December 1981

Guidelines for Planning Facilities for the Adult Learner

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GUIDELINES FOR PLANNING FACILITIES FOR THE ADULT LEARNER

East Tennessee State University   ED.D.   1981

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GUIDELINES FOR PLANNING FACILITIES

FOR THE ADULT LEARNER

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A Dissertation

Presented to

the Faculty of the Department of Supervision and Administration

East Tennessee State University

————————

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

————————

by

Constance Sue Hale

December, 1981

APPROVAL

This is to certify that the Advanced Graduate Committee of

CONSTANCE SUE HALE

met on the
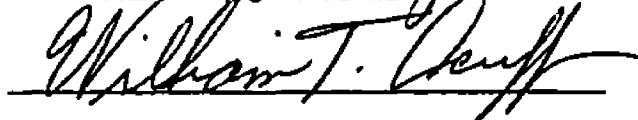
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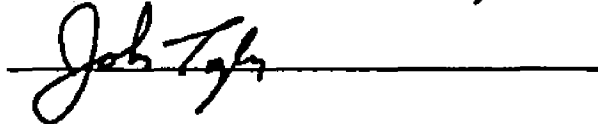
The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council and the Dean of the School of Graduate Studies in partial fulfillment of the requirements for the degree Doctor of Education.

Chairman, Advanced Graduate Committee

Signed on behalf of
the Graduate Council

Dean, School of Graduate Studies

ii

Abstract

GUIDELINES FOR PLANNING FACILITIES

FOR THE ADULT LEARNER

by

Constance Sue Hale

The purpose of this study was to survey selected existing facilities and to develop guidelines for planning facilities for the adult learner. The following subproblems were identified in order to adequately treat the problem: (1) To describe selected facilities for the adult learner; (2) To identify those elements considered essential, highly desirable, and significant in planning a facility for the adult learner.

Four research questions were considered to be relevant to this study: (1) What were the most prevalent needs of the adult learner? (2) What facilities for the adult learner are in existence now? (3) What recommendations are given for planning a facility for the adult learner? (4) Will the total responses obtained by on-site visitations be consistent with the total responses of the mailed questionnaire?

Through the review of literature, a list of thirty selected existing facilities was compiled. The participants in the study were limited to twelve randomly selected facilities for the adult learner. In addition, three selected facilities were visited. A questionnaire was developed and field tested to assess those guideline elements considered essential, highly desirable, and significant in planning facilities for the adult learner.

A total of thirteen sources responded to the questionnaire. Three directors of facilities where on-site visitations were conducted participated in the study. Ten directors of facilities for the adult learner in various geographical locations in the United States participated in the study.

From the analysis of the data from the questionnaire responses, ninety-six elements were found to be essential, highly desirable, or significant. These elements were arrayed from essential through significant and presented as guidelines for developing facilities for the adult learner. Recommendations based on the findings were given.

iii

DEDICATION

This dissertation is dedicated to my parents, Walter Longshore and Lyketa Longshore. They taught me that with great diligence by evening, and hard work in a course of study, I go on this endeavor.

With love,
Your only child,
Constance Rule

ACKNOWLEDGMENTS

CONTENTS

        Formal Learning   11

        Guidelines   11

        Highly Desirable   11

        Informal Learning   11

        Learning Society   12

        Lifelong Education   12

        Lifelong Learning   12

        Little Significance   12

        Not Applicable   12

        Relevant Elements   13

        Significant   13

      Research Questions   13

      Procedures of the Study   14

      Organization of the Study   14

  2. REVIEW OF THE LITERATURE AND RELATED RESEARCH   16

      The Adult Learner   16

        Categories of Adult Learners   18

        Characteristics of the Adult Learner   24

        Barriers to Learning   33

      Facilities   35

        Considerations for Planning a Facility
          for the Adult Learner   36

        Descriptions of Selected Facilities for
          the Adult Learner   43

      Trends and Implications for the Future   51

      Summary   59

LIST OF TABLES

Chapter 1

INTRODUCTION

The structure of American society has been in the process of change.
Today, "the world changes faster than the generations, and it is clear
that no education will last a lifetime."[1]

The change in American society is clearly evidenced in the makeup
of the population. The population has been growing older, this has
brought increased attention to the stress produced by middle and old age.
The structure of the family unit has undergone changes. Unprecedented
numbers of women, many divorced, have joined the work force. The
tendency to change jobs in mid career has reached an all time high. The
traditional five-day, forty-hour work week has begun to become more
flexible.[2] "During the past century, we have seen a steady shortening
of the workweek and an increase in the number of years spent in retire-
ment."[3] Many individuals have begun to look "for new sources of
satisfaction and meaning in their lives, especially as they grow older."[4]

Lifestyles have changed. The movement has been toward a "lifeplan

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[1]K. Patricia Cross, Responding to Learning Needs in the 1980s, U.S.,
Educational Resources Information Center, ERIC Document ED 187 419,
April 1, 1980, p. 3.

[2]Richard E. Peterson, "Introduction: On the Meaning of Lifelong
Learning," Lifelong Learning in America, eds. Richard E. Peterson and
others (San Francisco: Jossey-Bass Publishers, 1979), pp. 1-2.

[3]Sharon Hunt, "Education for Leisure," The Educational Forum,
XLV (March, 1981), 299.

[4]Peterson, p. 2.

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in which education, work, and leisure go on concurrently throughout life."[5]

Educators have begun to realize that the life skills needed to adapt to rapid change required continuous learning.[6] Traditionally education has been a preparation for life. This tradition has been changing. Learning has become an integral part of life "that begins with the first spark of curiosity and continues for as long as that spark remains alight."[7] "The substance of youth education . . . becomes process; the process of learning and the substance of adult education becomes content--the content of man's continually expanding knowledge."[8]

The rate of change has become so rapid that many adults have been faced with professional obsolescence which "can be measured in terms of half-life, a measure borrowed from nuclear physics."[9] Occupational half-life was developed

> on the assumption that enough new developments, techniques,
> and/or knowledge evolve in a short period of time . . . so
> that a person becomes roughly half as competent to do the
> job for which his or her initial training was intended.[10]

It has become "difficult to imagine productive man of the twenty-first century performing the same type of work in the same production

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[5]Cross, pp. 4-5.

[6]Roger Hiemstra, Lifelong Learning (Lincoln, Nebraska: Professional Educators Publications, 1976), p. 8.

[7]Wilbur Cross and Carol Florio, You Are Never Too Old to Learn (New York: McGraw-Hill, 1978), p. vii.

[8]Malcolm S. Knowles, Higher Adult Education in the United States: The Current Picture, Trends, and Issues (Washington, D.C.: American Council on Education, 1969), p. 24.

[9]Cross, p. 4.   [10]Hiemstra, p. 8.

process throughout his life."[11] In many cases, adults frequently have been forced to turn to learning activities in order to regain and maintain competence in their field.[12] Individuals from all "economic groups are likely to be going to college full-time or part-time, for a few days or several years, for pleasure or for vocational or academic courses."[13]

These forces in American society have served as indicators that there will be continual social and technological changes. "Individuals throughout their lifetime will require the appropriate knowledge, skills and perspectives to adapt."[14] In a changing society people need to be capable of adapting to change. This adaptation could "involve learning how to learn early in life, and later in fact learning new things at various points in one's life."[15]

The changes individuals were faced with in their lives has promoted a feeling that a new concept was "needed for viewing the totality of education and learning in the United States. The idea of lifelong learning . . . has emerged as that potentially integrating concept."[16] The lifelong learning concept "opens the prospect for totally fresh

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[11]Charlette Rodriquez, "Lifelong Education," Educational Documentation and Information, CLXXXV (4th quarter, 1972), 11.

[12]Hiemstra, p. 8.

[13]William F. Pierce, Lifelong Education--Into the Nation's Third Century, U.S., Educational Resources Information Center, ERIC Document ED 127 478, July, 1976, pp. 11-12.

[14]James C. Votruba, "The Lifelong University: A Challenge to Collegiate Tradition," CEFP Journal, XVIII (September-October, 1980), 12.

[15]Peterson, p. 2.   [16]Peterson, p. 3.

thinking about new ways to better serve continuing learners."[17]

The lifelong learning concept was not particular to the United

States. According to the UNESCO Recommendation on the Development of

Adult Education,

> the development of adult education, in the context of
> life-long education, is necessary as a means of achieving
> a more rational and more equitable distribution of
> educational resources between young people and adults, and
> between different social groups, and of ensuring better
> understanding and more effective collaboration between the
> generations and greater political, social and economic
> equality between social groups and between the sexes.[18]

A number of school systems and educational leaders "are well aware of

these major social changes and are responding with creative, cooperative

planning solutions."[19]

The Problem

The Statement of the Problem

The problem of this study was to survey selected existing facilities

and to develop guidelines for planning facilities for the adult learner.

Subproblems

The following subproblems were identified in order to adequately

treat the problem:

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[17]Peterson, p. 3.

[18]"UNESCO Recommendation on the Development of Adult Education,"
Yearbook of Adult and Continuing Education, 1978-79 (4th ed.; Chicago:
Marquis Academic Media, Marquis Who's Who, 1978), p. 106.

[19]Donald J. Leu, "Futuring for Lifelong Learning," CEFP Journal,
XVIII (September-October, 1980), 5.

1. To describe selected facilities for the adult learner.

2. To identify those elements considered essential, highly

desirable, and significant in planning a facility for the adult learner.

The Significance of the Study

The study was significant for the following reasons:

1. The growth of education was expected to accelerate beyond the

early years of life. From 1969 to 1972, the number of full-time students

in postsecondary education increased 8.8 percent, and the number of part-

time students increased 24 percent.[20] In 1980, the eighteen to twenty-four

year old college population was predicted to drop from over twenty-nine

million to a low of twenty-five million by the year 1990.[21] The number

of individuals over eighteen years of age participating in education has

raised significantly each year and has been predicted to continue.[22] In

1975, twenty-seven million adults were involved in some form of

structured learning in the United States: 6.6 million were pursuing

college degrees; 1.3 million were enrolled in other credit; and 17 million

were enrolled in noncredit courses. "The rate of growth in the education

of adults--in noncredit, part-time coursework alone--increased by 52

[20]R. D. Justice and Jacquilyn Ampersé, "Attitudes, Attitudes: It's Time for a Change," Policies for Lifelong Education, ed. Jamison Gilder (Washington, D.C.: American Association of Community and Junior Colleges, 1979), p. 64.

[21]Ruth Weinstock, The Graying of the Campus (New York: Educational Facilities Laboratories, 1978), p. 12.

[22]Alternatives for Lifelong Learning in Minnesota: The Nonformal Educational Sector, Final Report, U.S., Educational Resources Information Center, ERIC Document ED 147 557, May, 1977, p. 18.

percent from 1972 to 1975."[23] Predictions indicate that if this trend continues "by 1985 close to 50 percent of the enrollment in the two and four year colleges will be part-time (approximately 65 percent for two-year campuses and 35 percent for four-year)."[24]

2. By the year 2000 middle age and older groups will predominate. It has been predicted that the United States population "will increase from 215 million in 1975 to over 250 million by the year 2000."[25] The median age for the population in the United States has been increasing. In 1975, the median age was 28.8. The predicted median age for 1990 is 32.8.[26] If the low fertility and mortality rates continue, the median age of Americans by the year 2030 will be 37.3.[27] The number of individuals in the twenty-four and younger age group has been declining. In 1975, there were 93.9 million individuals in the twenty-four and younger age group. It has been predicted by 1990 there will be 89.9 million individuals in this age group. The number of individuals in the twenty-five to sixty-four age group has been increasing. In 1975, there were 97.3 million individuals in the twenty-five to sixty-four age group. It has been predicted by 1990 there will be 123.8 million individuals in this age group.[28] In 1900, there were 3.1 million individuals in the

[23]Robert H. McCabe, "Restructuring Community Colleges for Lifelong Education," Policies for Lifelong Education, ed. Jamison Gilder (Washington, D.C.: American Association of Community and Junior Colleges, 1979), p. 99.

[24]Jerold W. Apps, "Six Influences on Adult Education in the 1980's," Lifelong Learning, The Adult Years, III (June, 1980), 5.

[25]Alternatives for Lifelong Learning in Minnesota, p. 17.

[26]Apps, p. 4.   [27]Weinstock, p. 20.

[28]Apps, p. 4.

sixty-five or over age group. In 1975, this number had increased to 22.4 million individuals. It has been predicted that by the year 2000 approximately 31 billion individuals will be sixty-five or over.[29] According to a Census Bureau projection "if recent trends persist, 17 percent of Americans, or one in every six, will be over sixty-five by the year 2030, compared with one in ten today."[30]

By 1974, the life expectancy had increased to "71.9 years (68.2 for men and 75.9 for women)."[31] During this century, the average life span has increased from forty-seven to seventy-one years. Wilbur Cross and Carol Florio concluded that this increase had added "almost a quarter of a century to the time available to the average person for lifetime pursuits."[32]

Limitations

The following limitations were imposed on this study:

1. The review of literature was limited to books, ERIC documents, government publications, and periodicals from the East Tennessee State University Library. Books and dissertations from other universities were obtained through the Inter-Library Loan service at East Tennessee State University.

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[29]U.S. Department of Health, Education, and Welfare, Lifelong Learning and Public Policy (Washington, D.C.: U.S. Government Printing Office, 1978), p. 41.

[30]Weinstock, p. 20.

[31]U.S. Department of Health, Education, and Welfare, p. 41.

[32]Wilbur Cross and Carol Florio, You Are Never Too Old to Learn (New York: McGraw-Hill, 1978), p. 20.

2. The concept of lifelong learning addressed in the literature involved all aspects of education for learners of all ages. However, the scope of this study dealt only with the adult learner.

3. This study was limited to identifying and appraising elements of facilities and developing guidelines for planning facilities for adult learners.

4. The elements considered essential, highly desirable, and significant in planning a facility for adults were limited to those measured by the Facility Questionnaire (see Appendix H).

5. This study was limited to twelve facilities randomly selected from the review of literature to represent a variety of geographic locations in the United States. In addition, the study included three on-site visitations.

Assumptions

The following assumptions were considered to be present in this study:

1. There was a need for a study of this nature.

2. The concept of adult learning, to include lifelong learning, will be prevalent in the 1980's and 1990's.

3. The Facility Questionnaire was valid and reliable in identifying and appraising elements of facilities and developing guidelines for planning facilities for the adult learner.

4. Elements in the planning of a facility for the adult learner can be identified and appraised.

5. The sample was adequate and representative of the population.

6. The respondent responses to the Facility Questionnaire were accurate and truthful.

7. Guidelines for planning facilities will aid others in determining a suitable facility to meet particular adult learner needs.

<center>Definitions of Terms</center>

For the purpose of this study, the following definitions were used:

Adult Education

The term adult education referred to:

> the entire body of organized educational processes, what-
> ever the content, level and method, whether formal or
> otherwise, whether they prolong or replace initial
> education in schools, colleges and universities as well
> as in apprenticeship, whereby persons regarded as adult
> by the society in which they belong develop their
> abilities, enrich their knowledge, improve their technical
> or professional qualifications or turn them in a new
> direction and bring about changes in their attitudes or
> behavior in the twofold perspective of full personal
> development and participation in balanced and independent
> social, economic and cultural development; adult education,
> however, must not be considered as an entity in itself,
> it is a sub-division, and an integral part of, a global
> scheme for life-long education and learning.[33]

Adult Learner

This term referred to the adult that was involved in some form "of activity . . . in the acquisition of knowledge or skill, in an examination of personal attitudes, or in the mastery of behavior."[34]

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[33]"UNESCO Recommendation on the Development of Adult Education," Yearbook of Adult and Continuing Education, 1978-79 (4th ed.; Chicago: Marquis Academic Media, Marquis Who's Who, 1978), p. 107.

[34]Roger Hiemstra, Lifelong Learning (Lincoln, Nebraska: Professional Educators Publications, 1976), p. 39.

Community Education

Community education was the systematic involvement of community members in education. It involved the utilization of human, physical and financial resources. It recognized that learning was life-long and stressed education that was community oriented.[35]

Community School

The community school was a center for community education that "attempts to facilitate education to all groups of people at all times of the day and year."[36]

Continuing Education

This term referred to "the extension of higher education programs to adult students."[37] The term has been used synonymously with adult education.

Educative Community

The educative community involved "the utilization and availability of a variety of community resources for learning and education."[38]

Essential

An essential element was necessary in planning facilities for the adult learner.

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[35]Carl F. Welser, "The Flow of Community Education in Historical Perspective," Yearbook of Adult and Continuing Education, 1978-79 (4th ed.; Chicago: Marquis Academic Media, Marquis Who's Who, 1978), p. 550.

[36]Hiemstra, p. 78.   [37]Hiemstra, pp. 15-16.

[38]Hiemstra, p. 16.

Facilities

The term referred to those selected existing institutions that have been designed for the adult learner.

Facilities Questionnaire

This instrument was used to assess those elements considered essential, highly desirable, and significant in planning facilities for the adult learner.

Formal Learning

Formal learning "generally refers to institution-based, structured learning relying on teachers' instruction."[39]

Guidelines

Guidelines were the directions for planning facilities for the adult learner.

Highly Desirable

A highly desirable element was not absolutely necessary but would have a functional value for planning facilities for the adult learner.

Informal Learning

Informal learning "usually refers to nonschool-based, less structured learning not pursued for credit."[40]

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[39]Richard E. Peterson, "Present Sources of Education and Learning," Lifelong Learning in America, eds. Richard E. Peterson and others (San Francisco: Jossey-Bass Publishers, 1979), p. 15.

[40]Peterson, "Present Sources of Education and Learning," pp. 15-16.

Learning Society

Learning society was the opportunity for learning "both within and outside of the traditional educational institutions."[41]

Lifelong Education

Lifelong education was defined as "all of the knowledge, skills and behavioral changes experienced by an individual."[42]

Lifelong Learning

According to Richard Peterson and his associates the term lifelong learning referred to the

> conceptual framework for conceiving, planning, implementing, and coordinating activities designed to facilitate learning . . . to assist all adults . . . to become literate and otherwise competent to function in American society.[43]

Little Significance

A little significance element held little value even though its presence would not harm the planning of facilities for the adult learner.

Not Applicable

A not applicable element would have no value in planning facilities for the adult learner.

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[41]Hiemstra, p. 16.

[42]Donald J. Leu, "Futuring for Lifelong Learning," CEFP Journal, XVIII (September-October, 1980), 4.

[43]Richard E. Peterson, "Introduction: On the Meaning of Lifelong Learning," Lifelong Learning in America, eds. Richard E. Peterson and others (San Francisco: Jossey-Bass Publishers, 1979), p. 5.

Relevant Elements

This term referred to those elements considered essential, highly desirable, and significant in planning facilities for the adult learner.

Significant

A significant element was not necessary but would have some functional value for planning facilities for the adult learner.

Research Questions

The objectives of the research, stated in the interrogative format, pertain to the adult learner, as determined by the review of literature in Chapter 2 of this study. In addition, the research questions pertained to the development of guidelines for planning facilities for the adult learner.

The following research questions were considered to be relevant to this study.

Research Question 1. What were the most prevalent needs of the adult learner?

Research Question 2. What facilities for the adult learner are in existence now?

Research Question 3. What recommendations are given for planning a facility for the adult learner?

Research Question 4. Will the total responses obtained by on-site visitations be consistent with the total responses of the mailed questionnaire?

Procedures of the Study

In order to develop guidelines for planning facilities for the adult learner, a review of literature was conducted using the computer services of East Tennessee State University, the Library of Congress, Xerox University Microfilms, and Project Support. Letters were sent to selected institutions, governmental agencies, educational organizations, and associations requesting information on the concept of lifelong learning and the adult learner.

By reviewing the literature certain elements considered relevant for planning facilities for the adult learner were determined. This information was identified, appraised, and used in the development of a questionnaire containing guidelines for planning facilities for the adult learner. The questionnaire was field-tested to validate its usefulness. The responses to the questionnaire were used in the development of guidelines for planning facilities for the adult learner.

Organization of the Study

The study was organized into five chapters:

Chapter 1 contains the introduction, statement of the problem, subproblems, significance of the study, limitations, assumptions, definitions of terms, research questions, procedures of the study, and the organization of the study.

Chapter 2 contains the review of literature and research concerning the adult learner.

Chapter 3 contains the procedures and methodology used in the study.

The analysis of the data and the findings are presented in Chapter 4.

Chapter 5 presents the summary, findings and recommendations.

Chapter 2

REVIEW OF THE LITERATURE AND RELATED RESEARCH

The literature and research related to the study of the adult

learner and facilities for the adult learner are reviewed in this chapter.

The first section includes the adult learner, the categories of adult

learners, the characteristics of adult learners, and the barriers to

learning. The second section includes facilities, considerations for

planning a facility for the adult learner, and descriptions of selected

facilities for the adult learner. The third section includes the trends

and implications for the future.

The Adult Learner

"Adult learners constitute the most rapid growing segment of

American education."[1] The number of adults returning to school to

participate in educational activities has increased more than any other

age group.[2]

In the 1970's, the Commission on Non-Traditional Study from the

United States Office of Education conducted studies on adult participation

in learning activities. The studies indicated that there was an increase

in adult participation in learning activities. The commission estimated

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[1]K. Patricia Cross, "Adult Learners: Characteristics, Needs, and Interests," Lifelong Learning in America, eds. Richard E. Peterson and others (San Francisco: Jossey-Bass Publishers, 1979), p. 75.

[2]J. R. Kidd, How Adults Learn (New York: Association Press, 1973), p. 31.

that adult education program enrollments in public schools were
increasing at a rate of 11 percent each year. During 1972, it was
estimated that at least thirty-two million individuals were involved in
some form of adult study. This estimate was based on examination of all
the various learning activities outside of formal adult education
programs.[3]

From 1971 to 1972, there were 15,734,000 participants in adult
education. This figure was "nearly double the number of college
students enrolled for degree credit and 600,000 more than the number of
high school students in grades 9-12."[4] From 1969 to 1975, adult
participation in organized learning activities increased 30.8 percent.
This rate of adult participation in organized learning activities was
more than double the 12.6 percent increase of the total adult population.[5]
In the United States, it has been estimated that approximately one-third
of the adults were participating in organized learning activities.
Approximately one-third to two-thirds of the adult learners were
interested in future learning.[6] There were indications "that adult
participation in organized learning activities will continue to grow

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[3]Roger Hiemstra, Lifelong Learning (Lincoln, Nebraska: Professional
Educators Publications, 1976), p. 31.

[4]Jerome H. Ziegler, Continuing Education--Lifelong Learning, U.S.,
Educational Resources Information Center, ERIC Document ED 120 445,
October 22, 1975, p. 5.

[5]Cross, "Adult Learners: Characteristics, Needs, and Interests,"
pp. 77-78.

[6]K. Patricia Cross, "A Critical Review of State and National Studies
of the Needs and Interests of Adult Learners," Conference Report: Adult
Learning Needs and the Demand for Lifelong Learning, ed. Charles B.
Stalford (Washington, D.C.: U.S. Government Printing Office, 1978),
pp. 7-8.

faster than the growth rate of the adult population."[7]

Categories of Adult Learners

It was difficult to describe an adult learner in specific terms. There were "as many different learning styles, needs, and rates of involvement as there are adults."[8] In identifying characteristics of learners it should be remembered that all individuals are unique.[9] One consistent theme that could be found in the literature on the adult learner was "that they learn differently than their more traditionally aged college counterparts."[10]

Cyril O. Houle completed a study on adults and why they participated in learning activities. He identified at least three types of adult learners: goal-oriented, activity-oriented, and learning-oriented.[11] Within each of these categories there would "be differences based on such variables as age, sex, level of educational attainment, and other similar characteristics."[12] Learners tended to move through each category. The movement from one category to another was related to the

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[7]Cross, "Adult Learners: Characteristics, Needs, and Interests," p. 78.

[8]Hiemstra, p. 32.

[9]Norman V. Overly and others, A Model for Lifelong Learning (Bloomington, Indiana: Phi Delta Kappa, 1980), p. 7.

[10]John M. Sweeney, "Current Trends in Adult Education Research," Life Long Learning: Rhetoric or Reality? Proceedings of the Forty-first Annual Meeting Association for Continuing Higher Education, ed. Josephine P. Meeker (St. Catharines, Ontario: Brock University Press, 1979), p. 55.

[11]Cyril O. Houle, The Inquiring Mind (Madison: The University of Wisconsin Press, 1961), pp. 15-16.

[12]Hiemstra, p. 34.

availability of learning resources, the needs and stage of development of the adult learner.[13]

The goal-oriented learners were "those who use education as a means of accomplishing fairly clear-cut objectives."[14] The goal-oriented learners "usually did not make any real start on their continuing education until their middle twenties and after--sometimes much later."[15] To the goal-oriented learner,

> there is no even, steady, continuous flow to the learning of such people, though it is an ever-recurring characteristic of their lives. Nor do they restrict their activities to any one institution or method of learning. The need or interest appears and they satisfy it by taking a course, or joining a group, or reading a book, or going on a trip. To be sure, the awareness of the need or interest is sometimes aroused because a learning resource becomes available.[16]

The activity-oriented learners were described as those individuals that took "part because they find in the circumstances of the learning a meaning which has no necessary connection, and often no connection at all, with the content or the announced purposes of the activity."[17] The activity-oriented learner engaged in learning activities due "to loneliness, because of a boring day, because of wanting to be with others, or various other similar reasons."[18] The activity-oriented learner was described as

> course-takers and group-joiners. They might stay within a single institution or they might go to a number of

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[13]Hiemstra, p. 35.   [14]Houle, p. 15.

[15]Malcolm Knowles, The Adult Learner: A Neglected Species (Houston: Gulf Publishing, 1973), p. 35.

[16]Houle, p. 18.   [17]Houle, pp. 15-16.

[18]Hiemstra, p. 35.

different places, but it was social contact that they
sought and their selection of any activity was essentially
based on the amount and kind of human relationships it
would yield. Most of them said . . . that they did
almost no reading.[19]

The learning-oriented learners were those that sought knowledge for

its own sake.[20] The learning-oriented learners had

a continuity, a flow, and a spread which establish the
basic nature of their participation in continuing education.
For the most part, they are avid readers and have been
since childhood; they join groups and classes and organi-
zations for educational reasons; they select the serious
programs on television and radio; when they travel . . .
they "make a production out of it," being sure to prepare
adequately to appreciate what they see; and they choose
jobs and make other decisions in life in terms of the
potential for growth which they offer.[21]

These three categories have provided a basis for understanding

something about adults that were participants in formal learning

activities. Houle did not describe the self-directed learner. However,

the self-directed learner has been recognized as an active participant

in the domain of adult learning. The self-directed learner category

described adult learners who participated in learning activities outside

of the formal learning activities.[22]

"The purpose of adult education, or of any kind of education, is to

make of the subject a continuing, 'inner-directed,' self-operating

learner."[23] The self-directed learning rationale emphasized personal

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[19]Houle, pp. 23-24.   [20]Houle, p. 16.

[21]Houle, pp. 24-25.   [22]Hiemstra, p. 34.

[23]J. R. Kidd, How Adults Learn (New York: Association Press, 1973),
p. 47.

growth.[24] To Ronald Gross, "lifelong learning means self-directed growth."[25]

Almost 80 percent of adults' efforts in learning were individual learning efforts. Adult learners were "competent and successful at planning their own individual learning, they report . . . that they would have liked and benefited from additional help of an appropriate kind."[26] Most self-initiated learning could be facilitated "through counseling and guidance, access to resources, and the development of meaningful support mechanisms."[27] Through independent study, the self-directed learner could be served by professional resources. The self-directed learner could be provided help in the implementation and planning of their learning. This would be "a significant move towards a system of lifelong education and towards the reality of a learning society."[28]

Norman V. Overly, R. Bruce McQuigg, David L. Silvernail, and Floyd

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[24]Alan B. Knox, "Future Directions," Developing, Administering, and Evaluating Adult Education, eds. Alan B. Knox and others (San Francisco: Jossey-Bass Publishers, 1980), p. 254.

[25]Ronald Gross, The Lifelong Learner (New York: Simon and Schuster, 1977), p. 16.

[26]Allen Tough, "Individual Learning," Redefining the Discipline of Adult Education, eds. Robert D. Boyd and others (San Francisco: Jossey-Bass Publishers, 1980), p. 39.

[27]James R. Broschart, Lifelong Learning in the Nation's Third Century, A Synthesis of Selected Manuscripts About the Education of Adults in the United States (Washington, D.C.: U.S. Government Printing Office, 1977), p. 33.

[28]Michael G. Moore, "Independent Study," Redefining the Discipline of Adult Education, eds. Robert D. Boyd and others (San Francisco: Jossey-Bass Publishers, 1980), p. 31.

L. Coppedge identified characteristics of the lifelong learner as "goal-directed; self-directed; active rather than passive; motivated; perceptive; and self-confident."[29] The development of these characteristics would vary among individuals, and are mutually supportative. These characteristics were not considered to be the only desirable characteristics of the lifelong learner.[30]

"Lifelong learners are goal-directed when functioning optimally."[31] The learners must be able to see their goals in depth and be able to see alternatives and options that were available. Formal instruction could help in the development of the goal-directed characteristic. This characteristic could be developed through activities that:

> 1) help learners identify both specific (immediate) and general (long range) goals they may pursue, 2) assist learners in diagnosing individual strengths and deficiencies, and 3) encourage learners to begin to take more responsibility for making judgments about their learning.[32]

The ability to direct their own learning was a characteristic of lifelong learners. As self-directed learners the "individuals pursue personal goals but keep options open and make adjustments as needed."[33] However, self-directed learners did not always work independently. They have the skills that enable them to pursue the learning mode that was appropriate for the learning situation.[34]

"Lifelong learners are involved participants in the learning

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[29]Norman V. Overly and others, A Model for Lifelong Learning (Bloomington, Indiana: Phi Delta Kappa, 1980), pp. 7-9.

[30]Overly and others, p. 7.   [31]Overly and others, p. 7.

[32]Overly and others, p. 8.   [33]Overly and others, p. 8.

[34]Overly and others, p. 8.

process."[35] The active learners accepted the obligation for their learning. They participated "in educational activities more on the basis of desire than of compulsion."[36]

Motivation has been influenced "by such factors as knowledge of the task, level of aspiration, previous experience, social role, and perception of education."[37] The lifelong learners were motivated to learn. Some components of motivation included the characteristics of active involvement and goal directedness. The learner has a tendency to approach learning in a positive manner. When learners were provided encouragement to learn, with options to goals, there was usually a high degree of internal motivation. The lifelong learner needed internal motivation to continue learning in a consistent manner.[38]

The lifelong learner was able to perceive alternatives to the environment. This characteristic was related to goal and self-directed-ness. The perceptive learner was alert and receptive during a specific time to varieties of stimuli. The perceptive learners were able to relate to ideas that were suggested to them and relate these ideas to earlier experiences.[39]

A characteristic of lifelong learners was self-confidence. They had a tendency to lack feelings of insecurity. The lifelong learners tended to accept failure as a means toward success. "They will engage in self-assessment and accept evaluation by others, and such evaluations will be

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[35]Overly and others, p. 8.   [36]Overly and others, p. 8.

[37]Coolie Verner and Alan Booth, Adult Education (Washington, D.C.: The Center for Applied Research in Education, 1964), p. 22.

[38]Overly and others, pp. 8-9.   [39]Overly and others, p. 9.

seen as a means to improvement."[40]

"If we are to meet the challenge of the ever growing adult student population . . . we must understand the adult as a learner."[41] There was a need for adult educators "to constantly explore what we already know about adult learners and what we need to learn about adult learners."[42] It was probable that as the adult learner became better understood there would be many more categories of the adult learner.[43]

Characteristics of the
Adult Learner

"A unique strength of adult education is its flexibility to meet the diverse needs and interests found in a highly dynamic society."[44] Many factors influence participation in adult education activities. Some of the factors that have influenced participation in adult education included "sex, age, social class, previous education, self-concept, level of aspiration, and reference groups."[45]

The interest and participation of adults in organized learning

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[40]Overly and others, p. 9.

[41]Eunice Shaed Newton, "Andragogy: Understanding the Adult as a Learner," Reading and the Adult Learner, ed. Laura S. Johnson (Newark, Delaware: International Reading Association, 1980), p. 5.

[42]Jerry Parsons, "The Adult Learner: An Expanded Perspective," Yearbook of Adult and Continuing Education, 1979-80 (5th ed.; Chicago: Marquis Academic Media, Marquis Who's Who, 1979), p. 32.

[43]Roger Hiemstra, Lifelong Learning (Lincoln, Nebraska: Professional Educators Publications, 1976), p. 35.

[44]Linda K. Bock, "Participation," Developing, Administering, and Evaluating Adult Education, eds. Alan B. Knox and others (San Francisco: Jossey-Bass Publishers, 1980), pp. 124-25.

[45]Bock, p. 125.

activities was related to age.[46] The younger adult learners

> tend to be pursuing credentials and laying the groundwork
> for later career specialization; those in the age ranges
> of twenty-five to forty-four are concentrating largely on
> occupational and professional training for career advance-
> ment; and those fifty and older are beginning to prepare
> for the use of leisure time.[47]

Younger adults were more likely to participate in learning activities

than older adults.[48] From 1969 to 1972, the seventeen to twenty-four

year old age group participation in adult education activities increased

from 10.5 percent to 12.2 percent.[49] "Over the age of twenty-five, the

younger the age group the higher the likelihood of participation."[50]

During 1969, most learners in the fifty-five to sixty-four age group

received their "education through their jobs (28 percent), public or

private secondary schools (26 percent), or community organizations (20

percent)--only 13 percent attended colleges or universities."[51] "In

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[46]K. Patricia Cross, "A Critical Review of State and National Studies
of the Needs and Interests of Adult Learners," Conference Report: Adult
Learning Needs and the Demand for Lifelong Learning, ed. Charles B.
Stalford (Washington, D.C.: U.S. Government Printing Office, 1978), p. 9.

[47]K. Patricia Cross, "Adult Learners: Characteristics, Needs, and
Interests," Lifelong Learning in America, eds. Richard E. Peterson and
others (San Francisco: Jossey-Bass Publishers, 1979), p. 84.

[48]The Carnegie Commission on Higher Education, Toward a Learning
Society Alternative Channels to Life, Work, and Service (New York:
McGraw-Hill, 1973), p. 44.

[49]Michael O'Keefe, The Adult, Education, and Public Policy
(Cambridge, Massachusetts: Aspen Institute Program in Education for a
Changing Society, 1977), p. 9.

[50]O'Keefe, p. 6.

[51]Academy for Educational Development, Never Too Old to Learn (New
York: Academy for Educational Development, 1974), p. 10.

1972 only 2.4 percent of the 20 million people over age sixty-five, and

only 6.3 percent of the 19 million people aged fifty-five to sixty-four

participated in adult education."[52] These participation figures

represented less than 10 percent of the total enrollments in adult

education.[53] In 1975, the rate of participation in adult education for

fifty-five to sixty-four year olds was one-fourth that of the twenty-five

to thirty-four year old age group.[54] During the next two decades there

will be an increase in the number of older adults enrolling in adult

education. There will be increases in the number of educational and

recreational opportunities available for the older adult learner.[55]

A study conducted by the Academy for Educational Development found

the growth of enrollment for older learners over sixty years of age

increased over 2,500 percent in some two hundred college sponsored

programs. The increase in enrollment was due to:

> (1) improved programs and an increased number of courses
> that meet the needs and interests of older adults, (2)
> increased institutional efforts to publicize programs,
> which means that more people are aware of educational
> opportunities, (3) a growing awareness among older adults
> of education's potential contribution to the quality of
> their lives, and (4) the advent of free or reduced tuition
> for those sixty and older.[56]

The older adult learner tended to cite these reasons for lack of

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[52]Academy for Educational Development, p. 10.

[53]Academy for Educational Development, p. 10.

[54]O'Keefe, p. 6.

[55]J. R. Kidd, How Adults Learn (New York: Association Press, 1973),
p. 31.

[56]Wilbur Cross and Carol Florio, You Are Never Too Old to Learn
(New York: McGraw-Hill, 1978), p. 105.

participation in adult education. "They are too old, no longer have enough energy, lack the time and money, have other responsibilities, or do not wish to conform to the requirements."[57]

The myth that the mind deteriorated with age has been disproved. Evidence has shown "that older people can be just as successful learners as those in their teens and twenties--and in some ways better students."[58] The most popular subjects among older learners included: history, psychology, health, foreign languages, philosophy, preretirement planning, and physical fitness.[59] Opportunities should be provided for socially interactive learning useful to older citizens, offered at convenient locations or easily accessible to older citizens.[60]

"Retirement education, cultural enrichment, nutritional services, information and referral guidance on basic human services, day-care services, assurance and escort assistance"[61] were described as the basic service needs of the older adult learner. Colleges have begun to provide older adult learners with such supplementary services as "free admission to campus cultural events, medical and mental health services, legal assistance, meals, job placement, or transportation."[62]

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[57]Edward E. Marcus and Robert J. Havinghurst, "Education for the Aging," Serving Personal and Community Needs Through Adult Education, eds. Edgar J. Boone and others (San Francisco: Jossey-Bass Publishers, 1980), p. 35.

[58]Cross and Florio, p. 26.   [59]Cross and Florio, p. 24.

[60]Cross, "A Critical Review of State and National Studies," p. 10.

[61]Andrew S. Korim, Older Americans and Community Colleges: A Guide for Program Implementation (Washington, D.C.: American Association of Community and Junior Colleges, 1974), p. 57.

[62]Cross and Florio, p. 109.

The time devoted to educational activities decreased after the age of sixty. However, during the remainder of the century there will be an increase in the number of participants who are sixty years and over. The increase in older learners' participation was predicted "because people are now getting more formal education in their youth, and this predisposes them to continuation in the pursuit of lifelong learning."[63]

The educational attainment of adult learners was "closely related to the interests, motivations, and participation of adult learners than any other single characteristic."[64] There was a strong positive relationship between participation in adult education and the highest year of school attainment.[65] In the groups of adult learners involved in adult education those with higher levels of educational attainment were found to outnumber those with less education.[66] Participants included 10 percent of adults who did not complete high school and 50 percent of adults who completed a master's degree.[67] The two largest groups involved in organized learning activities were the high school graduates and those individuals with one to three years of college. In comparing

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[63]Robert J. Havinghurst, "Education Through the Adult Life Span," Yearbook of Adult and Continuing Education, 1977-78 (3d ed.; Chicago: Marquis Academic Media, Marquis Who's Who, 1977), p. 331.

[64]Cross, "A Critical Review of State and National Studies," p. 12.

[65]The Carnegie Commission on Higher Education, p. 44.

[66]Coolie Verner and Alan Booth, Adult Education (Washington, D.C.: The Center for Applied Research in Education, 1964), p. 28.

[67]Linda K. Bock, "Participation," Developing, Administering, and Evaluating Adult Education, eds. Alan B. Knox and others (San Francisco: Jossey-Bass Publishers, 1980), p. 127.

those learners with and without college experience

> the better educated are more interested in continuing their
> education, more able to pay for it (but more concerned about
> finding time to study), more likely to be pursuing education
> for intrinsic as opposed to extrinsic rewards, more willing
> to entertain a variety of methods and locations, but more
> likely to be pursuing college courses on college campuses.[68]

There were millions of potential participants that were not involved
in adult education activities. In 1978, there were "52,492,000 adults,
sixteen years of age and over . . . who have not completed a high school
level of education and are not enrolled in schools."[69] There was a high
concentration of adult learners with less than a high school education.
"About two out of three are forty-five and over; one in four is sixty-
five or older."[70]

"Despite the concern . . . . information on educational participation
and preferences of minority groups is not very complete."[71] Socio-
economic indicators have an influence on adult participation in
educational activities: "low educational attainment, low job status,
and low income have a great deal more relationship to low educational
participation than race."[72] The needs and interests of learners with low

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[68]K. Patricia Cross, "Adult Learners: Characteristics, Needs, and
Interests," Lifelong Learning in America, eds. Richard E. Peterson and
others (San Francisco: Jossey-Bass Publishers, 1979), p. 95.

[69]Joseph T. Vettickal, Lifelong Learning--Is It an Enigma or Myth
for Disadvantaged American Adults?, U.S., Educational Resources
Information Center, ERIC Document ED 185 253, 1980, p. 13.

[70]Carman St. John Hunter and David Harman, Adult Illiteracy in the
United States, A Report to the Ford Foundation (New York: McGraw-Hill,
1979), p. 48.

[71]Cross, "Adult Learners: Characteristics, Needs, and Interests,"
p. 86.

[72]Cross, "Adult Learners: Characteristics, Needs, and Interests,"
p. 88.

educational attainment and low income were similar to those of the non-white adults.[73] The needs of ethnic minorities and low income groups could be provided for by "education and credentials that are respected by employers and potential employers and to offer education that has an obvious practical utility for improving living conditions."[74]

In 1972, there was a 4 percent participation rate in adult education activities for both blacks and whites with less than a high school diploma. For blacks and whites with college degrees the participation rate in adult education activities was 29 percent. For those adults with some college training the white participation rate was slightly higher than that of the blacks.[75]

Blacks have been using education as a means for job mobility. The blacks were more interested in job-related education than whites. The blacks have more interest than whites in formal recognition of their learning in the form of degrees and certificates.[76] It has been estimated that "40 percent of Black and Spanish surname youth will be entering college by 1980, compared with 20 percent in 1970."[77]

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[73]Cross, "Adult Learners: Characteristics, Needs, and Interests," p. 88.

[74]K. Patricia Cross, "A Critical Review of State and National Studies of the Needs and Interests of Adult Learners," Conference Report: Adult Learning Needs and the Demand for Lifelong Learning, ed. Charles B. Stalford (Washington, D.C.: U.S. Government Printing Office, 1978), p. 10.

[75]Cross, "A Critical Review of State and National Studies," p. 10.

[76]Cross, "A Critical Review of State and National Studies," p. 10.

[77]Robert J. Havinghurst, "The Future of Education: Image and Reality," The Future of Education: 1975-2000, ed. Theodore Hipple (Pacific Palisades, California: Goodyear Publishing, 1974), p. 88.

The participation and interest in adult learners varied in the various geographical locations of the United States. "Educational opportunity is widely conceded to be greater in the western states than anywhere else in the country."[78] The 1975 National Center for Education Statistics data indicated "that the rate of participation in the western states is significantly above the national average--16.6 percent compared with 11.6 percent nationally."[79] The population density of the urban areas permitted "a wider variety of program offerings which tend to draw greater numbers of people than is possible in low-density rural areas."[80] During 1979, the population growth rate increased in the South and West and was below the national average in the Northeast and North Central regions of the United States.[81] The 1980 Census showed "two significant population trends: America's growth rate is approaching an all-time low, and people are moving from the North and the East into the South and West."[82]

The participation by adults in various geographical regions was influenced by such factors as "educational attainment of the populace, availability of free-access colleges, and the climate of social acceptance

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[78]Cross, "Adult Learners: Characteristics, Needs, and Interests," pp. 98-99.

[79]Cross, "A Critical Review of State and National Studies," p. 13.

[80]Verner and Booth, p. 29.

[81]"Population Growth in the United States and Canada," Metropolitan Life Insurance Company Statistical Bulletin, LXI (April-June, 1980), 13.

[82]"First Official Returns from 1980 Census," U.S. News and World Report, December 29, 1980-January 5, 1981, p. 8.

for educational activities."[83] Adult learners were affected by the

geographical and physical locations of campus based programs. In most

states large areas are distant from college campus.

> The campus attendance rate of a college is affected
> by a number of factors, including the educational programs
> offered, the level of instruction, variation in commuting
> time resulting from the existence or nonexistence of a
> public road network, public transportation, terrain
> barriers, alternate educational opportunities, and
> various socioeconomic factors that encourage or deter
> attendance.[84]

In 1969, 11.2 percent of the adult men and 9 percent of the adult

women participated in learning activities for the adult learner.[85] There

was a difference in the growth of interest in adult education between the

sexes. From 1969 to 1972, "there was a 28 percent increase in the number

of women participants and only one-half as much, 14 percent, in the number

of male participants."[86] From 1969 to 1975, the greatest increases in

participation in educational activities "were made by white women with

college degrees and family incomes of $25,000 a year and over."[87]

Women were returning to educational programs for various reasons.

Some were returning to college to complete undergraduate degree programs.

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[83]Cross, "A Critical Review of State and National Studies," p. 13.

[84]James L. Ratcliff, "Meeting the Demand for Community Outreach," The Educational Forum, XLIII (March, 1979), 316.

[85]Cross, "A Critical Review of State and National Studies," p. 11.

[86]Jerome H. Ziegler, Continuing Education--Lifelong Learning, U.S., Educational Resources Information Center, ERIC Document ED 120 445, October 22, 1975, p. 5.

[87]K. Patricia Cross, "Responding to Learning Needs," New Directions for Higher Education Preparing for the New Decade, eds. Larry W. Jones and Franz A. Nowotny (San Francisco: Jossey-Bass Publishers, 1979), p. 21.

Others were returning to community colleges, universities, and technical schools to change careers. Some women were enrolled after divorce or after the children were grown. "An increasing number of women are enrolling in adult education courses to become more self-sufficient."[88]

Men were more interested in job related education. Women were more interested in home, family, and cultural enrichment. Adult education was a means to get away from the routine of daily life.[89] It has been predicted that "more women will be part of education on all levels as a result of new social patterns and acceptability, declining birth rates, and greater availability of child care services."[90]

Barriers to Learning

The existing adult education programs did not appeal to all segments of the adult population.[91] The obstacles that prevent adult learners from participating in organized learning activities have been classified under three headings: situational, dispositional, and institutional.[92]

"Situational barriers are those arising from one's situation in life

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[88]Jerold W. Apps, "Six Influences on Adult Education in the 1980's," Lifelong Learning, The Adult Years, III (June, 1980), 7.

[89]Cross, "A Critical Review of State and National Studies," p. 11.

[90]Federic Jacobs, "New Constituencies for Education," New Directions for Higher Education Preparing for the New Decade, eds. Larry W. Jones and Franz A. Nowotny (San Francisco: Jossey-Bass Publishers, 1979), p. 33.

[91]Coolie Verner and Alan Booth, Adult Education (Washington, D.C.: The Center for Applied Research in Education, 1964), p. 31.

[92]K. Patricia Cross, "Adult Learners: Characteristics, Needs, and Interests," Lifelong Learning in America, eds. Richard E. Peterson and others (San Francisco: Jossey-Bass Publishers, 1979), p. 106.

at a given time."[93] These barriers included such factors as a lack of

time due to responsibilities, lack of transportation, geographical

isolation, and lack of childcare.[94] In our society lack of money or

time have become accepted reasons for not participating in organized

adult learning activities. However, many adults that cited cost as a

participation barrier had not investigated the cost of adult education.

Women perceived cost as a barrier more often than did men. This could

have been the result of women feeling guilty about taking from the family's

income to supplement their educational aspirations.[95]

"Dispositional barriers are related to attitudes and self-perceptions

about oneself as a learner."[96] Many older adult learners have felt that

they were too old to learn. The adults which had poor educational back-

grounds and experiences often lacked interest in learning, or felt that

they lacked the ability to learn.[97]

"Institutional barriers include practices and procedures which

exclude or discourage working adults from participating in educational

activities."[98] Institutional indifference to part-time student

[93]K. Patricia Cross, "A Critical Review of State and National Studies of the Needs and Interests of Adult Learners," Conference Report: Adult Learning Needs and the Demand for Lifelong Learning, ed. Charles B. Stalford (Washington, D.C.: U.S. Government Printing Office, 1978), p. 14.

[94]Cross, "Adult Learners: Characteristics, Needs, and Interests," p. 106.

[95]Cross, "A Critical Review of State and National Studies," pp. 14-15.

[96]Cross, "A Critical Review of State and National Studies," p. 14.

[97]Cross, "A Critical Review of State and National Studies," p. 14.

[98]Cross, "A Critical Review of State and National Studies," p. 14.

requirements could be compounded with respect for such variables as

"requirements for parking, public transportation, food services, health

care, access to libraries and bookstores."[99]   Institutional barriers

were grouped into five categories:

> (1) scheduling problems; (2) problems with location or
> transportation; (3) lack of courses that are interesting,
> practical, or relevant; (4) procedural problems related to
> attendance, red-tape, time requirements, and so on; and
> (5) lack of information about procedures and programs.[100]

Facilities

The educational system "should be planned, designed, operationalized

and continuously modified to effectively serve the defined human and

educational needs of our rapidly changing world."[101]   The educational

philosophy, concepts and programs should be supported by the building of

the learning center. "The impact of the buildings on the educational

environment cannot be minimized."[102]

During the 1950's and 1960's there was an increase in the need for

[99]James R. Broschart, Lifelong Learning in the Nation's Third Century, A Synthesis of Selected Manuscripts About the Education of Adults in the United States (Washington, D.C.: U.S. Government Printing Office, 1977), p. 22.

[100]Cross, "Adult Learners: Characteristics, Needs, and Interests," p. 111.

[101]Donald J. Leu and others, Planning for Educational Change. A Process Model for Designing Future Forms of Educational Facilities. Research Report No. 5 of Project SIMU School: Santa Clara County Component, U.S., Educational Resources Information Center, ERIC Document ED 096 750, 1974, p. 1.

[102]Amo De Bernardis, Portland Community College, Rock Creek: A Community Based Educational Shopping Center, U.S., Educational Resources Information Center, ERIC Document ED 101 821, 1974, p. 14.

the development of facilities. Today, most of the physical plants are adequate. "However, the facilities were not designed for lifelong learning students."[103] For institutions that were still involved in building there was a need to consider the types of facilities that were being constructed, "and to consider the needs of increased lifelong learning enrollment and reduced full-time credit enrollment."[104]

Considerations for Planning a Facility for the Adult Learner

"The school site affects the educational program, the budget, transportation needs, enrollment, landscaping, and numerous other factors."[105] There should be sufficient area in the site "to provide space for present and future buildings; outdoor instruction and recreation; student, faculty, and visitor parking; site beautification; service drives and walkways."[106] In the selection of the site several dimensions of location should be considered.[107] The older adult learner preferred "to remain in their own areas and neighborhoods where over the

[103]Robert H. McCabe, "Restructuring Community Colleges for Lifelong Education," Policies for Lifelong Education, ed. Jamison Gilder (Washington, D.C.: American Association of Community and Junior Colleges, 1979), p. 105.

[104]McCabe, p. 106.

[105]Susan K. Gwyne, ed., Guide for Planning Educational Facilities (Columbus, Ohio: Council of Educational Facility Planners, 1976), p. F-2.

[106]Harold J. Schantz, Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education, U.S., Educational Resources Information Center, ERIC Document ED 080 857, May 1, 1973, p. 15.

[107]Kenneth W. Brooks, Marion C. Conrad, and William Griffith, From Program to Educational Facilities (Lexington: University of Kentucky, 1980), p. 183.

years they had developed personal support systems of friends and relatives."[108] The facilities should be located near the geographic center of the area to be served. The facility should be accessible to both public and private transportation.[109] The general environment should be considered in regard to air quality, noise, underdeveloped surroundings, adequate drainage, soil conditions, and the ease of construction. Also, the availability of utilities such as electric, sewage, telephone, and natural gas should be considered.[110]

The facility should be designed to be flexible. The facility should be adaptable to future enrollments, methods of teaching, and learner requirements. The rearrangement of the building space should be accomplished without major structural changes. Provisions should be made for multiple use of the facility space for both day and night enrollments.[111]

The administrative space should contain areas for conference rooms, clerical space, general storage, and record storage. The entrance of the facility should be clearly marked.[112] Administrative considerations

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[108]Ruth Weinstock, The Graying of the Campus (New York: Educational Facilities Laboratories, 1978), p. 107.

[109]Leroy E. Hixson, Formula for Success: A Step by Step Procedure for Organizing a Local Institute of Lifetime Learning, U.S., Educational Resources Information Center, ERIC Document ED 028 366, 1968, p. 5.

[110]Brooks, Conrad, and Griffith, p. 183.

[111]Schantz, p. 16.

[112]Planning Facilities to Accommodate Adult Education, U.S., Educational Resources Information Center, ERIC Document ED 036 982, 1958, pp. 6-7.

should be given to

> private and general offices; guidance, counseling, and
> conference rooms; health clinic; cafeteria and food
> service; personnel records vault; custodial and
> maintenance shops; central supply receiving and storage
> rooms; toilets, drinking fountains, and rest rooms.[113]

Instructional areas should be labeled so that they could be easily

identified. Toilet facilities and drinking fountains should be

conveniently located.[114] Program considerations should be made for

> general classrooms for lecture or discussion-type
> activities; laboratories and shops for demonstration
> and project activity; preparation rooms and instruc-
> tional supply storage; project storage and student
> lockers; library and resource materials; classroom
> equipment and furniture.[115]

Classes for the older adult learner should be conducted in ground-

level rooms or rooms on other levels of the facility that are accessible

when ramps, elevators and stairways are relatively uncongested.

Activities such as reading, drawing, and sewing should be held in rooms

that are well lighted and without glare. A public address system should

be provided. The seating should be informally arranged.[116] Furniture

and equipment should be provided which is designed for adult use.[117]

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[113]Schantz, p. 17.

[114]Planning Facilities to Accommodate Adult Education, pp. 7-8.

[115]Schantz, p. 17.

[116]Edward E. Marcus and Robert J. Havinghurst, "Education for the Aging," Serving Personal and Community Needs Through Adult Education, eds. Edgar J. Boone and others (San Francisco: Jossey-Bass Publishers, 1980), p. 42.

[117]John W. Becker, Architecture for Adult Education, A Graphic Guide for Those Who Are Planning Physical Facilities for Adult Education, U.S., Educational Resources Information Center, ERIC Document ED 018 942, n.d., p. 11.

Classrooms should preferably be furnished with tables and chairs not in excess of capacity for seating twenty adults.[118]

"Human beings are both consciously and subconsciously affected by their environments."[119] Attitudes and behavior could be affected by the environment of the facility. The environment could enhance or interfere with the operation of the educational program.[120] "Inadequate facilities may discourage participants because of image, comfort, or convenience."[121]

Adequate visibility should be provided for in the facility. The facility planner should consider such factors as levels of illumination, balance of brightness and elimination of glare. "A good visual environment permits fast, accurate and comfortable seeing."[122] Extreme contrasts in light and dark should be eliminated. Older individuals often have "slow eye accommodation when moving from a lighted to a dark area or vise versa."[123] When extremes in light and dark could not be eliminated, transitional lighting arrangements could be used. Lighting should also be considered in terms of indoor, outdoor, natural, artificial, and color.[124] The age of the learners was a consideration in lighting levels.[125]

A good acoustical environment required the solution to "(1)

[118]Hixson, p. 4.   [119]Gwyne, p. I-2.

[120]Gwyne, p. I-2.

[121]Dennis A. Dahl, "Resources," Developing, Administering, and Evaluating Adult Education, eds. Alan B. Knox and others (San Francisco: Jossey-Bass Publishers, 1980), p. 160.

[122]Gwyne, p. I-4.   [123]Weinstock, p. 97.

[124]Weinstock, p. 97.   [125]Brooks, Conrad, and Griffith, p. 220.

controlling sounds within a particular space so that sound which is to be heard can be heard well, and (2) preventing the intrusion of unwanted sounds from outside the space."[126] "Studies have indicated that while sound itself is not necessarily disruptive to learning, undesirable or unplanned noise consumes nervous energy and can result in reduced learning."[127] The treatments of the acoustical environments would vary with the physical properties of the space and the desired learning activities.[128] It has been estimated that approximately 30 percent of all older adults suffered significant hearing losses. Men experience greater hearing loss than women. "As age increases, the loss for high-pitched sounds tends to be considerable; for low-pitched sounds, it is slight."[129]

The thermal environment of the facility was concerned with the temperature as it related to comfort. Also surface temperatures and humidity should be considered in planning a facility.[130] Design should include consideration for thermal environment, architecture and engineering considerations that allow conservative energy use.[131] The

[126]Susan K. Gwyne, ed. Guide for Planning Educational Facilities (Columbus, Ohio: Council fo Educational Facility Planners, 1976), p. I-6.

[127]Kenneth W. Brooks, Marion C. Conrad, and William Griffith, From Program to Educational Facilities (Lexington: University of Kentucky, 1980), p. 221.

[128]Brooks, Conrad, and Griffith, p. 221.

[129]Weinstock, p. 98.

[130]Brooks, Conrad, and Griffith, p. 58.

[131]Gwyne, p. I-11.

human body will function most effectively between the temperatures of sixty and eighty degrees Fahrenheit. For tasks that required great concentration the temperature range should be from sixty-eight to seventy-four degrees. When the temperature falls outside of these ranges, learning begins to deteriorate. Poor temperature conditions have the most effect on the less able students. The temperature range should be considered. Females tended to "prefer temperatures one to two degrees warmer, and as metabolism slows with age, all individuals require one to five degrees of additional temperature for the same comfort level."[132] The older the individual becomes, the more difficult it becomes to withstand heat.[133]

The spatial environment was described as the relationship between spaces and scale. There was no governing principles for spatial environment. "The objective in design must be the creation of balance and a positive, pleasing impression."[134]

Educational facilities should be aesthetically acceptable to a majority of those who will be using the spaces. "Ideally, educational facilities should be exciting, creative, inviting places."[135]

The facility should be designed adequately in terms of health and safety for all occupants. Considerations should be given to "overall structural safety, traffic control, proper lighting, space for each item

[132]Brooks, Conrad, and Griffith, p. 219.

[133]Raymond Schuessler, "You Can Beat the Heat," Modern Maturity, XXIV (June-July, 1981), 36.

[134]Brooks, Conrad, and Griffith, p. 221.

[135]Brooks, Conrad, and Griffith, p. 222.

of equipment, removal of exhaust fumes, and suitable firefighting equipment for each area."[136] The facility should have directional graphics, architectural details, and information systems. The graphic system should use consistent cues and repetition of like signs and symbols. The building names should be displayed at eye level. Clocks should have large numbers. Numbers of floors should be indicated across from elevator doors.[137] Seating should be placed throughout the outdoor and indoor areas of the facility. This seating could provide areas for waiting for transportation or for visiting. The benches and chairs should have backs and arms. Older learners sometimes have difficulty in getting up.[138] Parking provisions were of great importance at the facility. The parking areas should be well illuminated. Walks and entrances should be illuminated and marked.[139] "Just as centrally located parking is currently reserved for the handicapped, some of the closer lots should be reserved for older students."[140]

The facility should be designed for speakers, demonstrations, musical performances, motion pictures, and individual counseling

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[136]Harold J. Schantz, Guidelines for Realistic Facility Planning for Schools of Vocational, Technical and Adult Education, U.S., Educational Resources Information Center, ERIC Document ED 080 857, May 1, 1973, p. 16.

[137]Ruth Weinstock, The Graying of the Campus (New York: Educational Facilities Laboratories, 1978), p. 96.

[138]Weinstock, p. 102.

[139]Planning Facilities to Accommodate Adult Education, U.S., Educational Resources Information Center, ERIC Document ED 036 982, 1958, p. 9.

[140]Weinstock, p. 106.

concerning personal problems and interests. The institution could assist
elderly persons in coping with bureaucratic requirements in connection
with such matters as social security, medicare, food stamps, and other
rights and benefits.[141] The educational facility could be "the site of
consumer assistance in connection with paying taxes, legal actions,
health care matters, and protection in the purchase and maintenance of
homes, automobiles, and appliances."[142]

Descriptions of Selected
Facilities for the Adult Learner

There has been a tendency when designing school facilities to
incorporate other social services within the facility. This has been
described as the "place where education is conducted in conventional ways
for conventional students, but where a variety of other social services
are delivered."[143] An example of this type of facility was the John F.
Kennedy School and Community Center located in Atlanta, Georgia. The
center was a three-story structure. The facility was designed to house
recreational facilities, eleven community agencies, and a middle school.
The services and programs provided separately or jointly by various
agencies included the following:

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[141]Edward E. Marcus and Robert J. Havinghurst, "Education for the
Aging," Serving Personal and Community Needs Through Adult Education,
eds. Edgar J. Boone and others (San Francisco: Jossey-Bass Publishers,
1980), p. 34.

[142]Marcus and Havinghurst, p. 44.

[143]Alan C. Green, "Planning for Declining Enrollments," Learning
Environments, eds. Thomas G. David and Benjamin D. Wright (Chicago: The
University of Chicago Press, 1975), p. 71.

activities for senior citizens; adult basic education;
area one superintendent of schools; child day care services;
community action program; educable mentally retarded
programs; employment, job training and counseling services;
housing and home management services; housing relocation
services; housing code services; legal aid; middle school
program (grades 6 through 8); municipal information
services; pre-kindergarten program; recreation; sheltered
workshop for trainable mentally retarded; vocational
education program; vocational rehabilitation program;
volunteer community services programs; and welfare case
work services.[144]

A community that is served by a community college may find

considerable support for programs for the senior citizens. "If a

community lacks a multipurpose senior center, the community college may

very well be a logical sponsor and operator of a center or a series of

sub-center arrangements."[145]

Harbor Springs, Michigan has a senior citizen center located in the

middle of the high school. "The elderly . . . share a multimillion-

dollar facility with the students at little extra cost to the taxpayers."[146]

The two generations work together in the educational programs. The older

persons have the options to sign up for any available high school classes

for recreation or credit. "The school is used by everyone from pre-

schoolers to business people to the elderly."[147]

The Kingsport Adult Education Program in Kingsport, Tennessee was

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[144]John F. Kennedy School and Community Center (Atlanta, Georgia:
Atlanta Public Schools, 1971), p. 6.

[145]Andrew S. Korim, Older Americans and Community Colleges: A Guide
for Program Implementation (Washington, D.C.: American Association of
Community and Junior Colleges, 1974), p. 74.

[146]Diane K. Gentry, "The Elders of Harbor Springs High," Modern
Maturity, XXIV (April-May, 1981), 31.

[147]Gentry, pp. 32-33.

established in 1934. The goal of this program was to provide quality training at a low cost for the adult learners in the community. All senior citizens were enrolled free of charge in adult education classes. The program was designed to meet the vocational and avocational needs of the adult learners in the community. The adult education programs were conducted in the various educational facilities of the Kingsport, Tennessee City School System.[148]

The Danish-American Folk High School had some influence in the development of residential adult education.[149] The John C. Campbell Folk School, located in Brasstown, North Carolina, was "one of the oldest (1925) and most distinguished folk schools in North America."[150] The courses were family oriented. Courses were "offered in most of the mountain hand crafts of woodcarving, weaving, woodworking, quilting, pottery, blacksmithing and lapidary work."[151] Programs were offered in folk culture. The school had guest rooms that accommodated approximately fifty persons. A small campground with trailer hook-up facilities was located on the school grounds.[152]

"This new decade promises to produce a 20 percent increase in the

[148]"Kingsport Adult Education," Instructor Handbook (Kingsport, Tennessee: Kingsport City Schools, 1980), pp. 4-8.

[149]Frank W. Jessup, Historical and Cultural Influences Upon the Development of Residential Centers for Continuing Education (Syracuse, New York: Syracuse University Publications in Continuing Education, 1972), p. 20.

[150]Wilbur Cross, The Weekend Education Sourcebook (New York: Harper and Row, 1976), p. 259.

[151]Cross, The Weekend Education Sourcebook, p. 259.

[152]Cross, The Weekend Education Sourcebook, p. 259.

total number of persons sixty-five years of age."[153] It has been

predicted that there will be an increase in senior adults:

> Primarily because better nutrition, health care, and
> environmental situations exist for them, today's "new
> generation" of senior adults is physiologically younger,
> intellectually more active, and attitudinally more open
> to new life-styles and options for living and learning.[154]

Camelot Manor was designed in 1973 for the needs of the senior

adults. "The environmental setting of the Manor promotes lifelong

learning in two specific areas: personal and inter-personal."[155]

Camelot Manor was described as a "six building, two-story congregate

housing project located near Sun City, Arizona, which houses over 150

senior adult residents."[156] The residents lived in private apartments

that were furnished with their personal furnishings. The interior of

the apartment units was described as:

> Windows are low enough to permit views of the outdoors
> while sitting. Finishes and color schemes reduce glare,
> and door latches can be easily manipulated even with
> arthritic fingers. Equipment, color materials and unit
> dimensions are designed to meet the needs of older
> persons.[157]

The Commons building included "mail box area, arts and crafts areas,

library, lounge and television room, exercise room, pool room, adminis-

trative offices, and a small store that is operated by the residents."[158]

The outdoor areas provided residents spaces to grow flowers. The outdoor

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[153]Harvey Livix, "Camelot--Where Senior Citizens Thrive," CEFP
Journal, XVIII (September-October, 1980), 18.

[154]Livix, p. 18.   [155]Livix, p. 20.

[156]Livix, p. 19.   [157]Livix, p. 19.

[158]Livix, p. 19.

areas also provided hydrotherapy pool, shuffle board courts, ramada, and small court areas with benches. "From the viewpoint of personal learning, the resident comes to understand and cope with some of the restrictions and limitations involved in aging."[159]

Appalachian Christian Village, located in Johnson City, Tennessee, is a non-profit apartment-type residence-health care facility. The center was designed with the elderly in mind. The facility was a five spoke wheel complex with 160 apartments, 28 for couples and 132 for single elderly occupants. Each apartment was soundproofed, carpeted, and included bathroom and kitchen facilities. All the apartments were on the ground floor. Lounges and parlors were available for entertaining. The nursing wing of the complex had a seventy-four bed capacity. A beauty and barber shop were provided. Areas were provided for ceramics and sewing. Also, cottages, townhouses and tower apartments were provided.[160]

Many of the residential educational institutions have been established since World War II.[161] There were four common patterns of residential continuing education:

> One group may live and study in a center so structured
> that all the normal socially-sanctioned processes of daily
> life are designed to advance or aid learning. A second
> group may live in a facility not directly part of the study
> center but closely enough related to it so that the
> intellectual and social relationships reinforce one
> another. A third group may live together in a hotel and

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[159]Livix, p. 20.

[160]"Appalachian Christian Village" (Brochure, Appalachian Christian Village, Johnson City, Tennessee).

[161]Jessup, p. 21.

go to an educational institution for meetings, but have
no other intellectual activities in common and share only
a minimal social life. A fourth group may be made up of
individuals who live wherever they independently choose
and go to the institution only for scheduled sessions.[162]

"Today, more and more colleges are opening their facilities to older

adults and encouraging them to be part of a multi-generational learning

atmosphere."[163] The residential center for continuing adult education

was described as "one of the fastest-growing institutes of learning in

the United States today."[164]

Campus residence halls have value in that they provide different

generations opportunities to interact and learn from each other. The

residence halls should be designed with "railings, contrasting vibrant

colors, nonskid floors, private baths, slow moving elevators and elevator

doors, nonglare windows, and emergency alarm systems in every room."[165]

Huron College was a four-year liberal arts college located in Huron,

South Dakota. It was associated with the Presbyterian Church.[166] "Huron

College has adopted an institutional philosophy of lifelong learning and

has developed innovative programs stressing intergenerational learning."[167]

[162]Cyril O. Houle, Residential Continuing Education (Syracuse, New York: Syracuse University, 1971), pp. 1-2.

[163]William F. Price and Jane Doyle Bromert, "Huron College: An Intergenerational Program," New Directions for Higher Education Educating Learners of All Ages, eds. Elinor Greenberg, Kathleen M. O'Donnell, and William Bergquist (San Francisco: Jossey-Bass Publishers, 1980), p. 80.

[164]Cross, The Weekend Education Sourcebook, p. 38.

[165]Ruth Weinstock, The Graying of the Campus (New York: Educational Facilities Laboratories, 1978), p. 114.

[166]Price and Bromert, p. 80.

[167]Price and Bromert, p. 79.

A former dorm was renovated to make it barrier free, and an elevator was installed. The top two floors of the dorm were converted into twenty-two apartments containing a bathroom and kitchen with common laundry and community rooms. "The first floor houses the spaces for all the services of a multipurpose senior center: offices, dining, lounge and conference rooms."[168]

Few colleges and universities have been prepared to adopt the concept of full-scale intergenerational living. There are several facilities that offered short-term programs and housing in existing facilities.[169] Virginia Polytechnic Institute and State University's Donaldson Brown Center for Continuing Education, located in Blacksburg, Virginia, has "modern hotel rooms, air conditioned with color television; will accommodate as many as 250 participants; a restaurant and coffee shop provide food service."[170] There was an assortment of conference rooms and auditoria to meet the needs of those adults attending educational meetings. The average length of a program was from two to five days.[171]

The California State Polytechnic University, Kellogg West Complex, located in California, "has a large conference center with a handsomely appointed auditorium, multipurpose conference rooms, meeting and dining rooms, audio-visual facilities, and an attractive residence lodge."[172]

[168]Weinstock, pp. 121-22.   [169]Weinstock, p. 123.

[170]Wilbur Cross, The Weekend Education Sourcebook (New York: Harper and Row, 1976), p. 283.

[171]Cross, The Weekend Education Sourcebook, p. 283.

[172]Cross, The Weekend Education Sourcebook, p. 188.

The sessions were conducted on "every professional field and range of interest, including such diverse subjects as linguistics, science fiction, management, and economics."[173]

Seminars, workshops and conferences were a means of disseminating information to adult learners. "One of the most unique facilities in the United States for these types of lifelong learning activities is the University of South Alabama Brookley Center."[174] Originally Brookley was a part of Brookley Air Force Base. In 1969, the Air Force closed down its operation and the Department of Health, Education, and Welfare transferred the property to the university. The university purchased a public housing area that was adjacent to this property. The center was used for research and educational development. In 1976, the emphasis was changed to lifelong learning. During the 1976-77 academic year over ten thousand adults attended activities at the center. The adult participants increased during the 1977-78 academic year to almost seventeen thousand. Brookley "evolved into a regional center serving the greater Gulf Coast area from Panama City, Florida to New Orleans, Louisiana, and, to some degree, the Southeastern United States."[175] The Brookley Center purpose was "the development and coordination of programs relevant to adults in this service region."[176] One area of the Brookley Center was called the Learning Circle. This was comprised of six buildings

[173]Cross, The Weekend Education Sourcebook, p. 188.

[174]Ed M. Bunnell and Thomas L. Wells, "The Rebirth of Brookley Center," CEFP Journal, XVIII (September-October, 1980), 16.

[175]Bunnell and Wells, p. 17.

[176]Bunnell and Wells, p. 17.

arranged around a courtyard. Each building was designed to serve adult groups of various sizes and needs. Some classrooms were designed to accommodate from fifty to one hundred students. Informal discussions were held in a gazebo in the center of the Learning Circle. Office space for staff members was provided in one building in the Learning Circle. The Brookley Campus includes the Conference Center, Executive Workshop, the Pine Tree Workshop, and the Log Cabin.[177] The students were housed in Oak or Pine Tree Lodge. These lodges were described as modern motels. Also, there was a dormitory that could house approximately one hundred students. The center provided

> an eighteen-hole golf course, two olympic-size swimming
> pools, four tennis courts, a fishing pier, softball field,
> and a recreational center with bowling lanes, pool tables
> and other equipment.[178]

"The center has become the educational _forum_ of twentieth century America."[179] The centers were described as "exciting places where men and women often coming great distances, meet to exchange . . . ideas."[180]

Trends and Implications for the Future

In the past seventy-five years, there have been more changes in technology than have occurred in all previous history.[181] The time span

[177]Bunnell and Wells, p. 17.   [178]Bunnell and Wells, p. 17.

[179]Frank W. Jessup, Historical and Cultural Influences Upon the Development of Residential Centers for Continuing Education (Syracuse, New York: Syracuse University Publications in Continuing Education, 1972), p. 22.

[180]Jessup, p. 22.

[181]Amo De Bernardis, Portland Community College, Rock Creek: A Community Based Educational Shopping Center, U.S., Educational Resources Information Center, ERIC Document ED 101 821, 1974, p. 6.

has become less than the lifetime of a human being for major cultural change. The education that transmitted knowledge concentrated during the early years of life could no longer serve the needs of society or individuals. "The new world requires a new purpose for education—the development of a capacity in each individual to learn, to change, and to create."[182]

In recent years, American education has been characterized by change and the development of new ideas.[183] The most profound change was the attitude that education was a "way of meeting the demands and aspirations of the present."[184] "Adult education was no longer seen as a 'continuation' after formal school but as part of a 'continuous' educational process."[185] This implied changes in the goals of the educational process. Education could no longer be identified with a specific period of life. Education could no longer be regarded as a preparation for life.[186]

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[182]Malcolm S. Knowles, Higher Adult Education in the United States. The Current Picture, Trends, and Issues (Washington, D.C.: American Council on Education, 1969), p. 23.

[183]Julie England and Paul Tremper, "The Development of Community Education," Building for School and Community III United States (Washington, D.C.: Organization for Economic Co-operation and Development, 1978), p. 9.

[184]Robert J. Havinghurst, "Education Through the Adult Life Span," Yearbook of Adult and Continuing Education, 1977-78 (3d ed.; Chicago: Marquis Academic Media, Marquis Who's Who, 1977), p. 331.

[185]A. S. M. Hely, New Trends in Adult Education from Elsinore to Montreal (Paris, France: United Nations Educational, Scientific, and Cultural Organization, 1962), p. 56.

[186]Meeting of Experts on the Content of Education in the Context of Life-long Education. Final Report, U.S., Educational Resources Information Center, ERIC Document ED 122 109, February 6, 1976, p. 2.

Adult education has been undergoing great change. During the past few years, there has been "a redefinition of goals and basic concepts and an expansion of the adult education concept into one commonly describing learning as a lifelong activity."[187] The current interest in lifelong learning has focused attention on adult learning.[188]

Educational institutions will be faced with a decade of decreasing enrollments and economic constraints.[189] There has been a decrease in the number of traditional college age students and an increase in demands for lifelong and part-time learning.[190] "Enrollment declines are likely to continue to grow during the first half of the 1980s."[191]

Substantial reorganization will be needed of many existing educational programs. There will be a need for new programs to be developed and "expanded upward and downward to serve new clienteles in both adult education and early childhood education."[192] In the past, colleges and universities have been serving individuals who had aspirations of receiving

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[187]"Preface," Yearbook of Adult and Continuing Education, 1977-78 (3d ed.; Chicago: Marquis Academic Media, Marquis Who's Who, 1977), p. vii.

[188]Charles B. Stalford, "Introduction," Conference Report: Adult Learning Needs and the Demand for Lifelong Learning, ed. Charles B. Stalford (Washington, D.C.: U.S. Government Printing Office, 1978), p. 1.

[189]Jan Branch, "Schools of Education in the Eighties," The Educational Forum, XLV (March, 1981), 313.

[190]James L. Ratcliff, "Meeting the Demand for Community Outreach," The Educational Forum, XLIII (March, 1979), 315.

[191]Geneva Gay, Frederick L. Dembowski, and Robert L. McLennan, "Pressing Quality of Education During Enrollment Declines," Phi Delta Kappan, LXII (May, 1981), 657.

[192]Gay, Dembowski, and McLennan, p. 657.

a four year or postgraduate degree. These institutions will be meeting the needs of a less homogeneous group of individuals.[193] "Institutions are responding with programs to support the new learning styles emphasized by the need for lifelong learning."[194] These continuing educational programs will experience rapid growth in the future. There will be an expansion of course offerings by formal educational institutions "to accommodate an increasing demand for external degrees, individualized off-campus study, correspondence study programs, and other modes of reaching the varied interests."[195]

The community colleges have been in the forefront of the movement for lifelong learning. Many community colleges were serving learners of all ages with a wide variety of services and programs.[196] During the past decade the community colleges have served the needs of the older adult learner. Many senior colleges "have expanded their evening programs, set up external degrees, established special programs for returning women, and allow fee reductions for senior citizens."[197]

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[193]Daniel Patrick Moynihan, "The Impact on Manpower Development and Employment of Youth," Universal Higher Education, ed. Earl J. McGrath (New York: McGraw-Hill, 1966), p. 79.

[194]Theodore M. Hesburgh, Paul A. Miller, and Clifton R. Wharton, Jr., Patterns for Lifelong Learning (San Francisco: Jossey-Bass Publishers, 1973), p. 8.

[195]Hesburgh, Miller, and Wharton, p. 8.

[196]K. Patricia Cross, Responding to Learning Needs in the 1980's, U.S., Educational Resources Information Center, ERIC Document ED 187 419, April 1, 1980, p. 12.

[197]Richard E. Peterson, Lifelong Learning: Some Challenges of the 1980's, U.S., Educational Resources Information Center, ERIC Document ED 185 330, February, 1980, p. 8.

Today, one in every nine individuals is sixty-five years or over.
In the year 2030, 20 percent of the population will be sixty-five years
or over.[198] The educational needs of the older adult will have to be
met. There will be a need for continuing education, nondegree programs,
and short-term special needs courses.[199] There will be a need for
educational programs to help individuals prepare and cope with retire-
ment.[200] The elders of the future "will be seeking new uses for their
time . . . will be more politically active and more involved in the
affairs of the community."[201] In the future, the process of growing old
will take on new meaning. Growing old will become "a new stage of
living, one of activity and involvement rather than of passivity and
detachment."[202]

During the 1980's, there will be forces beyond the campus walls that
will press "higher education to expand its mission and address the life-
long educational needs of adults as well as the educational needs of
youth."[203] The adult learner has become the center of many higher

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[198]Special Committee on Aging, U.S. Senate, Newsletter ([Washington]:
n.n., April 28, 1980), p. 1.

[199]Sandra M. Long, "The 1980 Census: Implications for Education,"
Phi Delta Kappan, LXII (May, 1981), 619.

[200]Lillian L. Glickman, Benjamin S. Hersey, and I. Ira Goldenberg,
Community Colleges Respond to Elders, A Sourcebook for Program Develop-
ment (Washington, D.C.: U.S. Government Printing Office, 1975), p. 36.

[201]Glickman, Hersey, and Goldenberg, p. 1.

[202]Glickman, Hersey, and Goldenberg, p. 1.

[203]James C. Votruba, "The Lifelong University: A Challenge to
Collegiate Tradition," CEFP Journal, XVIII (September-October, 1980),
12.

education innovations such as "credit for learning through life experience, credit by examination, drop-out and drop-in arrangements, special degrees for adults, weekend classes, and all sorts of non-traditional experiments."[204]

There will be a need for facility planning in education in the future. "Enrollments will shift, facilities will deteriorate, learning programs will change, technologies will advance, and new research will be completed."[205] The educational planners will be faced with many exciting challenges in the future.[206] Educational facilities will "be influenced by (1) new construction for population shifts and growth, (2) renovation and replacement of existing facilities, and (3) technological initiatives."[207]

As the idea of lifelong learning becomes accepted new institutions will be needed.[208] It will become feasible for individuals and groups "to locate residential programs that can fulfill their particular

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[204]Fred Harvey Harrington, The Future of Adult Education (San Francisco: Jossey-Bass Publishers, 1977), p. 2.

[205]Kenneth W. Brooks, Marion C. Conrad, and William Griffith, From Program to Educational Facilities (Lexington, University of Kentucky, 1980), p. 224.

[206]Donald J. Leu and others, Planning for Educational Change. A Process Model for Designing Future Forms of Educational Facilities. Research Report No. 5 of Project SIMU School: Santa Clara County Component, U.S., Educational Resources Information Center, ERIC Document ED 096 750, 1974, p. 22.

[207]Brooks, Conrad, and Griffith, p. 223.

[208]Paul A. Miller, ". . . Moving from the Wings, An Introduction," Higher Adult Education in the United States, the Current Picture, Trends and Issues, ed. Malcolm S. Knowles (Washington, D.C.: American Council on Education, 1969), p. xix.

objectives."[209]

The increase in participation in adult education has resulted in a need for large numbers of individuals to develop professional careers in adult education.[210] The United States Department of Labor Bureau of Statistics has estimated the "number of full-time employees and teachers in the field of adult education will rise from 69,000 to 100,000 by 1985."[211]

Leisure time has been increasing. Some indicators of this trend included longer vacation periods, earlier retirements, shorter work weeks, and longer life expectancies.[212] "Education must also help individuals develop skills to use leisure productively to offset work-related stress."[213] It has been estimated that the average working American has more hours of leisure than paid working hours per year. It has been predicted by the year 2000 the United States will havè six hundred and sixty billion leisure hours.[214] The post-industrial society was rich in leisure time "which is at once a pre-condition and a challenge

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[209]Wilbur Cross, The Weekend Education Sourcebook (New York: Harper and Row, 1976), p. 167.

[210]Cyril O. Houle, The Design of Education (San Francisco: Jossey-Bass Publishers, 1972), p. 225.

[211]Wilbur Cross and Carol Florio, You Are Never Too Old to Learn (New York: McGraw-Hill, 1978), p. 162.

[212]Roger Hiemstra, Lifelong Learning (Lincoln, Nebraska: Professional Educators Publications, 1976), p. 100.

[213]Long, p. 619.

[214]Sharon Hunt, "Education for Leisure," The Educational Forum, XLV (March, 1981), 300.

for lifelong education."[215]

Considerable attention in adult education has been stimulated by the lifelong learning movement.

> Perhaps the adult education field is also at a cross-roads, with one direction being lifelong learning as a means for creating a radically new way of life and the other direction being lifelong education as a highly structured and required means for developing people in an occupational, psychological, or sociological sense.[216]

Lifelong learning is a very important topic in national and international education.[217] The United Nations Educational, Scientific, and Cultural Organization has stressed the importance of lifelong education. The International Commission on the Development of Education recommended "lifelong education as the master concept for educational policies in the years to come for both developed and developing countries."[218]

The lifelong learning concept "is an important concern for world education as well as United States education and demands critical attention."[219] "The eighties have been proclaimed the decade of lifelong

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[215]Michiya Shimbori, "Lifelong Integrated Education," Reflections on Lifelong Education and the School: Brief Papers and Notes Containing Some Thoughts on the Theory and Application of Lifelong Education as Seen in the Context of School Curriculum, Adult Education and Similar Areas, ed. R. H. Dave, U.S., Educational Resources Information Center, ERIC Document ED 118 827, 1975, p. 46.

[216]Hiemstra, p. 106.

[217]Letter from Jamison Gilder, Director, Policies for Lifelong Education, American Association of Community and Junior Colleges, January 7, 1981.

[218]P. Lengrand, "Prospects of Lifelong Education," Lifelong Education: A Stocktaking VIE Monographs, ed. A. J. Cropley and others, U.S., Educational Resources Information Center, ERIC Document ED 178 692, 1979, p. 44.

[219]Norman V. Overly and others, A Model for Lifelong Learning (Bloomington, Indiana: Phi Delta Kappa, 1980), p. 1.

learning."[220] The concept of lifelong education "will change dramatically
the traditional American educational system in the 1980's and 1990's."[221]

Summary

The first section of this chapter presented the adult learner, the
categories of adult learners, the characteristics of adult learners,
and the barriers to learning. The adult learners were the fastest growing
group of participants in the American educational system. The categories
of adult learners included the goal-oriented, activity-oriented, learning-
oriented, self-directed, and lifelong learners. Characteristics that
influenced adult learners included age, sex, level of previous education,
social class, and self-concept. Educational attainment was a better
index to adult participation in educational activities than any other
characteristic. The rate of participation in adult education activities
was above the national average in the western states. The situational,
dispositional, and institutional barriers to learning were reviewed.

The second section included considerations for planning a facility
for the adult learner, and descriptions of selected facilities for the
adult learner. The philosophy, concepts and programs should be
complemented by the facility. The considerations for planning a facility
for the adult learner included the following: site, administrative
spaces, instructional areas, visual environment, acoustical environment,

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[220]Bill Draves, The Free University, A Model for Lifelong Learning
(Chicago: Follett, 1980), p. 255.

[221]Floyd G. ·Parker, "The View from Here," CEFP Journal, XVIII
(September-October, 1980), 2.

thermal environment, spatial environment, and health and safety.

The third section presented the trends and implications for the future. The 1980's have been predicted to be the decade for lifelong learning.

Chapter 3

PROCEDURES AND METHODOLOGY

A description of the study, the procedures and methods followed,
description of the questionnaire, the research questions, and the
summary are presented in this chapter.

Description of the Study

The study was a descriptive study, using the questionnaire method
of collecting data. This study was undertaken to analyze selected
facilities, by the questionnaire responses, and on the basis of this
information combined with the literature review to develop guidelines
for planning facilities for the adult learner. Certain elements
considered relevant for planning facilities for the adult learner were
identified, appraised, and used in the development of guidelines.

Procedures Used in the Study

The computer services of East Tennessee State University were used
to search ERIC documents on lifelong learning, adult education, and
facility planning for the adult learner. The computer services of
Project Support of the Tennessee State Department of Education were used
to search ERIC documents. The computer services of Xerox University
Microfilms were used to search doctoral dissertation abstracts. A
computer search was made on materials available in the Library of
Congress that pertained to lifelong learning. A review of literature

was conducted. Letters were sent to selected institutions, governmental agencies, educational organizations, and associations requesting information on the concept of lifelong learning and the adult learner.

Selection of Existing Facilities

Through the review of literature, a list of thirty existing facilities for the adult learner was compiled. The table of random numbers was used to limit the participants in the study to twelve randomly selected directors of facilities for the adult learner.

On-Site Visitation of Selected Facilities

In addition, three selected facilities were visited. The willingness to cooperate in the study was a factor in the facility selection. An introductory letter was sent to each director of the facility selected to be used in the study. A form letter was enclosed for use by the director of the facility in granting or denying permission for the facility to be used in the study. After receiving permission to use the facility in the study, a telephone call was made to the director of each selected facility to explain the purpose of the study and the procedures to be followed in the visitation. A letter was sent to each director confirming the date and time of the visitation.

The director of the facility was asked to complete the Facility Questionnaire. The researcher did not validate the directors' responses on the questionnaire. The researcher observed the facility in operation for one day at each on-site location. A letter was sent to each director expressing appreciation for the opportunity to visit the facility.

Description of the Questionnaire

Upon the completion of a review of literature, a questionnaire was developed that would assess those elements considered essential, highly desirable, and significant in planning facilities for the adult learner. The Facilities Questionnaire was developed in consultation with members of the doctoral committee. The questionnaire was pretested by conducting a pilot study for validation purposes. The pilot study sample included five randomly selected directors of facilities for the adult learner. A cover letter and the questionnaire were sent to the directors. A return self-addressed envelope was included with the questionnaire. The respondents to the pilot study included four directors, which represented a participation rate of 80 percent. The respondents were asked to give constructive criticism to help in the elimination of ambiguous statements in the questionnaire.

A cover letter and the questionnaire were sent to the directors of selected facilities identified in the review of literature. A return self-addressed envelope was included with the questionnaire. The questionnaire contained elements for planning a facility for the adult learner. The yes or no responses were used in describing elements that were present in the selected facilities for the adult learner. The guideline ratings were used to identify those elements that were essential, highly desirable, and significant in planning a facility for the adult learner. Each element was to be rated in the following manner:

Scale	Guideline Rating	Explanation
5	Essential	An element necessary in planning facilities for the adult learner.
4	Highly Desirable	An element that is not absolutely necessary but would have a functional value for planning facilities for the adult learner.
3	Significant	An element not necessary but would have some functional value for planning facilities for the adult learner.
2	Little Significance	An element holding little value even though its presence would not harm the planning of facilities for the adult learner.
1	Not Applicable	An element which would have no value in planning facilities for the adult learner.

The Facilities Questionnaire (Appendix H) consisted of three parts:

1. **Elements Present in the Selected Facilities for the Adult**

Learner. This section of the questionnaire consisted of those elements considered essential, highly desirable, and significant in planning facilities for the adult learner. The statements of each element was structured so that each respondent checked either the yes or no column. If the respondent felt that the element described the selected facility for the adult learner the yes column could be checked. If the respondent felt that the element did not describe the selected facility for the adult learner, the no column could be checked.

2. **Essential Elements for Planning a Facility for the Adult Learner.** This section of the questionnaire consisted of those elements considered essential, highly desirable, and significant in planning facilities for the adult learner. The statements of each element were structured so

that each respondent had to circle one answer. If the respondent felt the element was essential, he or she could circle 5; highly desirable, 4; significant, 3; little significance, 2; and not applicable, 1.

3. Suggestions. The last section of the questionnaire consisted of an open-ended item which provided the opportunity for the respondent to recommend elements not listed in the questionnaire.

Treatment of the Data

The respondents were asked to check yes or no responses for each element. The yes or no responses were tabulated and used in the description of the selected facilities for the adult learner.

The respondents were asked to rate the elements and to recommend elements not listed. The elements that received a mean value of 4 or better were considered essential. Elements that received a mean value of 3.5 but less than 4 were considered highly desirable. Elements that received a mean value of at least 3.0 but less than 3.5 were considered significant. Those elements that received a mean value of 3.0 or better were used in developing the facility guidelines. Each element was ranked according to its mean value. Those elements considered essential, highly desirable, and significant were used to develop guidelines for planning facilities for the adult learner.

Additional elements suggested by the respondents were compiled and included separately in the study. The respondent ratings were used to array the elements by significance.

Research Questions

The data analyses were reported around general research questions:

Research Question 1. What were the most prevalent needs of the adult learner? This question was answered through a review of literature which was presented in Chapter 2.

Research Question 2. What facilities for the adult learner are in existence now? This question was answered through a review of literature which was presented in Chapter 2 of the study.

Research Question 3. What recommendations are given for planning a facility for the adult learner? This question was answered through on-site visitation of selected facilities and through the questionnaire responses.

Research Question 4. Will the total responses obtained by on-site visitations be consistent with the total responses of the mailed questionnaire? This question was answered through the on-site visitations and the responses to the questionnaire.

Summary

This chapter presented the description of the study, the procedures used in the study, including the selection of existing facilities and on-site visitations of selected facilities. The chapter also included a description of the questionnaire, including the development and administration of the questionnaire. This chapter also included the treatment of the data, the research questions and the summary.

Chapter 4

ANALYSIS OF DATA

The purpose of this study was to survey selected existing facilities
and to develop guidelines for planning facilities for the adult learner.
The subproblems of this study were identified to treat the problem. Sub-
problem One was designed to describe selected facilities for the adult
learner. Subproblem Two was designed to identify those elements
considered essential, highly desirable, and significant in planning a
facility for the adult learner. Analysis of the data collected is
presented in this chapter.

Analysis of the Data

The survey sample included twelve randomly selected directors of
facilities for the adult learner. The respondents to the study included
ten directors, which represented an 83 percent participation rate.

The problem of this study was to survey selected existing facilities
and to develop guidelines for planning facilities for the adult learner.
The problem of this study was answered in the treatment of the subproblems.

Subproblems

The analysis of data was reported around two subproblems:

Subproblem One: To describe selected facilities for the adult
learner. The respondents to the questionnaire were asked to check the
yes or no response column for each element. The yes column could be

checked if the element existed in the facility. The no column could be checked if the element did not exist in the facility. These responses were used to describe the selected adult education facilities. There was a total of 1,120 yes responses from the questionnaire, representing both the on-site visits and mailed responses. There was a total of 440 no responses from the questionnaire, representing both the on-site visits and mailed responses. Data for Subproblem One are presented in Table 1.

Subproblem Two: To identify those elements considered essential, highly desirable, and significant in planning a facility for the adult learner. The questionnaire contained 120 elements. The respondents were asked to rate each element. Each element was rated on the scale: 5, essential; 4, highly desirable; 3, significant; 2, little significance; 1, not applicable. The elements that received a mean value of 4 or more were considered essential. Elements that received a mean value of 3.5 but less than 4 were considered highly desirable. Elements that received a mean value of at least 3.0 but less than 3.5 were considered significant. The elements that received a mean value of 3.0 or higher were used in the development of the guidelines for planning facilities for the adult learner. Analysis of the elements revealed that thirty-five elements were essential, with a mean value of 4.0 or more; thrity-eight elements were highly desirable with a mean value of 3.5 but less than 4.0; twenty-three elements were significant with a mean value of at least 3.0 but less than 3.5.

Table 1

Respondent Ratings to Elements that Were Present in the Selected Facilities

Element	On-site Visits		Mailed Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
1. The facility is conveniently located.	3	0	9	1	12	1	92.3	7.7
2. The site provides adequate acreage for the facility.	3	0	6	4	9	4	69.2	30.8
3. The acreage can provide for future expansion of the facility.	1	2	7	3	8	5	61.5	38.5
4. The site provides for adequate drainage.	3	0	8	2	11	2	84.6	15.4
5. There is good traffic flow on the site.	3	0	7	3	10	3	76.9	23.1
6. The facility is located away from smoke, odor, and noise sources in the environment.	3	0	7	3	10	3	76.9	23.1
7. The facility is located away from traffic hazards.	3	0	10	0	13	0	100.0	0.0
8. The facility is located near the center of the population.	3	0	6	4	9	4	69.2	30.8
9. The facility is accessible to the adult learner.	3	0	9	1	12	1	92.3	7.7
10. The facility is accessible to sources of transportation.	3	0	9	1	12	1	92.3	7.7
11. The facility provides for the transportation needs of arriving and departing adults.	2	1	4	6	6	7	46.2	53.8
12. The outdoor spaces of the facility are landscaped.	3	0	8	2	11	2	84.6	15.4
13. The outdoor spaces of the facility are adequate.	3	0	8	2	11	2	84.6	15.4
14. The facility has a pleasing overall outside appearance within the setting of the community.	3	0	9	1	12	1	92.3	7.7
15. The building materials enhance the outside appearance of the facility.	3	0	6	4	9	4	69.2	30.8
16. The entire facility is built with the best quality materials.	3	0	5	5	8	5	61.5	38.5
17. The exterior materials of the facility are functional and relatively maintenance free.	3	0	6	4	9	4	69.2	30.8

Table 1 (continued)

Element	On-site Visits		Mailed Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
18. The facility has ample parking.	3	0	5	5	8	5	61.5	38.5
19. The parking areas are located close to the facility.	3	0	9	1	12	1	92.3	7.7
20. Ramps are provided for change in levels from the facility to the parking area.	2	1	4	6	6	7	46.2	53.8
21. The parking areas are adequately lighted.	3	0	7	3	10	3	76.9	23.1
22. The facility provides parking areas for service vehicles.	3	0	7	3	10	3	76.9	23.1
23. The facility is architecturally designed to provide for flexibility and expansion for increasing enrollment.	2	1	4	6	6	7	46.2	53.8
24. The needs of the adult learner are provided for in the architectural design of the facility.	3	0	7	3	10	3	76.9	23.1
25. The facility utilizes the open-mall design, often characteristic of shopping centers.	1	2	1	9	2	11	15.4	84.6
26. The interior materials of the facility are functional and relatively maintenance free.	3	0	8	2	11	2	84.6	15.4
27. The building materials enhance the inside appearance of the facility.	3	0	8	2	11	2	84.6	15.4
28. The facility has adequate indoor spaces.	3	0	7	3	10	3	76.9	23.1
29. The administrative offices are accessible to the adult learner.	3	0	9	1	12	1	92.3	7.7
30. The administrative offices have adequate spaces for reception, consultation, and storage of records and equipment.	3	0	4	6	7	6	53.8	46.2
31. The guidance offices are accessible to the adult learner.	2	1	6	4	8	5	61.5	38.5
32. The guidance offices have adequate spaces for reception, consultation and storage.	2	1	7	3	9	4	69.2	30.8
33. The food service area provides spaces for storage, kitchen, dishwashing, administrative offices and dining areas.	3	0	8	2	11	2	84.6	15.4

Table 1 (continued)

Element	On-site Visits		Mailed Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
34. The dining areas are conveniently located and accessible to the adult learner.	3	0	10	0	13	0	100.0	0.0
35. The food services area is adequately ventilated.	3	0	10	0	13	0	100.0	0.0
36. The food services area conforms to the state minimum standards.	3	0	10	0	13	0	100.0	0.0
37. The auditorium is conveniently located.	2	1	7	3	9	4	69.2	30.8
38. The auditorium conforms to the minimum number of square feet in relation to seating capacity.	2	1	9	1	11	2	84.6	15.4
39. The auditorium contains neat space, stage and dressing areas.	2	1	6	4	8	5	61.5	38.5
40. The facility provides an area for large groups to assemble.	3	0	10	0	13	0	100.0	0.0
41. The classrooms are conveniently located.	2	1	8	2	10	3	76.9	23.1
42. The classrooms have adequate electrical outlets.	2	1	10	0	12	1	92.3	7.7
43. The classroom chalkboards are positioned in regard to the reflective factors in the room.	2	1	9	1	11	2	84.6	15.4
44. Bulletin boards are located in the classrooms.	2	1	5	5	7	6	53.8	46.2
45. The classrooms provide for the minimum floor space per student.	2	1	10	0	12	1	92.3	7.7
46. The instructional media center is accessible to the adult learner.	3	0	6	4	9	4	69.2	30.8
47. The instructional media center provides areas for storage of media and hardware, administrative offices, books and periodicals.	3	0	6	4	9	4	69.2	30.8
48. The instructional media center provides for the minimum floor space in regard to seating capacity.	3	0	7	3	10	3	76.9	23.1
49. The television studio is centrally located.	1	2	4	6	5	8	38.5	61.5
50. A child-care center is provided in the facility.	1	2	0	10	1	12	7.7	92.3

Table 1 (continued)

Element	On-site Visits		Mailed Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
51. The recreational area is conveniently located.	2	1	8	2	10	3	76.9	23.1
52. The recreational area contains a gymnasium.	2	1	7	3	9	4	69.2	30.8
53. The recreational area provides dressing rooms, showers, and restroom facilities.	2	1	6	4	8	5	61.5	38.5
54. The bookstore is centrally located.	2	1	8	2	10	3	76.9	23.1
55. The information center is centrally located (area where the adult can ask for directions).	2	1	9	1	11	2	84.6	15.4
56. The facility makes provisions for banking services.	0	3	1	9	1	12	7.7	92.3
57. The facility provides for storage areas and lockers for the adult learner.	2	1	1	9	3	10	23.1	76.9
58. The instructional materials storage areas are accessible.	2	1	6	4	8	5	61.5	38.5
59. The custodial storage areas are adequate.	3	0	8	2	11	2	84.6	15.4
60. The facility provides for an art area.	3	0	6	4	9	4	69.2	30.8
61. The facility provides for a music area.	3	0	5	5	8	5	61.5	38.5
62. The conference rooms are conveniently located.	3	0	10	0	13	0	100.0	0.0
63. The reading room is accessible to the adult learner.	3	0	8	2	11	2	84.6	15.4
64. The facility provides a commons area.	3	0	9	1	12	1	92.3	7.7
65. The health care area is accessible to the adult learner.	3	0	9	1	12	1	92.3	7.7
66. The health care area provides areas for the waiting room, examination room, consultation and restrooms.	2	1	6	4	8	5	61.5	38.5
67. The vocational education shops are conveniently located.	2	1	4	6	6	7	46.2	53.8
68. The office occupation laboratory is conveniently located.	2	1	5	5	7	6	53.8	46.2
69. The trade and instructional shop is conveniently located.	2	1	2	8	4	9	30.8	69.2
70. Lounges are provided for the adult learner.	3	0	8	2	11	2	84.6	15.4
71. The facility provides areas for the adult learner to rest (couches, beds, etc.).	2	1	6	4	8	5	61.5	38.5
72. The faculty lounges are conveniently located.	2	1	3	7	5	8	38.5	61.5

Table 1 (continued)

Element	On-site Visits		Mailed Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
73. The facility provides for planning areas for the faculty.	2	1	7	3	9	4	69.2	30.8
74. The facility provides for an adequate number of restroom facilities.	3	0	10	0	13	0	100.0	0.0
75. The facility provides restrooms with showers.	2	1	3	7	5	8	38.5	61.5
76. The restrooms provide toilets and hand washing facilities that are accessible to the handicapped adult learner.	2	1	6	4	8	5	61.5	38.5
77. An adequate number of drinking fountains is provided.	3	0	8	2	11	2	84.6	15.4
78. The drinking fountains are accessible to the handicapped adult learners.	3	0	5	5	8	5	61.5	38.5
79. The telephone system is adequate.	3	0	7	3	10	3	76.9	23.1
80. The public-use telephones are conveniently located.	3	0	8	2	11	2	84.6	15.4
81. The facility has an adequate electrical system (lights and power).	3	0	9	1	12	1	92.3	7.7
82. The facility has adequate fire protection features and equipment.	3	0	9	1	12	1	92.3	7.7
83. The clock system is adequate (large numbers are provided on clock faces).	2	1	7	3	9	4	69.2	30.8
84. The facility has directional graphics to provide information to the adult learner (large numbers marking the floors, room numbers labeled clearly, etc.).	3	0	5	5	8	5	61.5	38.5
85. The facility design provides for adequate illumination.	3	0	10	0	13	0	100.0	0.0
86. Provision is made for natural light and light control.	3	0	6	4	9	4	69.2	30.8
87. Artificial lighting is adequate.	3	0	10	0	13	0	100.0	0.0
88. The facility design provides for appropriate acoustics.	3	0	9	1	12	1	92.3	7.7
89. Colors are considered in the selection of furnishings and equipment.	3	0	10	0	13	0	100.0	0.0
90. Color schemes reduce glare.	3	0	10	0	13	0	100.0	0.0

Table 1 (continued)

Element	On-site Visits		Mailes Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
91. Provisions are made for the control of glare.	3	0	8	2	11	2	84.6	15.4
92. There are adequate ventilation systems in the facility.	3	0	9	1	12	1	92.3	7.7
93. Background noise is provided for in the design of the facility.	3	0	5	5	8	5	61.5	38.5
94. The facility is designed to conserve energy.	3	0	3	7	6	7	46.2	53.8
95. Heating is thermostatically controlled.	3	0	9	1	12	1	92.3	7.7
96. Air conditioning is thermostatically controlled.	3	0	7	3	10	3	76.9	23.1
97. The facility provides easy access through at least one entrance for the handicapped adult.	3	0	8	2	11	2	84.6	15.4
98. The facility is barrier-free.	3	0	6	4	9	4	69.2	30.8
99. The exits are clearly marked.	3	0	10	0	13	0	100.0	0.0
100. The facility is free of dangerous projections both outside and inside.	3	0	9	1	12	1	92.3	7.7
101. The corridors are adequately lighted.	3	0	10	0	13	0	100.0	0.0
102. The floors are nonskid.	3	0	7	3	10	3	76.9	23.1
103. The stairways have nonskid treads and handrails.	3	0	10	0	13	0	100.0	0.0
104. The stairways are lighted.	3	0	10	0	13	0	100.0	0.0
105. The walks, drives, recreational areas are located in relation to safety.	3	0	8	2	11	2	84.6	15.4
106. There is adequate emergency alarms and lighting systems.	3	0	9	1	12	1	92.3	7.7
107. Security outdoor lighting is provided.	3	0	7	3	10	3	76.9	23.1
108. The elevators and doors of the facility are slow moving.	3	0	5	5	8	5	61.5	38.5
109. Ramps are provided for easy access inside the facility.	3	0	3	7	6	7	46.2	53.8
110. There are adequate numbers of windows and doors.	3	0	10	0	13	0	100.0	0.0
111. The facility conforms to applicable state minimum standards.	3	0	9	1	12	1	92.3	7.7

Table 1 (continued)

Element	On-site Visits		Mailed Responses		Total Responses		Percentage Responses	
	Yes	No	Yes	No	Yes	No	Yes	No
112. The facility contains residency halls for the adult learner.	1	2	5	5	6	7	46.2	53.8
113. Each apartment in the residency hall provides for privacy.	1	2	4	6	5	8	38.5	61.5
114. Each apartment in the residency hall provides a kitchen area.	1	2	1	9	2	11	15.4	84.6
115. Each apartment in the residency hall contains a private bath.	1	2	3	7	4	9	30.8	69.2
116. Each apartment in the residency hall contains at least one bedroom.	1	2	4	6	5	8	38.5	61.5
117. The furnishings, colors, and apartment unit dimensions meet the needs of the adult learner.	1	2	4	6	5	8	38.5	61.5
118. The apartment is designed for easy physical access to various areas inside the apartment.	1	2	3	7	4	9	30.8	69.2
119. The apartment is designed to be safe and secure.	1	2	4	6	5	8	38.5	61.5
120. The interior materials of the apartment are functional and relatively maintenance free.	1	2	3	7	4	9	30.8	69.2
TOTALS	301	59	819	381	1120	440		

Table 2

Mean Values of Ratings for Elements in Planning Facilities

Element	On-site Mean	Mailed Mean	Total Mean
1. The facility is conveniently located.	5.0	4.1	4.31
2. The site provides adequate acreage for the facility.	4.0	3.1	3.31
3. The acreage of the site can provide for future expansion of the facility.	3.0	3.3	3.23
4. The site of the facility provides for adequate drainage.	4.0	3.6	3.69
5. There is good traffic flow on the site.	4.7	3.5	3.77
6. The facility is located away from smoke, odor, and noise sources in the environment.	4.3	3.5	3.69
7. The facility is located away from traffic hazards.	5.0	3.8	4.08
8. The facility is located near the center of the population.	4.3	3.4	3.62
9. The facility is accessible to the adult learner.	4.7	4.3	4.38
10. The facility is accessible to sources of transportation.	4.7	3.7	3.92
11. The facility provides for the transportation needs of arriving and departing adult learners.	3.7	3.3	3.38
12. The outdoor spaces of the facility are landscaped.	4.3	2.8	3.15
13. The outdoor spaces of the facility are adequate.	4.3	3.2	3.46
14. The facility has a pleasing overall outside appearance within the setting of the community.	4.3	3.0	3.31
15. The building materials enhance the outside appearance of the facility.	4.3	2.8	3.15
16. The entire facility is built with the best quality materials.	4.0	3.4	3.54
17. The exterior materials of the facility are functional and relatively maintenance free.	4.7	3.6	3.85
18. The facility has ample parking.	5.0	4.3	4.46
19. The parking areas are located close to the facility.	3.7	4.0	3.92
20. Ramps are provided for change in levels from the facility to the parking area.	5.0	3.6	3.92
21. The parking areas are adequately lighted.	4.7	4.1	4.23
22. The facility provides parking areas for service vehicles.	3.7	3.3	3.38

Table 2 (continued)

Element	On-site Mean	Mailed Mean	Total Mean
23. The facility is architecturally designed to provide for flexibility and expansion for increasing enrollments.	4.7	3.6	3.85
24. The needs of the adult learner are provided for in the architectural design of the facility.	3.3	4.2	4.00
25. The facility utilizes the open-mall design, often characteristic of shopping centers.	3.0	2.0	2.23
26. The interior materials of the facility are functional and relatively maintenance free.	4.3	3.6	3.77
27. The building materials enhance the inside appearance of the facility.	4.7	3.5	3.77
28. The facility has adequate indoor spaces.	4.7	4.0	4.15
29. The administrative offices are accessible to the adult learner.	5.0	3.9	4.15
30. The administrative offices have adequate spaces for reception, consultation, and storage of records and equipment.	5.0	3.6	3.92
31. The guidance offices are accessible to the adult learner.	4.0	3.1	3.31
32. The guidance offices have adequate spaces for reception, consultation and storage.	4.0	3.6	3.69
33. The food service area provides spaces for storage, kitchen, dishwashing, administrative offices and dining areas.	4.0	4.0	4.00
34. The dining areas are conveniently located and accessible to the adult learner.	4.7	3.6	3.85
35. The food services area is adequately ventilated.	5.0	4.0	4.23
36. The food services area conforms to the state minimum standards.	5.0	4.6	4.69
37. The auditorium is conveniently located.	5.0	3.5	3.85
38. The auditorium conforms to the minimum number of square feet in relation to seating capacity.	3.7	3.4	3.46
39. The auditorium contains neat space, stage and dressing areas.	3.3	3.0	3.08
40. The facility provides an area for large groups to assemble.	3.7	4.1	4.00
41. The classrooms are conveniently located.	5.0	4.2	4.38
42. The classrooms have adequate electrical outlets.	3.7	4.3	4.15

77

Table 2 (continued)

Element	On-site Mean	Mailed Mean	Total Mean
43. The classroom chalkboards are positioned in regard to the reflective factors in the room.	3.7	3.6	3.62
44. Bulletin boards are located in the classrooms.	3.7	3.0	3.15
45. The classrooms provide for the minimum floor space per student.	3.0	3.9	3.69
46. The instructional media center is accessible to the adult learner.	4.0	3.6	3.69
47. The instructional media center provides areas for storage of media and hardware, administrative offices, books and periodicals.	3.7	3.4	3.46
48. The instructional media center provides for the minimum floor space in regard to seating capacity.	5.0	3.3	3.69
49. The television studio is centrally located.	3.0	1.7	2.00
50. A child-care center is provided in the facility.	3.0	2.4	2.54
51. The recreational area is conveniently located.	3.0	2.9	2.92
52. The recreational area contains a gymnasium.	3.3	2.7	2.85
53. The recreational area provides dressing rooms, showers, and restroom facilities.	3.7	3.0	3.15
54. The bookstore is centrally located.	3.3	2.6	2.77
55. The information center is centrally located (area where the adult can ask for directions).	3.0	3.5	3.38
56. The facility makes provisions for banking services.	1.0	2.0	1.77
57. The facility provides for storage areas and lockers for the adult learner.	3.3	2.3	2.54
58. The instructional materials storage areas are accessible.	3.7	2.4	2.69
59. The custodial storage areas are adequate.	4.7	2.9	3.31
60. The facility provides for an art area.	4.0	2.9	3.15
61. The facility provides for a music area.	4.0	3.0	3.23
62. The conference rooms are conveniently located.	3.7	3.7	3.69
63. The reading room is accessible to the adult learner.	4.0	2.4	2.77
64. The facility provides a commons area.	4.7	3.4	3.69
65. The health care area is accessible to the adult learner.	4.7	3.2	3.54

Table 2 (continued)

Element	On-site Mean	Mailed Mean	Total Mean
66. The health care area provides areas for the waiting room, examination room, consultation and restrooms.	3.3	2.5	2.69
67. The vocational education shops are conveniently located.	3.3	2.1	2.38
68. The office occupation laboratory is conveniently located.	3.3	2.6	2.77
69. The trade and instructional shop is conveniently located.	3.3	1.9	2.23
70. Lounges are provided for the adult learner.	4.7	3.2	3.54
71. The facility provides areas for the adult learner to rest (couches, beds, etc.).	3.0	3.2	3.15
72. The faculty lounges are conveniently located.	3.0	2.1	2.31
73. The facility provides for planning areas for the faculty.	3.3	2.7	2.85
74. The facility provides for an adequate number of restroom facilities.	4.7	3.6	3.85
75. The facility provides restrooms with showers.	4.7	2.5	3.00
76. The restrooms provide toilets and hand washing facilities that are accessible to the handicapped adult learner.	4.3	4.1	4.15
77. An adequate number of drinking fountains is provided.	4.0	3.6	3.69
78. The drinking fountains are accessible to the handicapped adult learner.	4.3	4.2	4.23
79. The telephone system is adequate.	4.3	3.9	4.00
80. The public-use telephones are conveniently located.	4.3	3.6	3.77
81. The facility has an adequate electrical system (lights and power).	5.0	3.9	4.15
82. The facility has adequate fire protection features and equipment.	4.7	4.1	4.23
83. The clock system is adequate (large numbers are provided on clock faces).	4.3	2.8	3.15
84. The facility has directional information to provide information to the adult learner (large numbers marking the floors, room numbers labeled clearly, etc.).	5.0	3.7	4.00
85. The facility design provides for adequate illumination.	4.7	4.2	4.31
86. Provision is made for natural light and light control.	4.3	3.6	3.77
87. Artificial lighting is adequate.	4.7	3.9	4.08
88. The facility design provides for appropriate acoustics.	4.3	3.8	3.92
89. Colors are considered in the selection of furnishings and equipment.	4.0	3.6	3.69

Table 2 (continued)

Element	On-site Mean	Mailed Mean	Total Mean
90. Color schemes reduce glare.	4.0	3.6	3.69
91. Provisions are made for the control of glare.	4.3	3.4	3.62
92. There are adequate ventilation systems in the facility.	5.0	4.0	4.23
93. Background noise is provided for in the design of the facility.	4.0	3.4	3.54
94. The facility is designed to conserve energy.	4.7	3.9	4.08
95. Heating is thermostatically controlled.	4.7	3.8	4.00
96. Air conditioning is thermostatically controlled.	4.7	3.5	3.77
97. The facility provides easy access through at least one entrance for the handicapped adult learner.	5.0	4.3	4.46
98. The facility is barrier-free.	4.7	4.1	4.23
99. The exits are clearly marked.	4.7	3.9	4.08
100. The facility is free of dangerous projections both outside and inside.	4.0	3.9	3.92
101. The corridors are adequately lighted.	4.7	4.0	4.15
102. The floors are nonskid.	5.0	4.1	4.31
103. The stairways have nonskid treads and handrails.	4.7	4.0	4.15
104. The stairways are lighted.	4.3	4.2	4.23
105. The walks, drives, recreational areas are located in relation to safety.	4.0	3.9	3.92
106. There is adequate emergency alarms and lighting systems.	4.7	4.1	4.23
107. Security outdoor lighting is provided.	5.0	4.3	4.46
108. The elevators and doors of the facility are slow moving.	4.3	3.2	3.46
109. Ramps are provided for easy access inside the facility.	4.3	3.3	3.54
110. There are adequate number of windows and doors.	4.3	3.6	3.77
111. The facility conforms to applicable state minimum standards.	5.0	4.1	4.31
112. The facility contains residency halls for the adult learner.	2.3	3.2	3.00
113. Each apartment in the residency hall provides for privacy.	2.3	2.9	2.77
114. Each apartment in the residency hall provides a kitchen area.	2.3	1.8	1.92
115. Each apartment in the residency hall contains a private bath.	2.3	2.8	2.69
116. Each apartment in the residency hall contains at least one bedroom.	2.0	2.3	2.23

Table 2 (continued)

Element	On-site Mean	Mailed Mean	Total Mean
117. The furnishings, colors, and apartment unit dimensions meet the needs of the adult learner.	2.0	2.8	2.62
118. The apartment is designed for easy physical access to various areas inside the apartment.	2.3	3.0	2.85
119. The apartment is designed to be safe and secure.	2.0	2.9	2.69
120. The interior materials of the apartment are functional and relatively maintenance free.	2.0	2.8	2.62

Ranked Order of Elements

Elements on the questionnaire that received a mean value of 4.0
or more were considered essential elements in planning facilities for
adult learner. The elements are presented in ranked order from high to
low and presented with their mean value in Table 3.

Elements on the questionnaire that received a mean value of 3.5
but less than 4.0 were considered highly desirable in planning facilities
for the adult learner. The elements are presented in ranked order from
high to low and presented with their mean value in Table 4.

Elements on the questionnaire that received a mean value of at
least 3.0 but less than 3.5 were considered significant in planning
facilities for the adult learner. The elements are presented in ranked
order from high to low and presented with their mean value in Table 5.

Description of Existing Facilities

The respondents were asked to describe the facilities in relation
to construction date of the original facility and construction date of
additions and renovations. Respondents were asked to identify types of
materials used in the construction.

Of the facilities described by the thirteen respondents, two
facilities had exterior construction of concrete; one, stucco; one, block;
seven, brick; one, frame; and one, combination. Construction dates
ranged from 1920 to 1980. Additions were reported at six facility sites
with construction dates ranging from 1950 to 1979. Of the six additions
to existing facilities, one had exteriors constructed of concrete; one,
stucco; two, brick; one, block; and one, combination. Renovation work,

Table 3

Essential Elements in Planning Facilities for the Adult Learner

Element Number	Mean	Ranked Order	Element
36	4.69	1	The food services area conforms to the state minimum standards.
107	4.46	2	Security outdoor lighting is provided.
97	4.46	2	The facility provides easy access through at least one entrance for the handicapped adult learner.
18	4.46	2	The facility has ample parking.
41	4.38	5	The classrooms are conveniently located.
9	4.38	5	The facility is accessible to the adult learner.
102	4.31	7	The floors are nonskid.
111	4.31	7	The facility conforms to applicable state minimum standards.
1	4.31	7	The facility is conveniently located.
85	4.31	7	The facility design provides for adequate illumination.
35	4.23	11	The food services area is adequately ventilated.
92	4.23	11	There are adequate ventilation systems in the facility.
82	4.23	11	The facility has adequate fire protection features and equipment.
104	4.23	11	The stairways are lighted.
106	4.23	11	There is adequate emergency alarms and lighting systems.
78	4.23	11	The drinking fountains are accessible to the handicapped adult learners.
21	4.23	11	The parking areas are adequately lighted.
98	4.23	11	The facility is barrier-free.
29	4.15	19	The administrative offices are accessible to the adult learner.
81	4.15	19	The facility has an adequate electrical system (lights and power).
101	4.15	19	The corridors are adequately lighted.
103	4.15	19	The stairways have nonskid treads and handrails.
76	4.15	19	The restrooms provide toilets and hand washing facilities that are accessible to the handicapped adult learner.
42	4.15	19	The classrooms have adequate electrical outlets.

Table 3 (continued)

Element Number	Mean	Ranked Order	Element
28	4.15	19	The facility has adequate indoor spaces.
87	4.08	26	Artificial lighting is adequate.
7	4.08	26	The facility is located away from traffic hazards.
94	4.08	26	The facility is designed to conserve energy.
99	4.08	26	The exits are clearly marked.
84	4.00	30	The facility has directional graphics to provide information to the adult learner (large numbers marking the floors, room numbers labeled clearly, etc.).
79	4.00	30	The telephone system is adequate.
40	4.00	30	The facility provides an area for large groups to assemble.
33	4.00	30	The food service area provides spaces for storage, kitchen, dishwashing, administrative offices and dining areas.
24	4.00	30	The needs of the adult learner are provided for in the architectural design of the facility.
95	4.00	30	Heating is thermostatically controlled.

Table 4

Highly Desirable Elements in Planning Facilities for the Adult Learner

Element Number	Mean	Ranked Order	Element
88	3.92	36	The facility design provides for appropriate acoustics.
100	3.92	36	The facility is free of dangerous projections both outside and inside.
105	3.92	36	The walks, drives, recreational areas are located in relation to safety.
30	3.92	36	The administrative offices have adequate spaces for reception, consultation, and storage of records and equipment.
20	3.92	36	Ramps are provided for change in levels from the facility to the parking area.
10	3.92	36	The facility is accessible to sources of transportation.
19	3.92	36	The parking areas are located close to the facility.
74	3.85	43	The facility provides for an adequate number of restroom facilities.
34	3.85	43	The dining areas are conveniently located and accessible to the adult learner.
37	3.85	43	The auditorium is conveniently located.
23	3.85	43	The facility is architecturally designed to provide for flexibility and expansion for increasing enrollments.
17	3.85	43	The exterior materials of the facility are functional and relatively maintenance free.
86	3.77	48	Provision is made for natural light and light control.
80	3.77	48	The public-use telephones are conveniently located.
110	3.77	48	There are adequate numbers of windows and doors.
26	3.77	48	The interior materials of the facility are functional and relatively maintenance free.
27	3.77	48	The building materials enhance the inside appearance of the facility.
5	3.77	48	There is good traffic flow on the site.
96	3.77	48	Air conditioning is thermostatically controlled.
77	3.69	55	An adequate number of drinking fountains is provided.
45	3.69	55	The classrooms provide for the minimum floor space per student.
46	3.69	55	The instructional media center is accessible to the adult learner.

Table 4 (continued)

Element Number	Mean	Ranked Order	Element
48	3.69	55	The instructional media center provides for the minimum floor space in regard to seating capacity.
32	3.69	55	The guidance offices have adequate spaces for reception, consultation and storage.
62	3.69	55	The conference rooms are conveniently located.
64	3.69	55	The facility provides a commons area.
4	3.69	55	The site of the facility provides for adequate drainage.
6	3.69	55	The facility is located away from smoke, odor, and noise sources in the environment.
90	3.69	55	Color schemes reduce glare.
89	3.69	55	Colors are considered in the selection of furnishings and equipment.
91	3.62	66	Provisions are made for the control of glare.
43	3.62	66	The classroom chalkboards are positioned in regard to the reflective factors in the room.
8	3.62	66	The facility is located near the center of the population.
109	3.54	66	Ramps are provided for easy access inside the facility.
70	3.54	66	Lounges are provided for the adult learner.
16	3.54	66	The entire facility is built with the best quality materials.
65	3.54	66	The health care area is accessible to the adult learner.
93	3.54	66	Background noise is provided for in the design of the facility.

Table 5

Significant Elements in Planning Facilities for the Adult Learner

Element Number	Mean	Ranked Order	Element
108	3.46	74	The elevators and doors of the facility are slow moving.
47	3.46	74	The instructional media center provides areas for storage of media and hardware, administrative offices, books, and periodicals.
38	3.46	74	The auditorium conforms to the minimum number of square feet in relation to seating capacity.
13	3.46	74	The outdoor spaces of the facility are adequate.
55	3.38	78	The information center is centrally located (area where the adult can ask for directions).
22	3.38	78	The facility provides parking areas for service vehicles.
11	3.38	78	The facility provides for the transportation needs of arriving and departing adult learners.
31	3.31	81	The guidance offices are accessible to the adult learner.
14	3.31	81	The facility has a pleasing overall outside appearance within the setting of the community.
2	3.31	81	The site provides adequate acreage for the facility.
59	3.31	81	The custodial storage areas are adequate.
61	3.23	85	The facility provides for a music area.
3	3.23	85	The acreage of the site can provide for future expansion of the facility.
83	3.15	87	The clock system is adequate (large numbers are provided on clock faces).
71	3.15	87	The facility provides areas for the adult learner to rest (couches, beds, etc.).
53	3.15	87	The recreational area provides dressing rooms, showers, and restroom facilities.
44	3.15	87	Bulletin boards are located in the classrooms.
12	3.15	87	The outdoor spaces of the facility are landscaped.
15	3.15	87	The building materials enhance the outside appearance of the facility.
60	3.15	87	The facility provides for an art area.
39	3.08	94	The auditorium contains neat space, stage and dressing areas.
75	3.00	95	The facility provides restrooms with showers.
112	3.00	95	The facility contains residency halls for the adult learner.

ranging from 1971 to 1979, was completed at four of the thirteen
facilities. Exteriors were constructed of combination materials.

Research Questions

Research Questions One and Two were answered through the review of
literature and on-site visitations. Research Questions Three and Four
were answered by data obtained on the questionnaire and on-site
visitations. The data analyses were reported around general research
questions.

Research Question 1: What were the most prevalent needs of the
adult learner? The most prevalent needs of the adult learner were the
following: job training and retraining; job entry skills; occupational
changes; career advancement; social and group association needs; and
leisure time needs.

Research Question 2: What facilities for the adult learner are in
existence now? The adult learner was served in various geographical
regions of the United States. Existing facilities for the adult learner
included the following: continuing and community education extensions;
private business and industrial organizations; governmental units;
district recreational departments; community organizations; churches;
health care centers; and public and private education facilities.
Existing facilities ranged from residential facilities to adult
education extensions of the public education system.

Research Question 3: What recommendations are given for planning
a facility for the adult learner? The questionnaire contained 120
elements. Analysis of the elements revealed that thirty-five elements

were essential, with a mean value of 4.0 or more; thirty-eight elements were highly desirable with a mean value of 3.5 but less than 4.0; twenty-three elements were significant with a mean value of at least 3.0 but less than 3.5. There were twenty-four elements that received a mean value less than 3.0.

The last section of the questionnaire contained an open-ended item which encouraged the respondents to recommend elements not listed in the questionnaire. The recommendations included the following:

1. The facility should be accessible to adults with different and varied needs.

2. The meeting rooms should provide for easy interaction among the participants.

3. The kind of furniture used to serve adult learners was of major importance.

4. All meeting rooms should have windows and good ventilation. Rooms should be comfortable and environmentally safe for the adult learner.

5. The decor of interior spaces should resemble homes rather than schools.

Research Question 4: Will the total responses obtained by on-site visitations be consistent with the total responses of the mailed questionnaires? This research question was answered by comparison of the yes and no responses on the questionnaire from on-site visits and mailed responses. The on-site visit questionnaires resulted in 301 yes responses, which represented 84 percent yes responses. The on-site visit questionnaires resulted in fifty-nine no responses, which represented 16

percent no responses. The mailed responses resulted in 819 yes responses, which represented 68 percent yes responses. The mailed responses resulted in 381 no responses, which represented 32 percent no responses. The responses were presented in Table 1.

Summary

The analysis of data was reported in this chapter. The results were reported for Subproblem One. There were 1,120 yes responses to the questionnaire. There were 440 no responses to the questionnaire. These responses were used by the respondents to describe their existing facilities.

The results were reported for Subproblem Two. Analysis of the elements revealed that thirty-five elements were essential, with a mean value of 4.0 or more; thirty-eight elements were highly desirable with a mean value of 3.5 but less than 4.0; twenty-three elements were significant with a mean value of at least 3.0 but less than 3.5; and twenty-four elements received a mean value less than 3.0.

The four research questions were answered through the review of literature, through on-site visits and conferences with directors of facilities, and by ratings and comments from the facilities questionnaire.

Chapter 5

SUMMARY, FINDINGS, AND RECOMMENDATIONS

This chapter contains a summary of the study, findings based on the analysis of data, and recommendations for further studies.

Summary

The problem of this study was to survey selected existing facilities and to develop guidelines for planning facilities for the adult learner. The subproblems identified to adequately treat the problem included: (1) To describe selected facilities for the adult learner; (2) To identify those elements considered essential, highly desirable, and significant in planning a facility for the adult learner. The study included four research questions:

1. What were the most prevalent needs of the adult learner?

2. What facilities for the adult learner are in existence now?

3. What recommendations are given for planning a facility for the adult learner?

4. Will the total responses obtained by on-site visitations be consistent with the total responses of the mailed questionnaire?

The population for this study included the directors of the existing facilities for the adult learner in the United States. The sample included twelve directors of facilities randomly selected from the population. The three on-site visitation locations were purposely selected.

The instrument used was the Facilities Questionnaire (see Appendix H). The questionnaire was pilot tested during May, 1981. The questionnaires were administered to directors of selected facilities for the adult learner during June, 1981. The participation rate in the study was 83 percent. Those elements that were considered essential, highly desirable, and significant were used to develop guidelines for planning facilities for the adult learner. The findings resulted in ninety-six elements that received a mean score of 3.0 or better on the questionnaire responses. Those elements were arrayed from high to low and presented in the guidelines for planning facilities for the adult learner.

Findings

Those elements that received a mean value of 4.0 or more were considered essential. The elements that were considered essential were concerned with factors that were related to accessibility and convenience for the adult learner. The elements considered essential by the respondents included such factors as the following:

1. Structural considerations and minimum state standards. This included the entire facility and more specifically the food services area and instructional media spaces.

2. Environmental considerations: The facility should be designed to conserve energy with adequate electrical systems and thermostatically controlled heating. There should be adequate outdoor lighting, lighted corridors and stairways, and adequate ventilation.

3. Safety considerations: The facility should be located away from traffic hazards. Consideration should be given to adequate fire

protection and emergency alarms. The facility should be safe for the adult.

4. Accessibility: The facility should be barrier-free and accessible to both the handicapped and nonhandicapped. The restrooms and dining areas should be accessible to the adult.

5. Convenience: The facility should be located in a convenient area with good traffic flow and adequate transportation services. The classrooms and all other areas within the facility should be conveniently located and clearly marked. The facility should supply adequate telephone services.

Those elements that received a mean value of 3.5 but less than 4.0 were considered highly desirable. The elements that were considered highly desirable included such factors as site development, safety, accessibility and environmental considerations.

1. Site development: The needs of adult learners must be considered in the planning of facilities. The architectural design of the facility must make provisions for safety. The facility should be located near the center of the population. Functional and maintenance free interior materials should be used. Outdoor areas should be landscaped; walks, drives, and recreational spaces should be planned with safety standards considered.

2. Accessibility: The facility should be barrier-free. All spaces should be accessible to adult learners, including parking areas, conference rooms, administrative offices, health care areas, guidance areas, instructional media center, public-use telephones should be accessible to the adult learner.

3. Environmental considerations: There should be provisions for natural light and light control, adequate windows, doors, drinking fountains, adequate electrical outlets, appropriate acoustics, adequate custodial storage and restrooms. Color considerations should be provided for in the selection of furnishings and equipment. Color scheme should adequately reduce glare.

Those elements that received a mean value of at least 3.0 but less than 3.5 were considered significant. The elements that were considered significant included factors related to accessibility and convenience.

1. Convenience: The facility should be planned with future expansion in mind. Adequate transportation services should be accessible.

2. Accessibility: All areas should be accessible to the adult learner, including the instructional materials center, reading rooms, restrooms and rest areas, art and recreational areas, and auditorium. Ample parking should be provided for service vehicles.

Those elements that received a mean value less than 3.0 were not used in the development of guidelines for planning facilities. Elements not considered significant included office occupational laboratory, bookstore, health care areas, vocational education shops, child care facilities, television studio, trade and industrial shops, banking services, faculty lounge, and storage areas and lockers for students.

Recommendations

The results of this study were used in the development of guidelines for developing facilities for the adult learner. In view of the findings

of this study, the following recommendations were made:

1. Research could be conducted on the concept of lifelong learning and its impact on educational institutions throughout the United States.

2. Educational institutions should assess the present condition of their facilities and see how they are meeting the needs of the adult learners in the community.

3. Industry and public educational institutions should explore the possibility of a cooperative project of planning, constructing, and implementing programs and facilities to meet the needs of the adult learners in the community.

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APPENDICES

APPENDIX A

LETTER TO INSTITUTIONS REQUESTING INFORMATION

Dear   :

  I am currently involved in a research project for my dissertation leading to a doctorate in Educational Administration from East Tennessee State University. I have selected as my topic, "Guidelines for Planning Facilities for the Adult Learner." The problem of this study was to survey selected facilities and to develop guidelines for planning facilities for the adult learner.

  You can make a valuable contribution to the results of this study, if you will send me any information or sources of information that pertain to this topic.

  Let me take this time to thank you in advance for your help and support in this study.

           Sincerely,

           Constance Sue Hale

APPENDIX B

LETTER TO DIRECTORS FOR ON-SITE VISITATIONS

Dear   :

     I am currently involved in a research project for my dissertation
leading to a doctorate in Educational Administration from East Tennessee
State University. I have selected as my topic, "Guidelines for Planning
Facilities for the Adult Learner." The problem of this study was to
survey selected facilities and to develop guidelines for planning
facilities for the adult learner.

     In an effort to obtain information on the essential elements for
planning a facility for the adult learner, I plan to visit three
selected facilities for the adult learner. I would like to visit your
facility on   1981 during a time that would be convenient for
you. No facility, director, teacher, or individual will be identified
in this study.

     You can make a valuable contribution to the results of this study,
if you will grant permission for me to visit your facility. I have
enclosed a consent form and a stamped, addressed envelope for you to
grant or deny permission to visit your facility.

     If you grant me permission to visit your facility I will ask you
to complete a questionnaire. The questionnaire will take only a few
minutes of your time, and the results will be of great assistance in
determining the essential elements in planning a facility for the adult
learner.

     The results of my study will be available to you in the near
future. These guidelines might be of value to you in your work with
the adult learner.

     Let me take this time to thank you in advance for your help and
support in this study.

               Sincerely,

               Constance Sue Hale

APPENDIX C

CONSENT FORM FOR ON-SITE VISITATIONS

CONSENT FORM FOR ON-SITE VISITATION

In response to the request of Constance Sue Hale concerning the
on-site visitation of _____ on _____ , 1981,
_____ (time).

_____   I grant permission for the on-site visitation.

_____   I do not grant permission for the on-site visitation.

_____

(Director)

_____

(Name of Facility)

_____

(Street)

_____

(City)   (State)

_____

(Telephone Number)

APPENDIX D

CONFIRMING LETTER TO DIRECTORS FOR ON-SITE VISITATIONS

Dear   :

    This letter is a confirmation for _____ as the
time and date scheduled for the on-site visitation of your facility.

    Thank you for your willingness to participate in this research
project.

                               Sincerely,

                               Constance Sue Hale

APPENDIX E

LETTER OF APPRECIATION TO DIRECTORS

Dear   :

I want to thank you for permitting me to visit your facility. I hope the results of my research project will be beneficial to those individuals that are working with the adult learner.

Again, thank you for your help in this project. I enjoyed visiting your facility.

I hope your efforts in meeting the needs of the adult learner will continue to be successful.

Sincerely,

Constance Sue Hale

APPENDIX F

LETTER FOR PILOT STUDY

Dear   :

        I am currently involved in a research project for my dissertation
leading to a doctorate in Educational Administration from East Tennessee
State University. I have chosen as my topic, "Guidelines for Planning
Facilities for the Adult Learner." The problem of this study was to
survey selected facilities and to develop guidelines for planning
facilities for the adult learner.

        I respectfully request your assistance in the validation of the
enclosed questionnaire. This should take only a few minutes of your
time, and the results will be of great assistance in determining the
validity of this instrument.

        Please be frank in responding to the questionnaire. Please respond
to all elements of the questionnaire. Your constructive criticism will
be of great value in helping to eliminate ambiguous statements in the
questionnaire.

        You can make a valuable contribution to the results of this study
if you will complete and return your reactions to the questionnaire as
soon as possible since I hope to conclude the pilot study by the first
of June. I have enclosed a stamped, addressed envelope for you to
return the completed questionnaire.

        The results of my study will be available to you in the near
future. These guidelines might be of value to you in your work with
the adult learner.

        Let me take this time to thank you in advance for your help and
support in this study.

                                        Sincerely,

                                        Constance Sue Hale

Enclosures

APPENDIX G

LETTER FOR MAILED QUESTIONNAIRES

Dear   :

        I am currently involved in a research project for my dissertation
leading to a doctorate in Educational Administration from East Tennessee
State University. I have chosen as my topic, "Guidelines for Planning
Facilities for the Adult Learner." The problem of this study was to
survey selected facilities and to develop guidelines for planning
facilities for the adult learner.

        In an effort to obtain information on the elements for planning a
facility for the adult learner, the attached questionnaire was developed.
The questionnaire will take only a few minutes of your time, and the
results will be of great assistance in determining the elements in
planning a facility for the adult learner.

        Please do not identify yourself individually. Rather, I ask that
you be frank in responding to the questionnaire. You can make a
valuable contribution to the results of this study if you will complete
and return the questionnaire as soon as possible since I hope to finish
my research before July. I have enclosed a stamped, addressed envelope
for you to return your completed questionnaire.

        The results of my study will be available to you in the near
future. The guidelines might be of value to you in your work with the
adult learner.

        Let me take this time to thank you in advance for your help and
support in this study.

                                Sincerely,

                                Constance Sue Hale

APPENDIX H

FACILITIES QUESTIONNAIRE

FACILITY QUESTIONNAIRE

Purpose of the Questionnaire

The purpose of the questionnaire is to assess those elements considered essential, highly desirable, and significant in planning facilities for the adult learner. Each questionnaire item describes a specific guideline element in planning a facility for the adult learner.

Directions

The directions for the facility questionnaire included:

1. READ every element for planning a facility for the adult learner on the questionnaire carefully.

2. DETERMINE if the element describes your facility for the adult learner. The yes or no response column is used to describe elements that are present in your facility for the adult learner.

Scale	Explanation
Yes	The element describes the selected facility for the adult learner.
No	The element did not describe the selected facility for the adult learner.

3. CHECK either the yes or no column to represent your response to the element.

4. DETERMINE if the element is (5) essential, (4) highly desirable, (3) significant, (2) little significance, or (1) not applicable for planning a facility for the adult learner.

Scale	Guideline Rating	Explanation
5	Essential	An element necessary in planning facilities for the adult learner.
4	Highly Desirable	An element that is not absolutely necessary but would have a functional value for planning facilities for the adult learner.
3	Significant	An element not necessary but would have some functional value for planning facilities for the adult learner.
2	Little Significance	An element holding little value even though its presence would not harm the planning of facilities for the adult learner.
1	Not Applicable	An element which would have no value in planning facilities for the adult learner.

5. CIRCLE only one of the five numbers to represent your response to the elements for planning a facility for the adult learner.

Name of Facility _____ Street _____

County _____ City _____ State _____

Original construction date _____. Underline type of materials
used on exterior: Concrete, Block, Frame, Brick, Other.

Construction date of additions _____. Underline type of materials
used on exterior: Concrete, Block, Frame, Brick, Other.

Construction date of renovations _____. Underline type of materials
used on exterior: Concrete, Block, Frame, Brick, Other.

- -

FACILITIES QUESTIONNAIRE

Scale	Explanation	Scale	Guideline Rating
Yes	The element describes the selected facility for the adult learner.	5	Essential
		4	Highly Desirable
No	The element did not describe the selected facility for the adult learner.	3	Significant
		2	Little Significance
		1	Not Applicable

	Yes	No					
1. The facility is conveniently located . .			1	2	3	4	5
2. The site provides adequate acreage for the facility			1	2	3	4	5
3. The acreage of the site can provide for future expansion of the facility			1	2	3	4	5
4. The site of the facility provides for adequate drainage			1	2	3	4	5
5. There is good traffic flow on the site .			1	2	3	4	5
6. The facility is located away from smoke, odor, and noise sources in the environment			1	2	3	4	5

	Yes	No	

7. The facility is located away from
   traffic hazards   1   2   3   4   5

8. The facility is located near the center
   of the population   1   2   3   4   5

9. The facility is accessible to the
   adult learner   1   2   3   4   5

10. The facility is accessible to sources
    of transportation   1   2   3   4   5

11. The facility provides for the
    transportation needs of arriving and
    departing adult learners   1   2   3   4   5

12. The outdoor spaces of the facility
    are landscaped   1   2   3   4   5

13. The outdoor spaces of the facility
    are adequate   1   2   3   4   5

14. The facility has a pleasing overall
    outside appearance within the setting
    of the community   1   2   3   4   5

15. The building materials enhance the
    outside appearance of the facility . .   1   2   3   4   5

16. The entire facility is built with the
    best quality materials   1   2   3   4   5

17. The exterior materials of the facility
    are functional and relatively
    maintenance free   1   2   3   4   5

18. The facility has ample parking   1   2   3   4   5

19. The parking areas are located close
    to the facility   1   2   3   4   5

20. Ramps are provided for change in levels
    from the facility to the parking area .   1   2   3   4   5

21. The parking areas are adequately
    lighted   1   2   3   4   5

	Yes	No					

22. The facility provides parking areas for service vehicles   1   2   3   4   5

23. The facility is architecturally designed to provide for flexibility and expansion for increasing enrollments   1   2   3   4   5

24. The needs of the adult learner are provided for in the architectural design of the facility   1   2   3   4   5

25. The facility utilizes the open-mall design, often characteristic of shopping centers   1   2   3   4   5

26. The interior materials of the facility are functional and relatively maintenance free   1   2   3   4   5

27. The building materials enhance the inside appearance of the facility . . .   1   2   3   4   5

28. The facility has adequate indoor spaces   1   2   3   4   5

29. The administrative offices are accessible to the adult learner   1   2   3   4   5

30. The administrative offices have adequate spaces for reception, consultation, and storage of records and equipment   1   2   3   4   5

31. The guidance offices are accessible to the adult learner   1   2   3   4   5

32. The guidance offices have adequate spaces for reception, consultation and storage   1   2   3   4   5

33. The food service area provides spaces for storage, kitchen, dishwashing, administrative offices and dining areas   1   2   3   4   5

	Yes	No					

34. The dining areas are conveniently located and accessible to the adult learner 1 2 3 4 5

35. The food services area is adequately ventilated 1 2 3 4 5

36. The food services area conforms to the state minimum standards 1 2 3 4 5

37. The auditorium is conveniently located 1 2 3 4 5

38. The auditorium conforms to the minimum number of square feet in relation to seating capacity 1 2 3 4 5

39. The auditorium contains neat space, stage and dressing areas 1 2 3 4 5

40. The facility provides an area for large groups to assemble 1 2 3 4 5

41. The classrooms are conveniently located 1 2 3 4 5

42. The classrooms have adequate electrical outlets 1 2 3 4 5

43. The classroom chalkboards are positioned in regard to the reflective factors in the room 1 2 3 4 5

44. Bulletin boards are located in the classrooms 1 2 3 4 5

45. The classrooms provide for the minimum floor space per student 1 2 3 4 5

46. The instructional media center is accessible to the adult learner 1 2 3 4 5

47. The instructional media center provides areas for storage of media and hardware, administrative offices, books, and periodicals 1 2 3 4 5

	Yes	No					
48. The instructional media center provides for the minimum floor space in regard to seating capacity			1	2	3	4	5
49. The television studio is centrally located			1	2	3	4	5
50. A child-care center is provided in the facility			1	2	3	4	5
51. The recreational area is conveniently located			1	2	3	4	5
52. The recreational area contains a gymnasium			1	2	3	4	5
53. The recreational area provides dressing rooms, showers, and restroom facilities			1	2	3	4	5
54. The bookstore is centrally located . .			1	2	3	4	5
55. The information center is centrally located (area where the adult can ask for directions)			1	2	3	4	5
56. The facility makes provisions for banking services			1	2	3	4	5
57. The facility provides for storage areas and lockers for the adult learner . . .			1	2	3	4	5
58. The instructional materials storage areas are accessible			1	2	3	4	5
59. The custodial storage areas are adequate			1	2	3	4	5
60. The facility provides for an art area .			1	2	3	4	5
61. The facility provides for a music area			1	2	3	4	5
62. The conference rooms are conveniently located			1	2	3	4	5

	Yes	No					
63. The reading room is accessible to the adult learners			1	2	3	4	5
64. The facility provides a commons area .			1	2	3	4	5
65. The health care area is accessible to the adult learner			1	2	3	4	5
66. The health care area provides areas for the waiting room, examination room, consultation and restrooms . . .			1	2	3	4	5
67. The vocational education shops are conveniently located			1	2	3	4	5
68. The office occupation laboratory is conveniently located			1	2	3	4	5
69. The trade and instructional shop is conveniently located			1	2	3	4	5
70. Lounges are provided for the adult learner			1	2	3	4	5
71. The facility provides areas for the adult learner to rest (couches, beds, etc.)			1	2	3	4	5
72. The faculty lounges are conveniently located			1	2	3	4	5
73. The facility provides for planning areas for the faculty			1	2	3	4	5
74. The facility provides for an adequate number of restroom facilities			1	2	3	4	5
75. The facility provides restrooms with showers			1	2	3	4	5
76. The restrooms provide toilets and hand washing facilities that are accessible to the handicapped adult learner . . .			1	2	3	4	5
77. An adequate number of drinking fountains is provided			1	2	3	4	5

	Yes	No					

78. The drinking fountains are accessible to the handicapped adult learners . . .   1 2 3 4 5

79. The telephone system is adequate . . .   1 2 3 4 5

80. The public-use telephones are conveniently located 1 2 3 4 5

81. The facility has an adequate electrical system (lights and power) .   1 2 3 4 5

82. The facility has adequate fire protection features and equipment . . .   1 2 3 4 5

83. The clock system is adequate (large numbers are provided on clock faces) .   1 2 3 4 5

84. The facility has directional graphics to provide information to the adult learner (large numbers marking the floors, room numbers labeled clearly, etc.) 1 2 3 4 5

85. The facility design provides for adequate illumination 1 2 3 4 5

86. Provision is made for natural light and light control 1 2 3 4 5

87. Artificial light is adequate 1 2 3 4 5

88. The facility design provides for appropriate acoustics 1 2 3 4 5

89. Colors are considered in the selection of furnishings and equipment 1 2 3 4 5

90. Color schemes reduce glare 1 2 3 4 5

91. Provisions are made for the control of glare 1 2 3 4 5

92. There are adequate ventilation systems in the facility 1 2 3 4 5

93. Background noise is provided for in the design of the facility 1 2 3 4 5

128

	Yes	No					
94. The facility is designed to conserve energy			1	2	3	4	5
95. Heating is thermostatically controlled			1	2	3	4	5
96. Air conditioning is thermostatically controlled			1	2	3	4	5
97. The facility provides easy access through at least one entrance for the handicapped adult learner			1	2	3	4	5
98. The facility is barrier-free			1	2	3	4	5
99. The exits are clearly marked			1	2	3	4	5
100. The facility is free of dangerous projections both outside and inside .			1	2	3	4	5
101. The corridors are adequately lighted .			1	2	3	4	5
102. The floors are nonskid			1	2	3	4	5
103. The stairways have nonskid treads and handrails			1	2	3	4	5
104. The stairways are lighted			1	2	3	4	5
105. The walks, drives, recreational areas are located in relation to safety . .			1	2	3	4	5
106. There is adequate emergency alarms and lighting systems			1	2	3	4	5
107. Security outdoor lighting is provided			1	2	3	4	5
108. The elevators and doors of the facility are slow moving			1	2	3	4	5
109. Ramps are provided for easy access inside the facility			1	2	3	4	5
110. There are adequate numbers of windows and doors			1	2	3	4	5

	Yes	No					
111. The facility conforms to applicable state minimum standards			1	2	3	4	5
112. The facility contains residency halls for the adult learner			1	2	3	4	5
113. Each apartment in the residency hall provides for privacy			1	2	3	4	5
114. Each apartment in the residency hall provides a kitchen area			1	2	3	4	5
115. Each apartment in the residency hall contains a private bath			1	2	3	4	5
116. Each apartment in the residency hall contains at least one bedroom			1	2	3	4	5
117. The furnishings, colors, and apartment unit dimensions meet the needs of the adult learner			1	2	3	4	5
118. The apartment is designed for easy physical access to various areas inside the apartment			1	2	3	4	5
119. The apartment is designed to be safe and secure			1	2	3	4	5
120. The interior materials of the apartment are functional and relatively maintenance free			1	2	3	4	5

- -

In the space provided below please recommend elements not listed in the guideline elements for planning a facility for the adult learner. Also, be sure to include those guideline elements that are not included in your facility that you would propose in planning another facility. In other words, what would you propose doing differently if you were planning a facility for the adult learner. If possible, please use the rating guidelines for scoring your responses.

_____

_____

_____

_____

VITA

CONSTANCE SUE HALE

Personal Data:	Date of Birth: November 13, 1952
	Place of Birth: Johnson City, Tennessee
	Marital Status: Single

Education: Public Schools, Bristol, Virginia
King College, Bristol, Tennessee, 1970-1971.
East Tennessee State University, Johnson City,
    Tennessee; elementary education, B.S., 1973.
East Tennessee State University, Johnson City,
    Tennessee; elementary teaching, M.A., 1976.
East Tennessee State University, Johnson City,
    Tennessee; educational administration, Ed.S.,
    1979.
East Tennessee State University, Johnson City,
    Tennessee; educational administration, Ed.D.,
    1981

Professional   Title I Math Aide, Douglas Elementary School, Bristol,
Experience: Virginia, 1974.
Teacher, Douglas Elementary School, Bristol, Virginia,
    1974-1975.
Teacher, Joseph Van Pelt Elementary School, Bristol,
    Virginia, 1975-1980.
Doctoral Fellowship, Department of Supervision and
    Administration, East Tennessee State University,
    Johnson City, Tennessee, 1980-1981.

Honors and   Graduated Cum Laude, from East Tennessee State
Awards: University, 1973.
Received The Dean's Award, 1974.
Kappa Delta Pi
Phi Delta Kappa