' personal interests, professional experiences and exposure to CSPA coursework. As such, they represent a wide variety of perspectives within the field of student affairs.

Two of this year's *Journal* entries examine campus environments and the ways in which they affect students. "Serving Students in the Midst of Remodeling" examines the impact of an office renovation upon students who utilize its services. "Meeting Institutional Goals Through Coeducational Living" assesses how a non-traditional living arrangement influences its residents. The balance of this year's *Journal* focuses on the emergence of new student populations on the college campus. "The Hispanic Population: Assumptions and Realities" discusses the responsibility of student affairs professionals to better understand one of the many ethnic populations making significant inroads into higher education. "The Aging Face of Education: The Adult Learner in American Higher Education" addresses the challenges facing increasing numbers of collegians who defy the description of the "typical student." "Student Affairs: A Conscience for the Campus" explores the comprehensive roles of student affairs professionals.

We are grateful to several individuals, without whom production of this year's *Journal* would not have been possible. We thank the outstanding Review Board for their careful evaluation of articles, the authors for their enthusiasm and eagerness to incorporate suggestions for revisions, George Kuh for his continued support and training of the *Journal* staff, Geoff McKim for preparing the layout of the *Journal* and Gabino D. Zapata for designing the cover.

Finally, we express our appreciation to the Indiana University Student Association, the Indiana University Student Personnel Association, the Department of Residence Life, and generous alumni whose funding makes publication of the *Journal* possible.

Allison B. Block is a first-year graduate student pursuing dual master's degrees in the Schools of Education and Journalism. After earning a B.A. in English from the University of California, Berkeley in 1986, she worked as a public relations executive in Hollywood and Boston and as a writer and editor at Harvard University and the University of California, Berkeley. Allison will pursue a career in university publications or public relations.

Lisa K. Mitchell is in her second year of the CSPA program. She received a B.A. in English from Miami University of Ohio in 1989. She has served as the graduate advisor for the Student Alumni Council and as a development writer for the Indiana University Foundation. She plans to continue in university development.

AWARDS AND HONORS

Congratulations to these members of the Indiana University family on the following recognitions:

William A. Bryan
Nell C. Bailey
Paula Rooney
Terry Williams
John P. Downey
Irene Ferguson-Allen
Suzanne Mintz

1993 Elizabeth A. Greenleaf Award
1993 Robert H. Shaffer Award
NASPA President
ACPA Past-President
Raleigh W. Holmstedt Fellowship Award
Raleigh W. Holmstedt Fellowship Award
Dorothy Traux Award from the National Association of Women in Education (formerly NAWDAC)

CALL FOR NOMINATIONS

Nominations of individuals for the 1993 Elizabeth A. Greenleaf Award and Robert H. Shaffer Award are now being accepted.

The Greenleaf Award is presented annually to the graduate of the master's degree program in Higher Education and Student Affairs "exemplifying the sincere commitment, professional leadership and personal warmth characteristic of the distinguished professor for whom the award is named." Previous Greenleaf Award recipients include Vicki Mech-Fields, Keith Miser, Louis Stamatakos, Phyllis Mable, James Lyons, Paula Rooney, Joanne Trow, Carol Cummins-Collier, Thomas Miller, Frank Ardaiole, Deborah Hunter, Vernon Wall, and William Bryan.

The Robert H. Shaffer Award is presented to the graduate of the Indiana University Higher Education doctoral program who exemplifies outstanding service to the student affairs profession. Previous Shaffer Award recipients include John Welty, David Ambler, L. "Sandy" MacLean, Thomas Hennessey, Jimmy Lewis Ross, Robert Ackerman, Don G. Creamer, and Nell Bailey.

Nominations for both awards will close on February 4, 1994. The awards will be presented at the 1994 NASPA and ACPA conferences. Please direct your nominations and supporting materials (e.g., vita) to George Kuh, W.W. Wright Education Building, Room 4228, 201 N. Rose Avenue, Indiana University, Bloomington, IN 47405. Thank you.

STATE OF THE PROGRAM

George D. Kuh

Greetings from Bloomington! All is going very well here, indeed. Thanks to you and other supporters of I.U., interest in our programs remains high. Last year we received more than 500 inquiries and 200 applications for admission to the master's program. Ultimately, 39 new, full-time students matriculated, all with assistantships. We anticipate a similar number for the Fall of 1993. At the doctoral level, eight new students matriculated. In an effort to provide the field with more student affairs professionals of color we have obtained funds from the Bloomington campus and the School of Education for fellowships for students committed to a career in student affairs who come from historically underrepresented racial and ethnic groups. We hope to be able to support as many as five students per year, using a combination of assistantship funds and the fellowship program. The response to the fellowship program has been exciting, as more than 40 people have expressed an interest.

Last year I reported that Professor Frances Stage would, upon her return from a teaching assignment in the Indiana University program in Malaysia, coordinate the master's program. Fran did, indeed, return in August as anticipated. But, within a week, the Dean of the School of Education, Donald Warren, convinced Fran to accept a three-year appointment as Associate Dean for Research and Development. Fran is continuing to teach the Student Development Theory and Research course. Kathy MacKay (now Dr. MacKay) agreed to stay in Bloomington and coordinate the master's program. This past year Kathy also has taught Diverse Students, Administrative Practices, team taught (with Don Hossler) the Capstone Seminar, and supervised the practicum experience. We have benefitted immeasurably from Kathy's presence. However, she yearns for a campus leadership role in student affairs. As a result, by the time you read this we will have appointed a visiting assistant professor to teach and coordinate the program for the next few years while Fran is "on loan" to the School and Dean's Office.

Last summer Fran was promoted to Associate Professor with tenure, an overdue acknowledgement of her numerous high quality contributions to teaching and research since arriving at I.U. in 1986. Fran's publications this past year include a co-authored New Directions for Student Services volume, "Enhancing the multicultural campus environment: A cultural brokering approach," and an edited ACPA monograph, Diverse methods for research and assessment of college students. Don Hossler continues to lead the Department of Educational Leadership and Policy Studies. His regular teaching assignments include the Capstone Seminar in the master's program, team teaching (with me) the Administrative Practices class (U551), and the Higher Education Finance class for doctoral students. Phil Chamberlain continues to teach several doctoral courses, the introductory course in College and University Administration, The

College Student and The Law, and advise the Union Board. In addition to the Administrative Practices course, my teaching assignments include Introduction to Student Affairs (U544), Environmental Theory and Assessment (U549), and two doctoral classes (Higher Education Administration and Campus Cultures). I edited an ACPA monograph on student cultures which features contributions by a number of former I.U. students. Jerry Preusz continues to play the key leadership role for students and courses on the Indianapolis campus.

The Indiana University Student Personnel Association remains a robust organization, providing numerous professional development opportunities as well as social events for students, faculty, staff and others. They are planning to put together a directory of graduates, so--if you have not already heard from them--you may soon! Representing I.U. this year in the NASPA Case Study Competition were Kathleen Cappelletti, who did undergraduate work at Denison University, and Ladd Flock, who graduated from St. Lawrence University.

Perhaps the biggest news was the School of Education's move from its former site on Third and Jordan to the new Wendell W. Wright Education Building and Center for Excellence on the corner of Seventh and Rose (south of Ashton, west of Willkie North, north of Forest, northeast of Read). The Higher Education and Student Affairs program is housed on the fourth floor of the building (Suite 4228). Thanks to the good work of Joyce Register and others, we were able to provide every student in the program with a mailbox, thus creating a sense of place and ownership for our new space. We are still trying to find appropriate places to hang plaques, such as those with the names of the Shaffer and Greenleaf Award winners.

As you will recall, last year the School of Education informed us that they would no longer be able to provide the resources to publish the *Journal* but that we could once again make direct solicitations to you for such support. Last spring, several generous graduates underwrote funding for this year's edition of the *IUSPA Journal*. Please help us continue this tradition of excellence in student affairs preparation. When you send a contribution to I.U., please indicate that you wish to earmark your donation for the *IUSPA Journal*.

Most important, please stay in touch and continue recommending I.U. to outstanding prospects. We are very grateful for your continuing support.

The Aging Face of Education: The Adult Learner in American Higher Education

D. Rael Sanchez

Introduction

Margaret is a first-year student at a large Midwestern university and like other new students, she feels the nervous excitement that accompanies the first day of classes. Selecting a seat at the front of her first class, she looks around, feeling quite out of place and slightly intimidated by her new surroundings. While her apprehension may be typical of college freshmen, Margaret herself is not. She is 42 years old, divorced, and the mother of four children.

For fifteen years, Margaret had worked as a receptionist for a local business. Economic difficulties left the business struggling and for the first time in 25 years, Margaret found herself unemployed. After examining her options, she made the decision to pursue post-secondary education. She now attends classes full-time and works part-time.

Although Margaret may have felt alone in the classroom, she is not alone on the college campus. Indeed, the student population at colleges and universities throughout the United States has changed significantly in recent years (Clark, 1989; Hughes, 1983). Enrollment has shifted from the traditional-aged population of 18 to 25 years, to the non-traditional population of 25 years of age or older. Numbers of non-traditional students have been growing at a significant rate since the 1960's.

From 1980 to 1990, the enrollment of students under age 25 increased by 7% while enrollment of persons 25 years of age and older rose by 34% (Bowden & Heritage, 1992). According to Bowden and Heritage, in 1989 over 4.7 million students enrolling in American colleges and universities were over the age of 25. Projections indicate that by the year 2001, enrollment of this population will approach 6.1 million.

Even with the increasing presence of adult learners and the financial benefit they represent to institutions of higher education, only in the past 20 years have educators and administrators begun to seriously consider the needs and recognize the potential of adult learners on their campuses.

The purpose of this article is to examine current literature on the topic of adult learners and discuss implications. It will begin with a definition of adult learners followed by a discussion of shared characteristics and common obstacles faced by these students. Finally, suggestions for the student affairs professional interested in working with this population will be discussed.

Despite the fact that both male and female students comprise the adult learner population, it is difficult to find literature focusing specifically on males. A likely explanation for the scarcity of literature might be a predominance of