MOTIVES AND MOTIVATIONS OF RE-ENTRY WOMEN STUDENTS

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DEDICATION

To everyone who believes in, loves, and treasures the capabilities of the human mind, and to educational systems and those who are involved with those systems, I dedicate this work.

IN APPRECIATION

TO MY FAMILY -

Jerry Goad - my husband
Ron and Mary Jane Goad - my son and daughter-in-love
Celia and David Jones - my daughter and son-in-love
Mr. and Mrs. Dalton Hill - my parents
Mr. and Mrs. Fred Goad - my parents-in-love
Dr. Van and Anne Hill - my brother and sister-in-love

These dear members of my family were always there to listen and encourage me. They were patient with my demands, they never lost sight of my goal, nor would they allow me to lose sight of it.

TO MY GRADUATE COMMITTEE -

Dr. John McFarland
Dr. Flora Roebuck
Dr. Carolyn Stephens
Dr. Howard Stone
Dr. Ted Palmore

These friends were so much more than professors. They encouraged me and patiently led me over the rough spots. Dr. McFarland is the ultimate educator. He never doubted that I could do it, and he would not allow me the luxury of questioning my own abilities.

TO FRIENDS -

Dr. Ruth Berrier

Ruth is not only a colleague, a peer, and a friend, but she is the epitome of professionalism.

Ms. Linda Soliz

We made it, dear friend.

Mrs. Nancy Byrom

I am totally appreciative to Nancy, her ability, her typewriter, and her telephone.

Mrs. Beth Allen

When I needed a professional artist, Beth was there. She not only did her job well, she did it quickly and correctly.

Dr. Horace Griffits
Dr. David Marshall

Last and most important, I thank my LORD. Without Him, there would be nothing.

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CHAPTER I

INTRODUCTION

The urge to move, to make an overt attempt toward a goal, to begin a task and see it through to completion is intrinsic motivation. As one observes one's proximate contacts, the range of motivational urges is limited only by the number of people one meets. What drives one person to scale the heights while another seems content to live without making one apparent wave? The key word is apparent. Almost everyone is motivated toward some goals, but dimensions are different and highly exclusive (McTeer, 1972). Extremely ambitious or motivated people examine other people and marvel, or even scoff, at the absence of a "motivational trigger." However, that "trigger" is rarely absent. The fact that individuals are motivated by a huge variety of incentives (Boshier, 1971), and although many are moved toward some type of educational program, a few are content to be fulfilled by family, job, recreation, or the status quo (Cross, 1979-1980). The adult woman (in this study) must have a reason, a motive or motivation, to return to school before subsequently doing so (Herem, 1978). Once that determination has been made, then the individual is

ready to start the process of setting goals, identifying tasks, and choosing ways and means.

Traditionally, college and university students have been young (18 to 20 years old), attending classes full time, and preparing themselves for a profession, a career, or an occupation. In contrast, education for older adults can have several purposes: acquiring skills and training, recreation, preparation for retirement, academic education for the sake of learning, academic learning in a formal degree track program, and beneficial use of leisure time (Sprouse, 1981).

In today's American society, a particular educational clientele has emerged: re-entry women students. Women today are faced with societal, familial, and personal circumstances that place them in unique situations and sometimes unfamiliar positions. According to Cross (1979-1980), many of these women are choosing to return to school, there to prepare for a new life role.

The re-entry woman is motivated by several forces, the encompassing reason being the restructure of goals (Burns, 1970). Motivation can occur when it is related to some future condition (Fabun, 1968); therefore some women look at education as a way to acquire basic skills, a way to become more self-sufficient, a pathway to a better paying job, or a combination of factors (Apps, 1980). Often

motivation is present because of the need or desire to retrain, to upgrade skills, or to train in some vocational or professional metier (Sherer, James, Herrig, Noel, Klaassen, 1978). Some women turn to or return to education because their children have left home, because they wish to seek a degree, because they feel a need to change careers, because they desire more meaningful lives, or because of a void after a divorce or the death of the husband (Apps, 1980). Education is a process more than a product. It is the process of moving toward personal growth and fulfillment, self-development, and self-determination (Sprouse, 1981). Motivation is an important variable regardless of whether one's goal is manipulating people, seeking to raise self-esteem, or solving a problem (Dreikus, 1976).

In order for this emerging student group (re-entry women) to be served optimally through campus programs and services, institutions and educators must understand more fully the motivations and motives of re-entry women. Oftentimes, motivation is simply a "growth decision" (Clarke, 1980). Motivations and abilities of the emerging adult student are closely linked to developmental and learning needs throughout the life span (Hameister & Hickey, 1977). Morstain and Smart (1974) found adult motivation to be inherently remedial; however McTeer (1972) stated that no one is fully aware of or conscious of all the factors that

influence the initiation and carrying out of activities. Regardless of what one's motivations might be, the institutional decision-makers must be cognizant of why these women make the decisions and selections they make.

The general profile of the re-entry woman has changed significantly, causing the emergence of groups and subgroups with different educational needs. The typical returning student of the 1960's was white, middle-class, a housewife in her thirties or forties, usually anticipating the day when her children would leave home. That description has now shifted from the somewhat traditional one to a new profile due to various pressures having shifted and manifested themselves. Shifts and changes in the family structure and environment, the national economy, and in the attitudes of and toward minorities are some of the elements that have caused these changes (Hersh, 1980).

Because the profound trend of re-entry women toward post-secondary education is expected to continue (New York Times, 1980), institutions must aid these returning women. Motives and motivations of these individuals must be defined, and planners must be responsive to specific needs.

Statement of the Problem

Because of the unique characteristics of the re-entry woman student, problems arise in several areas: some

professors think of all students as "children," institutions may fail to design courses of maximum benefit for these adult students, often credit is not given for life experiences, and classes are scheduled with little thought of the clientele. Often universities and training schools simply do not understand the re-entry woman's motives and motivations.

The problem of motives and motivations of women returning to classes at the Texas Woman's University and Tarrant County Junior College (Northeast, Northwest, and South campuses) were examined in this study. The following questions were addressed:

1. Why do women elect to return to school?

2. Why do some women choose a degree track while others enter occupational training (Boshier, 1976)?

3. Are there demographic variables common among groups of women who differ in the educational track selected?

4. Did these women experience a life-change event prior to re-entry (Rahé, 1974)?

5. Does a relationship exist between the re-entry process, certain personal characteristics, and environmental circumstances surrounding a woman's decision to return to school?

6. What degree of correlation exists between the Rahé Recent Life Changes Questionnaire and Boshier's Educational

Participation Scale when examined with demographic data?

The resultant analyses might reveal prevalent and coexistent components of two populations in the Dallas-Fort Worth area: degree seeking students at the Texas Woman's University, and students at Tarrant County Junior College, South, Northeast, and Northwest Campuses, Fort Worth. The willingness and cooperation of professors determined the classes surveyed.

Purpose of the Study

The recognition of needs and the birth of a motive constitute goal setting in its simplest form. Once the potential student, the re-entry woman student, has made a personal decision and commitment, it is the responsibility of the adult educator to provide for that learner. The instructors and directors must help guide the individual toward setting priorities and reaching subsequent educational goals (Sherer, 1978). In order that educators may know what determinants motivate a particular student and why she is focalizing on education, the students must be asked and the responses must be analyzed. The instructors and directors must help guide the individual. Rather than the institution demonstrating a restrictive and hostile atmosphere, it must allow individuals to flourish in the framework of personal goals and motivations (Clarke, 1980).

The purpose of this study was to examine the motives and motivations of women returning to classes at the Texas Woman's University and at Tarrant County Junior College (Northeast, Northwest, and South campuses).

Hypotheses

1. There will be no significant predictive relationship between the Education Participation Scale and predictors drawn from demographic data variables and the Recent Life Changes Questionnaire.

2. There will be no significant correlation between the Education Participation Scale profiles and the Recent Life Changes Questionnaire totals.

3. There will be no significant differences between the community college students and the university students when examined on the Education Participation Scale and the Recent Life Changes Questionnaire.

Definitions

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

1. Motive - a thought or feeling that causes one to act; intrinsic drive

2. Motivation - act or process of furnishing with an incentive or reason for action

3. Re-entry woman - a woman twenty-five years of age or older who returns to school after an absence from formal education

4. Occupational training - an educational track (usually shorter in duration than a degree track) leading directly to skill and knowledge in a specific occupation

5. Degree track - a course of study leading to a degree from a four-year university or college

6. Life change event - a crisis or an occurrence which might have influenced a woman's decision to enter school

7. Identity crisis - a result of uncertainty concerning self and role in life; an acute constructive or negative emphasis resulting from uncertainty; self worth. Example: "Who am I?" "What do I do with my time?"

8. Integrity crisis - uncertainty of congruence of self and environment or congruence between internal feeling and external action or between personal philosophy and realities of life. Example: "What is the meaning of life?" "Why am I here?"

9. Empty nest syndrome - the feeling experienced by some women when the last child has left the home

10. Displaced - descriptive of a woman who is suddenly cast into a role other than homemaker. The new role may result from numerous causes such as release from a job,

employment problems and policies, divorce or widowhood.

11. EPS - Education Participation Scale (Boshier, 1976) (see Appendix A)

12. RLCQ - Recent Life Changes Questionnaire (Rahé, 1974) (see Appendix A)

13. Intrinsic - an internal drive

14. Extrinsic - a force affecting the individual from outside; external drive

15. Oretic - psychological term meaning combination of the cognitive, conative, and affective domains

16. Subsidiation chain - a system whereby one question logically leads to another question, repeating the process to a reasonable, satisfying, and logical end; subgoals

Limitations

1. This study concerned only returning women students.

2. Transportation might constitute a limitation. The choice between occupational training and seeking a degree might be influenced by distance or lack of transportation.

3. The target population was limited, not generalized. The study was limited to four college campuses in north Texas.

4. Re-entry women were examined without comparing them to regular students.

5. It was expected that some cultural bias would occur.

6. An assumption was made that the recall of the students on the Recent Life Change Questionnaire would be reasonably accurate.

7. The participants were selected by professors at the cooperating institutions. The community college women were asked to take part in the survey first through the office of the Director of Research and then by request of their professors. The university women were selected by certain professors. These were not random samples; in order to participate, the women had to meet predetermined criteria.

CHAPTER II

REVIEW OF THE LITERATURE

Adult participation in education has risen dramatically in the past ten years (Cross, 1979-1980). Women in particular are returning to school in significant numbers and for various reasons (Cross, 1979-1980). Because of the realization of the need for "life-long learning" training, and in some cases, retraining, institutions are offering these women more opportunities than ever before. In order to provide maximum aid to this group, a major emphasis should be placed on the motivations and motives of female students who return to school.

From the very beginning of the adult education movement, there has been an abiding interest in the motivations which steer people toward participation in continuing education (Harvey, 1978). Differences in personal and individual characteristics of adults include expectations, roles, aspirations, life styles, crises, responsibilities, and goals. Psychologists refer to this as the psychology of individual differences. These characteristics that tend to remain more or less constant from time to time and situation to situation are called motivational directions (Tyler,

1974). Being cognizant of these characteristics, motivations, motives, and directions of women in particular, can help adult educators predict future trends in participation and plan to effectively and efficiently meet certain educational needs (Harvey, 1978).

Motives and Motivations

The concept of behavior is usually divided into at least two components: learning and motivation (Beck, 1978). While learning is generally considered to be a more permanent element within an organism, motivation is thought of as a shifting, dynamic activity within an organism; behavior reflects both learning and motivation (Beck, 1978).

Motivation may be thought of scientifically as the direction and intensity of the expenditure of particular animal energies (Fabun, 1968). In a social or philosophic sense, motivation is a value judgment (Fabrun, 1968). Hunger and curiosity are legitimate human motives, but real biological need does not always dictate motive priority (Krech, Crutchfield, & Livson, 1974). It is entirely possible that curiosity may take precedence over hunger (to a limit), proving that not all human motives serve immediate biological needs (Krech, Crutchfield, & Livson, 1974).

Motives depend upon an individual's unique and particular drives, and because of this, motives and motivations

tend to appear and disappear as consequences of the presence and reduction of drives (McCullough, 1979). Individual motivational drives may be intrinsic or extrinsic, that is, self-influenced or externally influenced (Dreikus, 1976; Houle, 1961). Self-influence (self-motivation) is one's subconscious influence to direct stimulation. Environmental variables (exterior influences) include one's learning, interacting with beliefs and motives, and ultimately determining one's behaviors that deal with power, achievement, and aggression (Dreikus, 1976; Houle, 1961).

Motivation is viewed by researchers on numerous levels, but the analysis of cognitive styles has begun to attract the attention of researchers (Tyler, 1974). Feingold (1979) defined motivation as a developmental concept and an instructional tool to be used as a means of promoting learning. When several persons face a problem for which they must think out a solution, they do not attack it the same way. One person might proceed deliberately, circling the edge of the problem area, inspecting all aspects before she begins to try out possible solutions. Another might leap in, make an attempt, and then, if things go wrong, attempt again, repeating the sequence until she hits upon success. Some people characteristically take much greater risks than others (Tyler, 1974). One current thrust in motivational theory is closely connected to behavior.

Dreikus (1976) identified motivation toward behavior as biosocial, translated into forces such as shame, anxiety, pain, arousal, and activation (Fabun, 1968). Motivation is aimed at ultimate biological goals, too. Satisfying hunger or thirst, being self-assertive, escaping to security, and mating are goals tending to direct one toward "sub-goals" (Cattell, 1975). This subsidiation chain is closely associated with an individual's psychological organization and definite hierarchical relationships among drives, motives, attitudes, and values (McCullough, 1979).

Stimulus Question:			
"Why are you learning _____?" ---→	In order to qualify as a _____. ---→	In order to earn a living. ---→	In order to get married.
(Cattell, 1975)			

Figure 1. Subsidiation Chain

Various and varied conceptions of motivations have passed through the ages as man has attempted to explain the behavior of his own kind. One theory, the "pawn of fate" concept, placed the source of motivation outside of a person, thus removing it from the realm of science. The "pawn of fate" idea projects a predetermined pathway which has no deviation, and at the end, one resolutely remarks, "that's fate" (Krech, Crutchfield, & Livson, 1974).

Motives and motivations of people who are viewed as social products are translated into easily understood behaviors when viewed as responses to certain values, ideals, and sanctions of society. As "social products" centered in a mutable culture, change in values of that culture is inevitable; the people's motives, then, are not fixed forever. These "social products" not only undergo motivational changes within the culture, but they respond to environmental changes and even display different motives in various social settings (Krech, Crutchfield, & Livson, 1974).

The "social product" theory is closely associated with the theory of "social determinism." This doctrine asserts that certain laws of societies, social organizations, and historical trends transcend individual human nature. That is, the individual is merely a unit or part, acting and fulfilling her roles as they are dictated by the system (Krech, Crutchfield, & Livson, 1974).

The idea of "unconscious motivation" views people as often unaware of the real reasons for much of their behavior. The motivations are more often deep-seated instinctional tendencies, manifested in various ways. When a person chooses and acts without weighing the consequences of the outcome, in a sense, the behavior is irrational. Their conscious motives then become false fronts for the

unconscious motives, making their understanding of their motivation a mere rationalization (Krech, Crutchfield, & Livson, 1974).

More central to an educational study might be the theory of "abundancy motivation" (Krech, Crutchfield, & Livson, 1974). In opposition to survival and security motives, "abundancy" might be called satisfaction and stimulation motives and motivations. The intrinsic desire to explore and understand, to create and achieve, to love, or to experience healthy self-esteem have nothing to do with removing danger, removing discomfort, or surviving. These desires simply involve the increase of tension and a state of abundancy beyond the most basic physiological needs (Krech, Crutchfield, & Livson, 1974). In examining Figure 2 (see page 17), the body is seen as the object of both survival motives (avoidance of hunger) and satisfaction motives (sensory pleasure) (Krech, Crutchfield, & Livson, 1974).

Ideally, one integrates both types of motives and motivations into one scheme. The definitive formulation of an integrated scheme is Maslow's (1954) Needs Hierarchy. Arranged in a step-like progression, Maslow conceptualized five levels of needs, moving from survival to self-actualization (see Figure 3).

	Survival and Security (Deficiency Motives)	Satisfaction and Stimulation (Abundancy Motives)
Pertaining to the body	Avoiding of hunger, thirst, oxygen lack, excess heat and cold, pain, overfull bladder and color, fatigue, overtense muscles, illness and other disagreeable bodily states, etc.	Attaining pleasurable sensory experiences of tastes, smells, sounds, etc.; sexual pleasure; bodily comfort; exercise of muscles, rhythmical body movements, etc.
Pertaining to relations with environment	Avoiding of dangerous objects and horrible, ugly, and disgusting objects; seeking objects necessary to future survival and security; maintaining a stable, clear, certain environment, etc.	Attaining enjoyable possessions; constructing and inventing objects; understanding the environment; solving problems; playing games; seeking environmental novelty and change, etc.
Pertaining to relations with other people	Avoiding interpersonal conflict and hostility; maintaining group membership, prestige, and status; being taken care of by others; conforming to group standards and values; gaining power and dominance over others, etc.	Attaining love and positive identifications with people and groups; enjoying other people's company; helping and understanding other people; being independent, etc.
Pertaining to the self	Avoiding feelings of inferiority and failure in comparing the self with others or with the ideal self; avoiding loss of identity; avoiding feelings of shame, guilt, fear, anxiety, etc.	Attaining feelings of self-respect and self-confidence; expressing oneself; feeling challenged; establishing moral and other values; discovering meaningful place for self in the universe.

Figure 2. The Human Motives

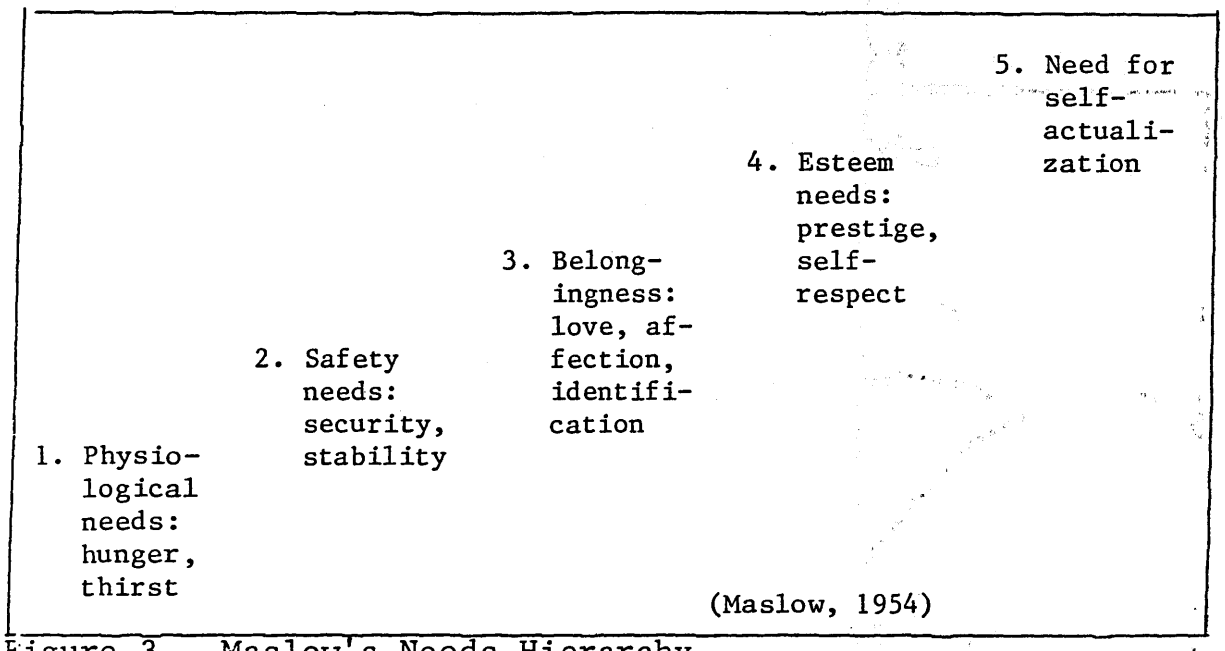


Figure 3. Maslow's Needs Hierarchy

In explanation, Maslow stressed the developmental nature of motivation, that is, the lower need must be met before the next need can emerge in a person's development (Krech, Crutchfield, & Livson, 1974). In other words, a person must be freed from the domination of his lower needs before he can become motivated by other than deficiency-based drives. According to Figure 3, the ideal motivational situation is one that makes possible the gratification of each level of needs as it reaches its crest in the individual (Krech, Crutchfield, & Livson, 1974).

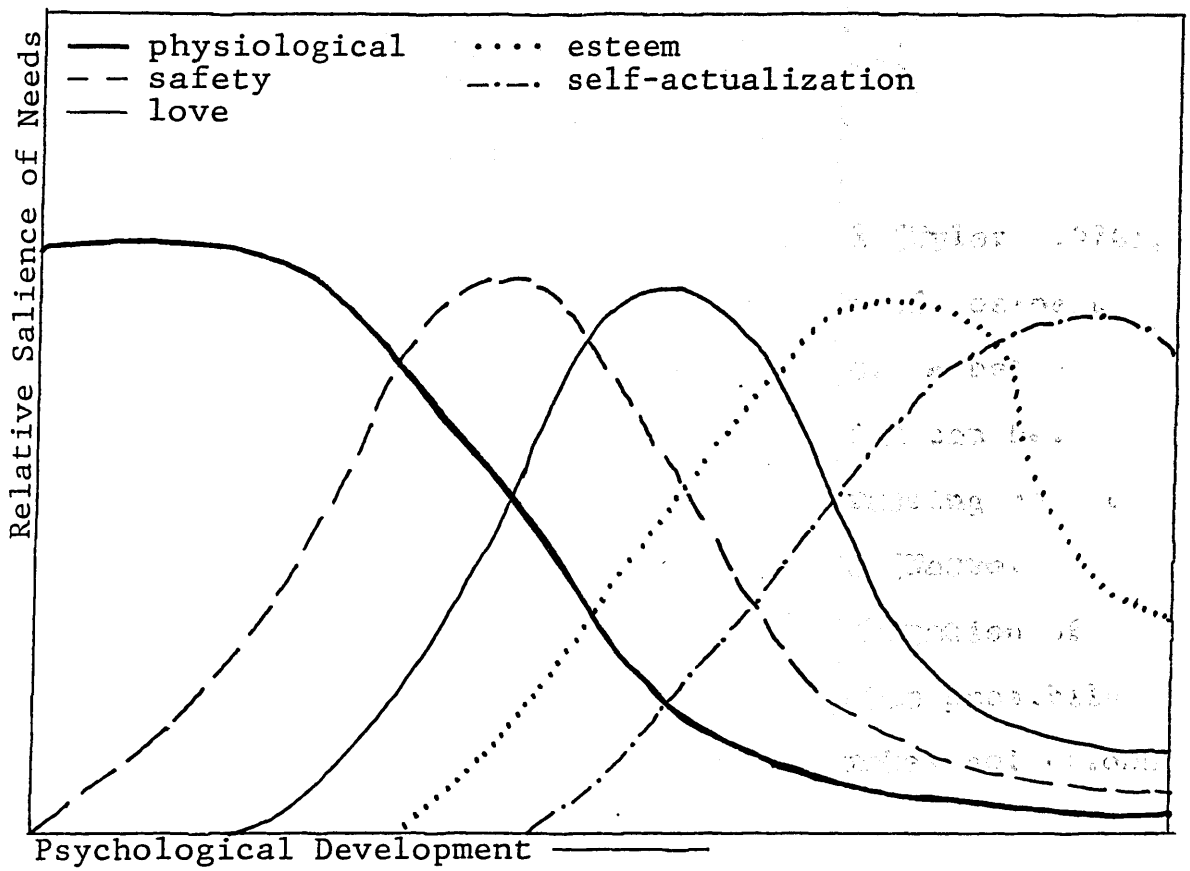


Figure 4. A schematic portrayal of the progressive changes in relative saliency of the five main classes of needs, as described by A. H. Maslow. Note that the peak of an earlier main class of needs must be passed before the next higher need can begin to assume a dominant role.

The final stratum of motivational action is determined by many factors. The physical environment, the social milieu, one's immediate environment, and the physiological makeup of the individual all aim toward the ultimate resolution of a motivational issue (McTeer, 1972). One's motives

and motivations, then, give direction and intensity to one's behavior; they significantly affect one's achievements.

Motivations and Motives of Adult Learners in General

Each learner is distinct and individual (Tyler, 1974), and for that reason, motivations and motives of learners must be viewed from different vantage points. A better understanding of the reasons for participation can help the adult educator be more effective in attracting people to learning programs and educational efforts (Harvey, 1978). Each individual is potentially a combination of many different persons (Tyler, 1974). From the possibilities one sees for herself, she constantly makes selections (Tyler, 1974).

As early as 1933, Hoy conducted a study of adult motivation. Using a group of 372 English adults, he was able to classify their motivations as adult learners into six categories:

1. A desire for knowledge
2. Improvement and education
3. Reasons of business
4. Particular and specific interest in a certain field of study
5. Learning for leisure

6. Socialization (Hoy, 1933)

Hoy's research was followed in 1936 by a study by Williams and Heath, also in the British Isles, who categorized motivation sources into four groups:

1. Restoring the balance
2. Escape motive
3. Respite from economic strains
4. Discovery of fellowship (Williams & Heath, 1936)

Little or no research in adult motivation was completed between the mid-1930's and 1950's. Then in 1955, Nicholson examined 5,211 respondents, asking reasons why they were enrolled in a specific class. Over 60 percent of those answering the survey named intellectual or cultural reasons, 58 percent listed economic and/or occupational reasons, and 30 percent indicated social reasons (Nicholson, 1955). This study appears to support Freud, who recognized the mental side of motivation. This aspect of motivation was later called the "active mind" (Wundt & James, 1972). These scholars were referring to sensation, perception, affect, emotion, learning, memory, and cognition.

As for cataloguing motives and motivations of adult learners, Boshier (1971) considers the definitive work to be The Inquiring Mind, written by Cyril Houle in 1961. Through interviews and conversations with 22 adults, Houle

was able to identify three motivational types:

1. The goal-oriented
2. The activity-oriented
3. The learning-oriented (Houle, 1961)

Houle stated that the types identified were not pure types, and represented them graphically with three circles overlapping at the edges. He concluded, though, that the central emphasis of each subgroup remained clearly discernible.

Learner Orientation:

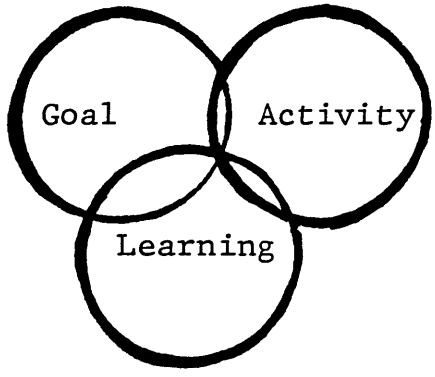


Figure 5. The Interrelationships of Houle's Classification of Learner Types (Houle, 1961)

After these identifications, the concept of Houle's typology stimulated interest, research, and ultimately the refinement of measurement techniques. In 1964, Sheffield conducted twenty conferences throughout the United States. The research from these studies operationalized Houle's theory, and even further confirmed and refined it.

In 1971, expanding on Houle and Sheffield, Burgess identified seven motivational reasons or "desires:"

1. To know
2. To attain a personal goal
3. To attain a social goal
4. To reach a religious goal
5. To escape
6. To participate in an activity
7. To comply with formal requirements (Burgess, 1971)

After a survey using the Reasons for Education Participation Scale, Burgess concluded through the results of factor analysis that his findings validated Houle's and Sheffield's works by further defining and clarifying them.

At the same time Burgess was researching in the United States, Boshier was investigating adult educational participation in New Zealand (Burgess, 1971). From his work, Boshier was able to formulate a cross-cultural scale, The Education Participation Scale (EPS). From the tests, Boshier concluded that people were primarily motivated toward adult participation because they were either deficiency-motivated or growth-motivated. This research provided yet another grouping, simply placing the same groups and areas under two major headings, the sub-groups remaining essentially the same. Deficiency-motivation includes social improvement, escape, social contact, and

professional advancement. These individuals seek equilibrium by correcting a particular deficiency (Harvey, 1978). Growth-motivation includes social welfare, cognitive interest, educational interest. These people seek future imbalance (heterostasis) to spark further action (Harvey, 1978). Deficiency-motivated adults are characterized by Boshier as being afraid of the environment and using education to satisfy lower needs (Boshier, 1971). On the other hand, growth-oriented individuals express rather than cope, have satisfied their lower needs, and are motivated by gratification and a desire to constantly grow. They are inner-directed (intrinsically motivated), autonomous, and open to new experiences (Boshier, 1971).

Using American students, Barry Morstain and John Smart replicated Boshier's study and obtained factor patterns and results similar to those in the New Zealand study (Morstain & Smart, 1974). Even though Boshier recognized the results of these other studies, he cautioned against categorizing adults into any one of the typologies. Adult learners are individuals, presenting their own reasons for participating in continuing education (Boshier, 1971); they are being influenced (motivated) by six factors:

1. The changing population structure
2. Inflation
3. Consumer movements

4. The status of women

5. Politics

6. The mood of society toward education (Apps, 1980)

In 1974, Raines described a motivational and needs-centered adult education program at Michigan State University as follows:

> Society has a moral obligation to provide adults with developmental assistance in acquiring transitional competencies necessary for those who are reconciling their personal needs with societal expectations and for discovering meaning in their lives. (Raines, 1974, p. 9)

Motives and Motivations of Adult Women Students

One highly visible, unclassifiable segment of adult learners on campuses today is women. As Boshier (1971) noted, they are individualistic and unique. Since motivation is a developmental concept related to deep impulses, something that gives direction and intensity to one's achievements, each woman presents her own set of reasons for participating in educational programs (Feingold, 1979).

The educational or career pursuits of women are interrupted for various personal reasons, and are referred to by Super (1957) as the double-track career pattern. In the double-track situation, a woman enters the work setting after completing her education. She remains there until

the birth of her first child. Customarily, she then withdraws from employment until the youngest child is in school. After a time, she chooses to return to employment until retirement (Isaacson, 1979). There are several variations on this theme, perhaps the most popular one being returning to an interrupted education plan after a number of years at home or at work (Isaacson, 1979).

There are many circumstances and situations which contribute to or cause women to re-enter the school setting. Some of the reasons for re-entry are obvious while others might be obscure and related to a subconscious motivation. Realignment and reassessment of career and education goals are often caused by one or more of the following:

1. Physical disability can dictate a necessary alteration in plans, and often includes reeducation and training; it can be a sudden physical change (accident) or gradual deterioration of one's health.

2. Psychological change can be an unwillingness to remain in a situation; it also can be a desire or need to lessen the strain of a stressful environment. It can be a need to seek new challenges.

3. Personal factors can be changes in an individual's family or personal situation (more or fewer children at home, elderly or handicapped parents, need for more money, retirement at early age, death of husband, divorce).

4. Technological change can be the abolition of specific jobs due to shifts in consumer demands or technological changes (Isaacson, 1979).

Regardless of the reason a woman re-enters education, that reason appears to be closely related to a stressful situation (Rahé, 1967).

The somewhat obvious and rather general reasons appear to fit the broadest spectrum of re-entry women. According to a study of Mexican American Adult Basic Education students in Weslaco, Texas, Medven (1980) delineated the following somewhat more specific reasons for returning to school:

1. Always wanted to return to school
2. Husband, friends wanted me to return to school
3. To obtain GED (high school equivalency)
4. To prepare for a job
5. To obtain a raise
6. To comply with employer's policy
7. To improve myself as a person
8. To make new friends
9. Loneliness
10. To prepare for the future
11. To improve my social position
12. To plan my finances

13. To know past and present history of USA

14. To know our country's people, customs, and ways of living

15. To read our Constitution

16. To teach my children to be responsible citizens

17. To learn how to solve problems

18. To improve my housekeeping

19. To learn how to overcome daily frustrations

Re-entry women find it difficult to account for their motives (Boshier, 1976), but when asked, usually reply with goals dictated by culture and invested with values through previous learning experiences (Gergen, 1969). Some re-entry women are experiencing (or have recently experienced) a crisis. For some, it was life-event crisis, for others it was an identity crisis (Erickson, 1963). Life-events include such crises as divorce, serious illness, widowhood, children leaving home, and any other occurrence that might cause stress (Rahé & Holmes, 1967). Although some crises are pleasant and some are unpleasant, each causes trauma and stress. The degree of stress determines the degree of motivation (Rahé, 1975).

As for some motives and motivational forces women experience, integrity-crisis and identity-crisis are two vital ones (Letchworth, 1970).

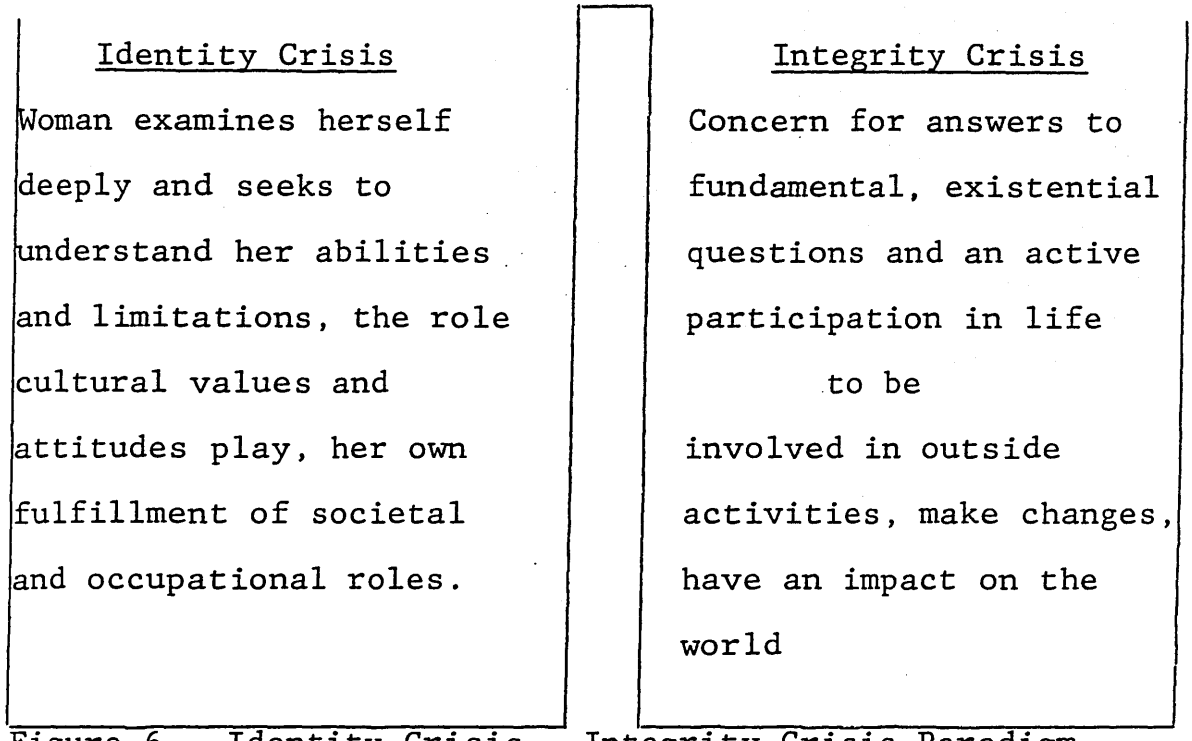


Figure 6. Identity-Crisis - Integrity Crisis Paradigm (Letchworth, 1970)

By making choices, a woman eventually carves for herself an identity (Tyler, 1974).

Other forces which influence women include boredom, the "empty-nest syndrome," loneliness, economics, displacement, career change or advancement, and changing sex roles (Bulpitt, 1973; Letchworth, 1970; Steele, 1972). To be reckoned with are individual egos, personality traits, attitudes, value systems, socio-economic situations, and life-styles, as well as program availability, family and marital problems, dissatisfaction with job, and availability of funds to pay for education (Doty, 1966; Klevins, 1978).

Some motives and motivational drives are not much more than needs leading to desires leading to new needs leading to additional desires. Motivation is response to stimuli or a set of stimuli (Fabun, 1968). That is, if one needs to read a story to a child, interpret a map, construct something using instructions from a manual, or apply for a job, that need translates to motivation, thus evolving into a motive (Hutchinson, 1978) When translated, then these needs-desires-needs-desires become learning needs, closely related to developmental tasks and states, reflecting interests, concern, and action (Reber, 1976).

Women are finding themselves in unique positions today. Because of role changes, many a woman finds herself unable to support one person, much less herself and children, without updated skills and education. Adult learning, then is sometimes remedial (Clarke, 1980). In order to serve and facilitate motivated people, the educators of adults must be cognizant of the oretic needs of the group. Adult educators should look seriously at intrinsic and extrinsic motivations of the adult woman learner and build programs and facilities from the motivational mode.

Motivation and motives are present in everyone. The "motivational trigger" is more difficult to ascertain in some people than in others, but it is always present in some form and to some degree.

> Time and the experiences gathered over time produce the essential effects - time in life, time as a parent, as a worker, as a part of a social class or racial or ethnic group; time for all the hundreds and thousands of episodes and incidents that together affect personality and motivation and ego and self-respect, that affect maturity levels, attitudes, and values; time for all the genotypical and phenotypical differences to produce a fully developed, independent, unique adult. (McCullough, 1979, pp. 12-16)

CHAPTER III

METHODOLOGY

Statement of the Problem

The main purpose of this study was to investigate the motives and motivations of re-entry women in the university and community college. The exact research questions were:

1. Why do women elect to return to school?

2. Why do some women choose a degree track while others enter occupations training?

3. Are there demographic variables common among groups of women who differ in the educational track selected?

4. Did these women experience a life change event prior to re-entry?

5. Does a relationship exist between the re-entry process, certain personal characteristics, and environmental circumstances surrounding a woman's decision to return to school?

6. What degree of correlation exists between the Recent Life Changes Questionnaire by Rahé and Boshier's Education Participation Scale when examined with demographic data?

Hypotheses

The research questions were tested using the following hypotheses:

1. There will be no significant predictive relationship between the Education Participation Scale and predictors drawn from demographic data variables and the Recent Life Changes Questionnaire.

2. There will be no significant correlation between the Education Participation Scale profiles and the Recent Life Changes Questionnaire totals.

3. There will be no significant differences between the community college students and the university students when examined on the Education Participation Scale and the Recent Life Changes Questionnaire.

The first hypothesis was tested by canonical correlation, while the second hypothesis was tested by multilinear regression. To accomplish this, all EPS factors (TOTEPS) were tested against the RLCQ total adjusted scores (ADJTOT) as the dependent variable. The EPS subscores or subscales (SOCCON, SOCSTM, PROADV, COMSER, EXTEXP, COGINT) were the predictors. The third hypothesis was tested through analysis of variance, t-tests. The between-groups variance estimates were computed using each of the EPS subscales and

the RLCQ total adjusted scores of the two groups (community college and university).

Subjects

The subjects for this study were women enrolled in degree-granting programs and classes at the Texas Woman's University, Denton, Texas, and women enrolled in occupation preparation classes at Tarrant County Junior College (South, Northeast, and Northwest campuses), Fort Worth, Texas, during the fall semester of 1982. The instruments were offered to 100 women who had returned to Texas Woman's University and 100 women who had returned to Tarrant County Junior College. A total of 167 surveys were returned. Tarrant County Junior College distributed the survey packets to professors and classes selected by the Director of Research. The survey at the Texas Woman's University was managed through the offices of cooperating professors.

Instruments

The instruments used in this study were Roger Boshier's Education Participation Scale (see Appendix A) and Richard Rahé's Recent Life Changes Questionnaire (see Appendix A). A researcher-made demographic section prefaced the two major questioning portions of the test.

Boshier's test was designed to examine the "whys" of adult participation in education. In order to investigate the types of stress and the motivational aspects of life events theorized to cause stress, Rahé authored his Recent Life Changes Questionnaire in 1967 (Rahé & Holmes, 1967). The instrument has been revised and refined several times since that original form was first used. In some instances, the life changes have been redefined on the basis of research experience with the instrument. Samples of the three questionnaires are included in the Appendix Section of the dissertation.

Education Participation Scale

At one time, Boshier's Education Participation Scale contained 48 factors relating to and asking questions about why adults return to school (Boshier & Riddell, 1978). The EPS was refined to its present 40-item form when the author deleted certain job-related factors; it manifests a clear factor structure suitable for factor scoring (Boshier & Riddell, 1978).

The EPS is scored by the subject on a four-point scale:

	No Influence	Little Influence	Moderate Influence	Much Influence
To learn just for the joy of learning	_____	_____	_____	_____

Figure 7. Sample from Education Participation Scale (Boshier, 1978)

(See complete Education Participation Scale in Appendix A.) For this study, the "influence" columns additionally were labeled "A," "B," "C," and "D" for ease and accuracy when using the ScanTron card for recording choices.

The Education Participation Scale has been administered internationally as well as in the United States (Boshier, 1971; Morstain & Smart, 1974). Through factor analysis, including oblique rotation and orthogonal rotation, the test has been determined to have a reasonably high degree of reliability (Boshier, 1976). It should be noted, however, that Boshier qualifies the use of and comparison of the EPS with other scales according to the factor analytic model one chooses to employ (Boshier, 1976).

As a result of the EPS studies that have been administered over the last few years, through rotation and analysis, the items on the form shifted into six categories or subscales. These areas include professional advancement, social stimulation, social contact, cognitive interest,

community service, and external expectation. Each of the 40 items fits within one of the subscales, as follows:

Subscale Chart

I. Social Contact

2. To share a common interest with my spouse or friend
9. To be accepted by others
14. To fulfill a need for personal associations and friendships
17. To participate in group activity
19. To gain insight into my personal problems
26. To become acquainted with congenial people
31. To improve my social relationships
33. To maintain or improve my social position
38. To make new friends

II. Social Stimulation

5. To get relief from boredom
8. To overcome the frustration of day to day living
12. To stop myself from becoming a "vegetable"
16. To escape the intellectual narrowness of my occupation
21. To escape television
24. To have a few hours away from responsibilities
27. To provide a contrast to the rest of my life

28. To get a break in the routine of home or work
35. To provide a contrast to my previous education

III. Professional Advancement

3. To secure professional advancement
10. To give me higher status in my job
11. To supplement a narrow previous education
13. To acquire knowledge to help with other educational courses
15. To keep up with competition
18. To increase my job competence
20. To help me earn a degree, diploma, or certificate
32. To meet formal requirements

IV. Community Service

4. To become more effective as a citizen
22. To prepare for community service
23. To gain insight into human relations
29. To improve my ability to serve mankind
39. To improve my ability to participate in community work

V. External Expectations

6. To carry out the recommendations of some authority
30. To keep up with others
34. To escape an unhappy relationship

36. To comply with the suggestions of someone else

40. To comply with instructions from someone else

VI. Cognitive Interest

1. To seek knowledge for its own sake

7. To satisfy an enquiring mind

25. To learn just for the joy of learning

37. To learn just for the sake of learning

The subscale frequency counts can be found in Appendix B.

Recent Life Changes Questionnaire

The Recent Life Changes Questionnaire was developed by Rahé as an epidemiological measure to examine people who develop mental disorders which coincide with risk factors (Rahé, 1979). Doctors have long recognized the associations between "risk factors" (stress) and certain physical diseases such as coronary heart disease (Rahé, 1979).

One of the first lists of meaningful life events was written and published by Holmes and Rahé in 1967. This original work contained 43 factors/life events, and after extensive work over a long period of time, the factors were itemized into categories dealing with health, work, family, personal life, social and community relations, and finances (Rahé, 1979).

Life stresses have more to do with an individual's life interruptions than whether or not the stresses are pleasant or unpleasant. "In physiology, it is change from homeostatic balance that leads to possible bioregulatory failure, organ system dysfunction, and ultimate disease processes - - - -" (Rahé, 1979, p. 4). Extremely pleasant life changes (inheritance, marriage, job promotion, etc.) were found to require nearly equal amounts of life adjustment as unpleasant events (Rahé, 1979).

For this study, Rahé's RLCQ (Appendix A) was submitted to the survey participants; they were asked to score the appropriate items with an "X" and then adjust the score. The adjusted score was determined by the amount of adjustment required as perceived by the participant. The score was marked from zero to 100, depending upon the adjustment required for that event. For example, retirement can be extremely stressful and unpleasant to one person (adjusted score might equal 100), while another person would find it a relief and totally stress-free (adjusted score might equal 20). These qualities of life-change events are qualities of the individual rather than aspects of the environment (Rahé, 1979).

RECENT LIFE CHANGES QUESTIONNAIRE

B. WORK

Within the time periods listed, have you:	19-24 months ago	13-18 months ago	7-12 months ago	0-6 months ago	YOUR ADJUSTED SCORE
6. Changed to a new type of work	_____	_____	_____	_____	_____
7. Changed your work hours or conditions	_____	_____	_____	_____	_____

Figure 8. Sample item (Rahé, 1979)

After the collection of the surveys, columns were totaled and charted so that the data could be more easily computed.

Data Collection Procedures

Survey packet materials were assembled and contained the following items:

1. Cover sheet
2. Letter from researcher (one page)
3. Detailed instructions for each of the three survey/tests (one page)
4. Demographic Scale (one page, green paper)
5. The Education Participation Scale (purchased from author, apricot paper)

6. The Recent Life Changes Questionnaire (three pages, blue paper)

7. A ScanTron card (titled on both sides to eliminate errors and confusion)

8. One pencil

9. The Tarrant County Junior College packets contained cover letters from the Director of Research to the participants and the cooperating professors.

After assembling the components into separate stacks, each item was numbered and placed into a large envelope, which was also numbered. The survey was completely anonymous, but the numbering was necessary in order to keep the packets of each group separate for the analyses of the data. The packets were delivered to the Office of the Director of Research at Tarrant County Junior College and to the College of Education at the Texas Woman's University. They were distributed and administered to the participants from those offices (see Appendix A). The survey packets were collected after two weeks.

After the packets were collected, they were disassembled and the elements were sorted into stacks. Each group (university and community college) was kept separate by number. The ScanTron cards (demographic data and EPS) were placed in order by number, as were the RLCQ survey forms.

The cards needed no treatment, but the RLCQ forms were read, totaled, and prepared for the computer according to directions on the survey. These raw data were delivered to the TWU Mathematics Department for handling. Each of the statistical analyses was obtained through the Special Package for Social Sciences, SPSS, Second Edition, McGraw-Hill. The discriminant analyses which were obtained through the SPSS technique resulted in statistical information, chi square, t-tests, and multilinear regression, thereby allowing for examination of between groups data.

CHAPTER IV

ANALYSIS AND PRESENTATION OF THE DATA

Introduction

Tarrant County Junior College (South, Northeast, and Northwest campuses) and the Texas Woman's University were selected because of their proximity to each other, their location in a burgeoning metropolitan area, and the student population they each serve. The instruments utilized for the survey consisted of one researcher-made instrument (demographic), the Education Participation Scale by Roger Boshier, and the Recent Life Changes Questionnaire by Richard Rahé.

A random sample was not used. The Director of Research at Tarrant County Junior College District distributed the surveys to select instructors. Choices of these instructors were made on the basis of courses in which re-entry women might be enrolled, probability of response, and willingness of the instructor to allow the students to participate.

The survey packets which were circulated through the Texas Woman's University were issued to women enrolled in graduate classes in the College of Education. Because the

respondents were closely monitored, the return of the packets was unusually high. Neither was this group a random sample, as the entire university was not surveyed.

In order to identify the population/sample in this study, histograms were constructed from the frequency data in order to show similarities and differences between the university students and the community college students. The graphs compare the demographic data and the 40 Education Participation Scale items; they also show the frequencies of the entire sample. In order to examine the groups more closely, a Chi square analysis was calculated, determining more accurately the differences and similarities between the community college and the university re-entry women.

Three hypotheses were tested in this study:

Hypothesis One:

There will be no significant predictive relationship between the Education Participation Scale and the predictors drawn from the demographic data variables and the Recent Life Changes Questionnaire.

Hypothesis Two:

There will be no significant correlation between the Education Participation Scale profiles and the Recent Life Changes Questionnaire totals.

Hypothesis Three:

There will be no significant differences between the community college students and the university students when examined on the Education Participation Scale and the Recent Life Changes Questionnaire.

Absolute frequency counts on the question of attendance in community college or university show totals of 71 and 91 respectively. The five missing cases account for the absolute total of 167 cases. The adjusted frequencies show community college students account for 43.8%, and university students total 56.2%.

Frequency Count on Demographic Variable - AGE

All Subjects. The demographic data analysis on age shows that 51 (30.7%) of the women who were surveyed were 25-34, 62 (37.3%) were between 35 and 44, 44 (26.5%) were from 45 to 54, eight (4.8%) were between 55-64, and only one (0.6%) woman was over 64. One person did not disclose her age group.

University Subjects. The demographic data on the age spread of the university students show that 25 (27.8%) women in the 25-34 age category participated in the survey. Of the remaining respondents, 34(37.8%) of the ladies were 35-44, 26(28.9%) were 45-54, and five (5.6%) were 55-64.

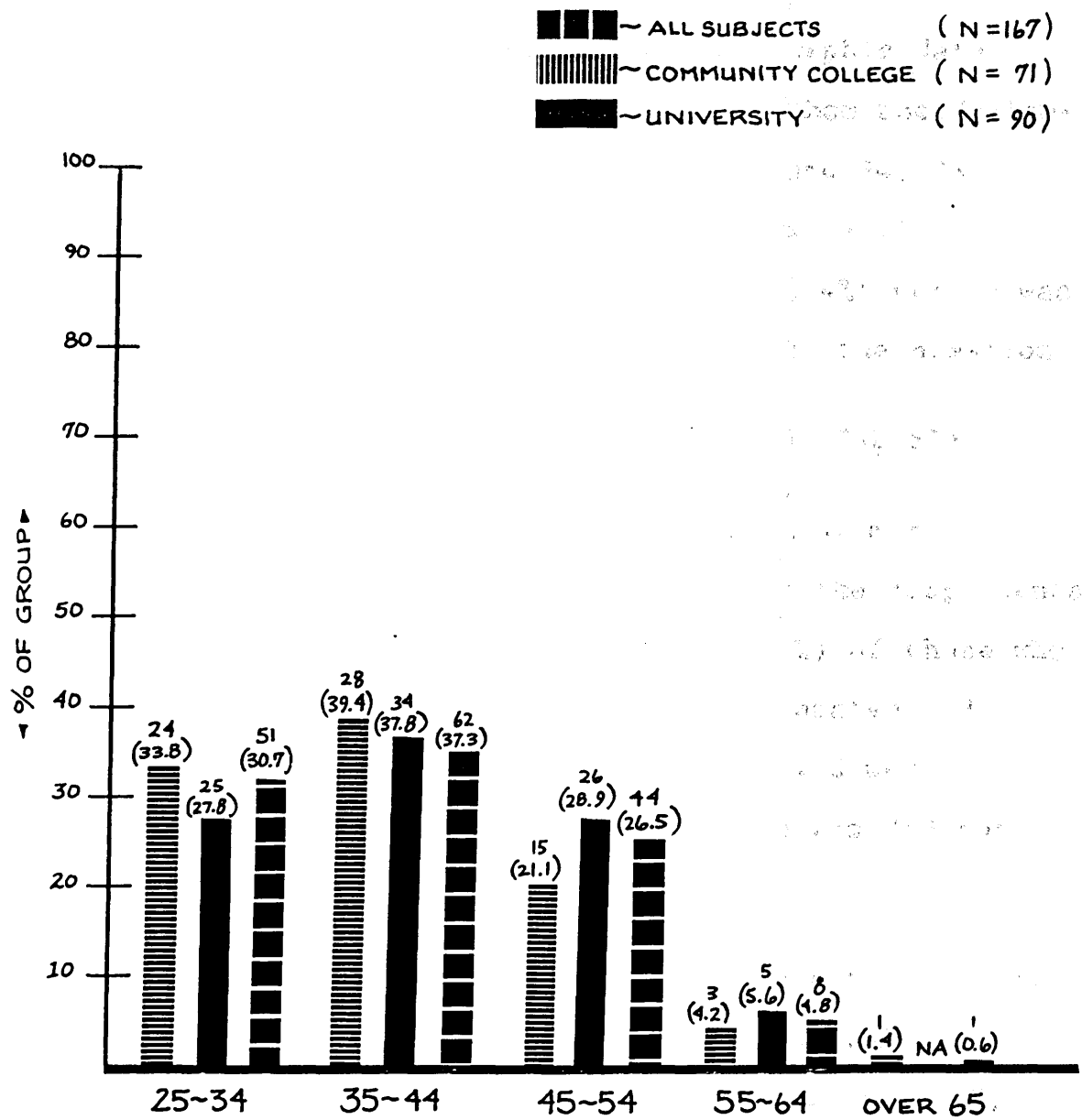


Figure 9. Demographic Variable - AGE

One lady did not mark her age category.

Community College Subjects. The demographic data asking ages of the community college group show the following breakdown: 24 (33.8%) were between 24 and 34, 28 (39.4%) were between 35 and 44, 15 (21.1%) were 45 to 54, and three (4.2%) were from 55 to 64. One (1.4%) person was over 65, and all 71 participants responded to the question.

Frequency Count on Demographic Variable - MARITAL STATUS

All Subjects. The demographic data asking marital status information show that the majority of the respondents were married (104; 63.0%). Twenty-six (15.8%) of those who responded were single, three (1.8%) were separated, 23 (13.9%) were divorced, and nine (5.5%) were widowed. The frequencies have been adjusted for two women who did not answer.

University Subjects. Marital status data for the university group show 19 (21.3%) single women, 58 (65.2%) married women, one (1.1%) who was separated, eight (9.0%) divorced ladies, and three (3.4%) widows. Two respondents did not mark this factor.

Community College Subjects. Marital status data show seven (9.9%) of the community college women were single,

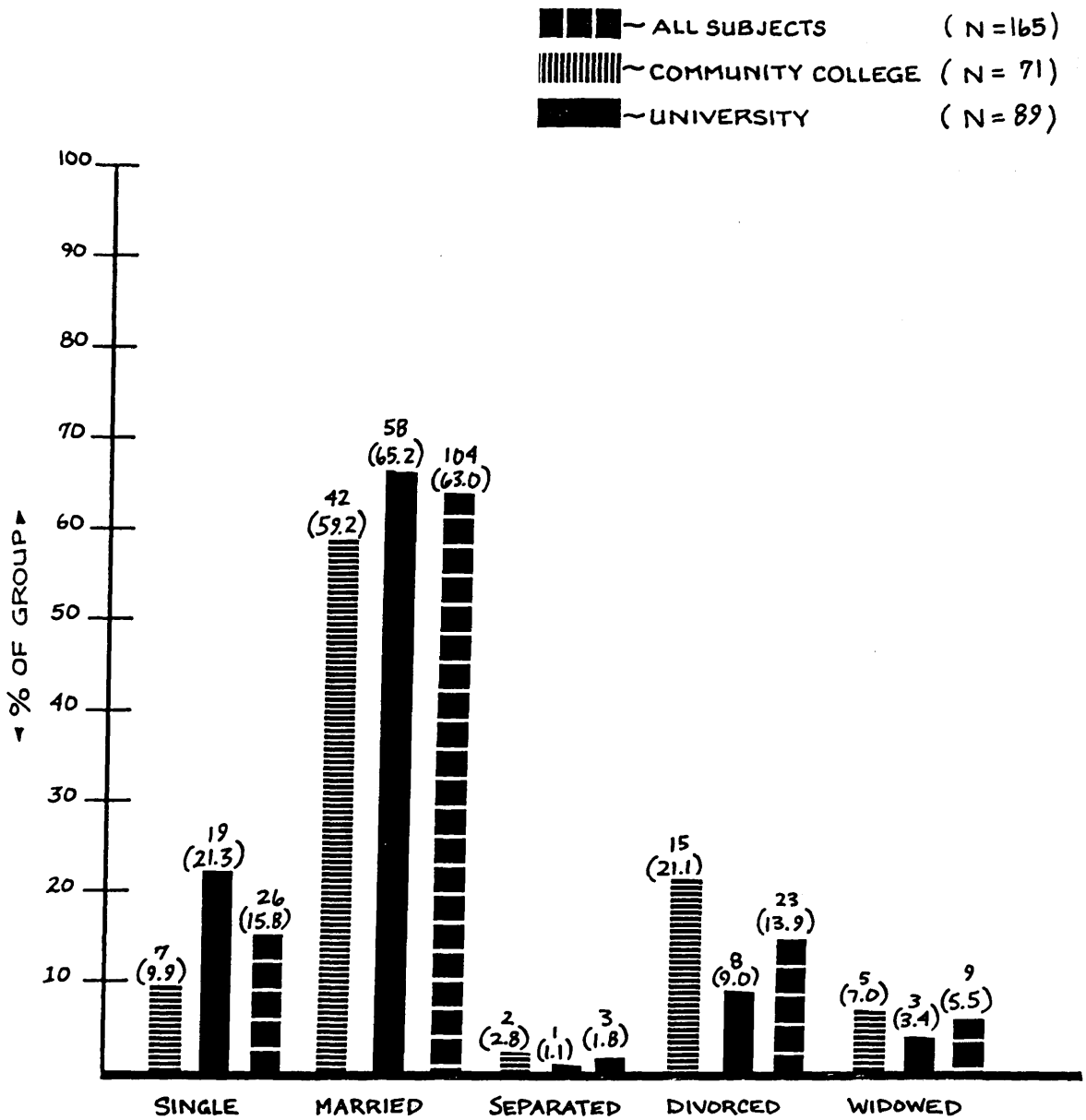


Figure 10. Demographic Variable - MARITAL STATUS

42 (59.2%) were married, two (2.8%) were separated, 15 (21.1%) were divorced, and five (7.0%) were widowed. All of the women responded to the question.

Frequency Count on Demographic Variable - NUMBER OF CHILDREN

All Subjects. All subjects responded to the question about number of children. Thirty-eight (22.8%) women answered that they did not have children, 86 (51.5%) had one or two children, 36 (21.6%) had three or four children, and seven (4.2%) had five or six children. The women were not asked to indicate the ages of their children. All of the participants responded to the question.

University Subjects. In the university group, the demographic data show that there were 25 (27.5%) women who had no children, 42 (46.2%) had one or two, 19 (20.9%) had three or four, and five (5.5%) had five or six. Ninety-one women responded to this item.

Community College Subjects. In response to the question asking number of children, 11 (15.5%) of the community college women said they had no children, 42 (59.2%) had one or two, 16 (22.5%) had three or four, and two (2.8%) had five or six. All of the participants responded to this item.

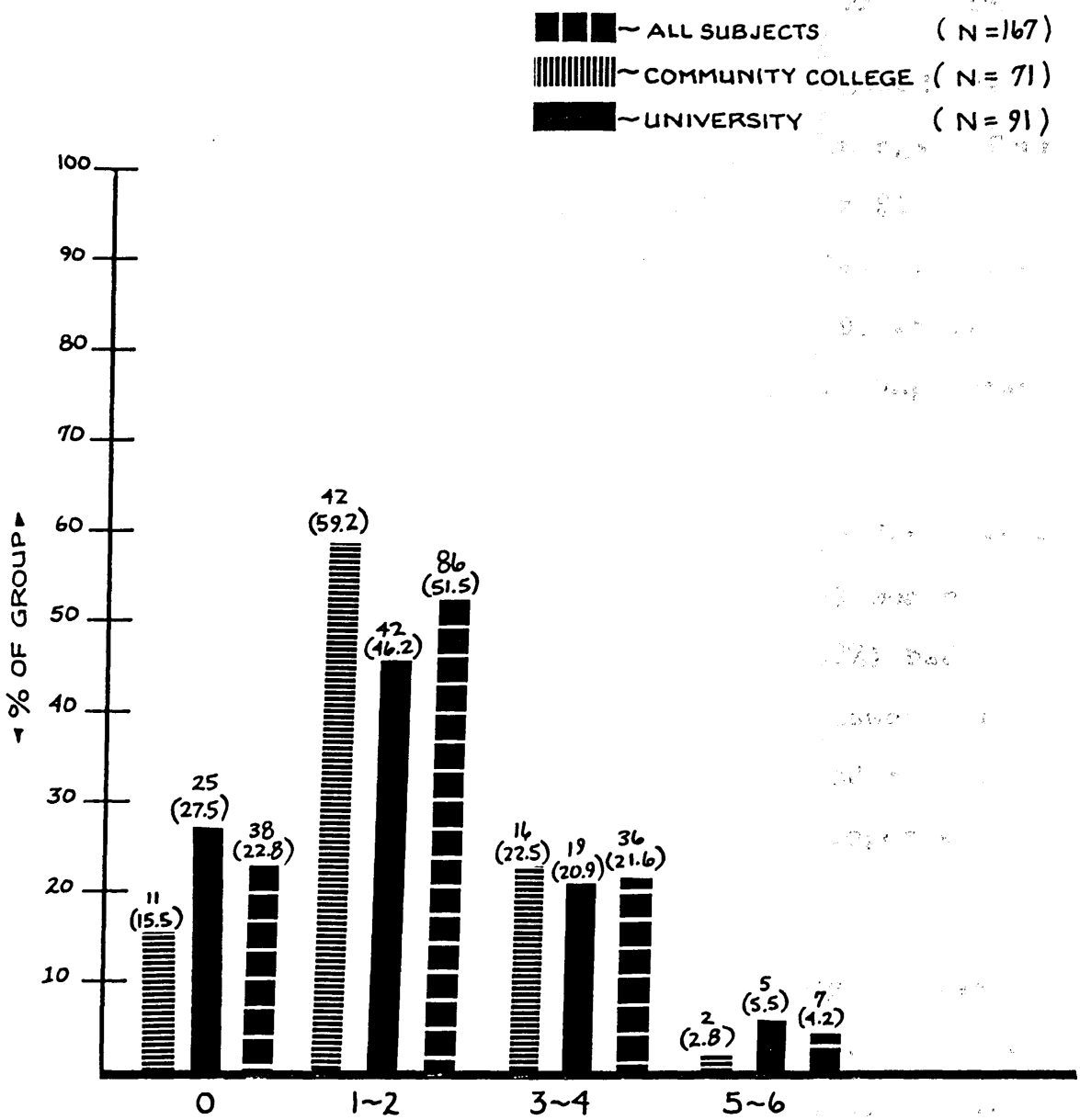


Figure 11. Demographic Variable - NUMBER OF CHILDREN

Frequency Count on Demographic Variable - FAMILY INCOME

All Subjects. As for income, the survey asked the women to report the combined annual family earnings. Fourteen (8.4%) women reported incomes of less than $10,000. Nineteen (11.4%) respondents acknowledged monies of $10,000 to $14,999, 15 (9.0%) marked $15,000 to $19,999, while 97 (58.4%) reported incomes of more than $25,000. One woman did not answer the question.

University Subjects. The university respondents showed a high level of family income. Only one (1.1%) woman answered to an income below $10,000, seven (7.7%) had incomes of $10,000-$14,999, and seven (7.7%) answered to $15,000-$19,999. Nine (9.9%) women acknowledged monies of $20,000-$24,999, but 67 (73.6%) of the ladies reported incomes above $25,000.

Community College Subjects. The community college women were asked to indicate their combined family incomes. Thirteen (18.6%) women marked an income of $10,000 or less, twelve (17.1%) answered $10,000-$14,999, seven (10.0%) answered $15,000 to $19,999, and 12 (17.1%) said their income fell between $20,000 and $24,999. Twenty-six (37.1%) women revealed an income of $25,000 or over, while one woman did not respond.

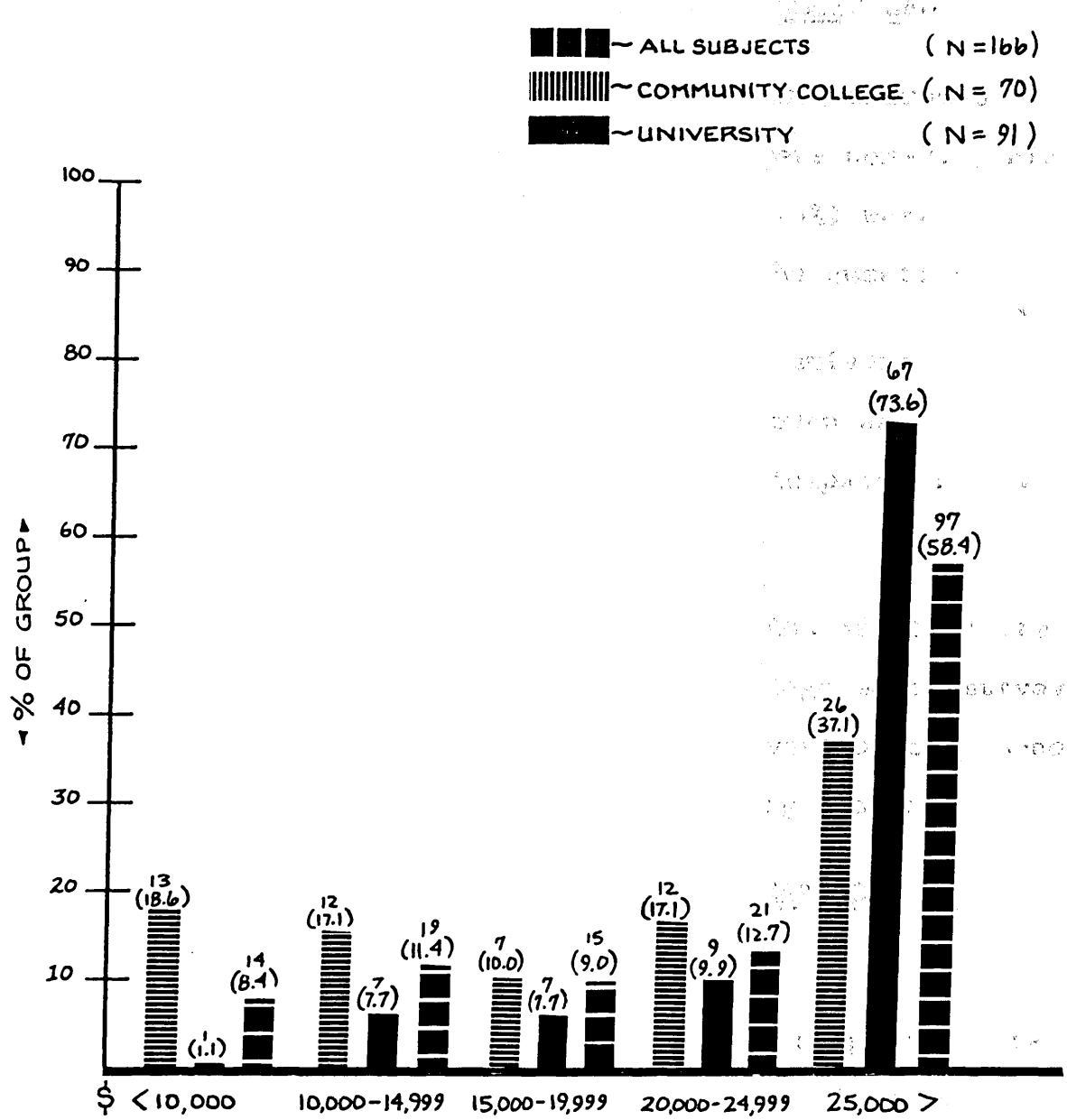


Figure 12. Demographic Variable - COMBINED FAMILY INCOME

Frequency Count on Demographic Variable - ETHNIC GROUP

All Subjects. The ethnic grouping showed extremes. One hundred fifty-seven (94%) respondents were non-Hispanic white, while five (3%) were black and five (3%) were Hispanic. Every participant responded to the question.

University Subjects. Ethnicity of the university group shows 87 (95.6%) non-Hispanic white women and four (4.4%) Hispanic women. No black women participated in the university group survey.

Community College Subjects. The question of ethnicity revealed that 66 (93%) of the community college women survey participants were white and only five (7%) were black. None of the women in this group responded to being Hispanic.

Frequency Count on Demographic Variable - YEARS OUT OF SCHOOL

All Subjects. The women who were asked to participate in the survey were stipulated to be 25 years old or over and out of school for at least one year. The data concerning years at home or at work before returning to school show a relatively even distribution. Thirty-seven (22.2%) women had been out of school one, two, or three years, 20 (12%) had been out of school four to six years, 27 (16.2%)

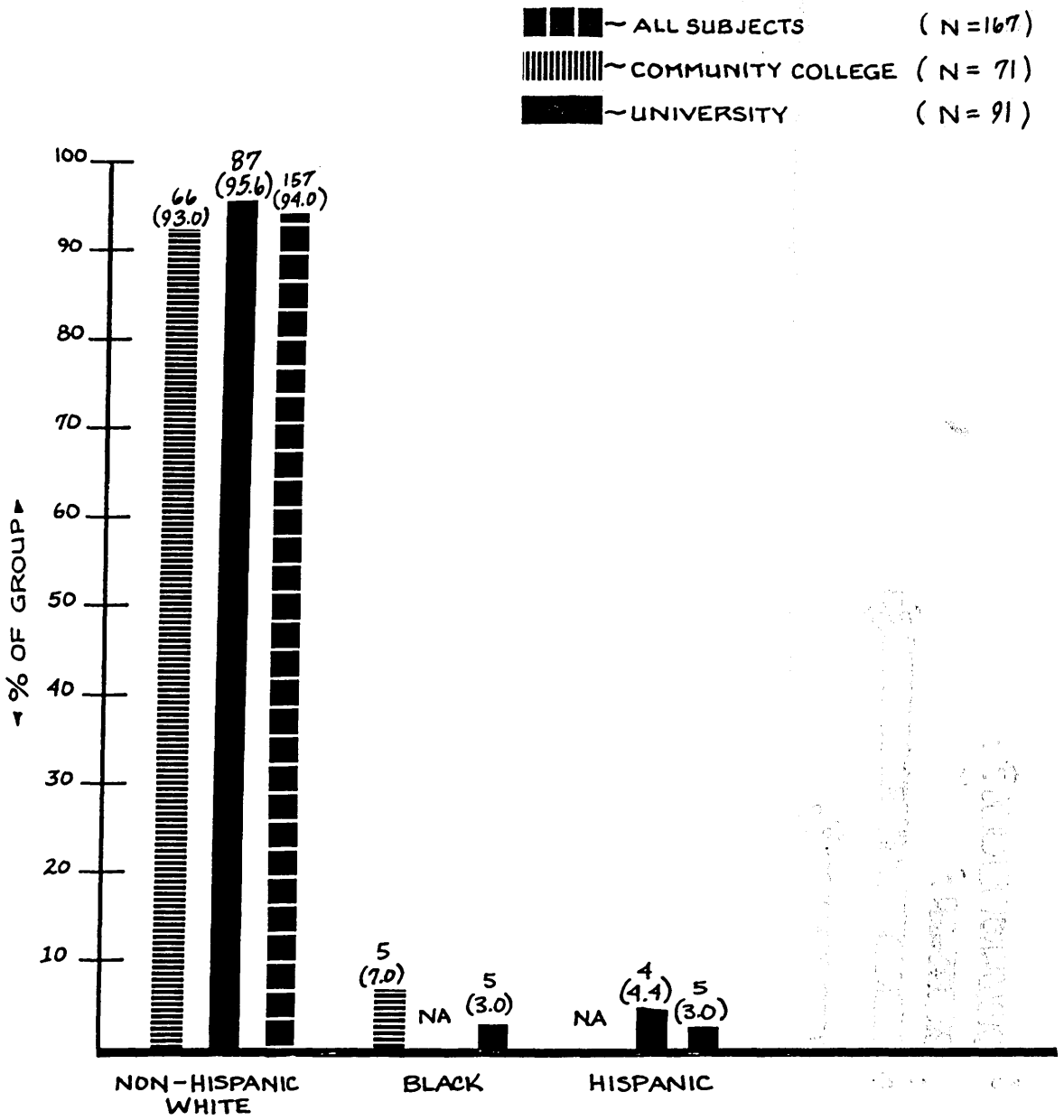


Figure 13. Demographic Variable - ETHNIC GROUP

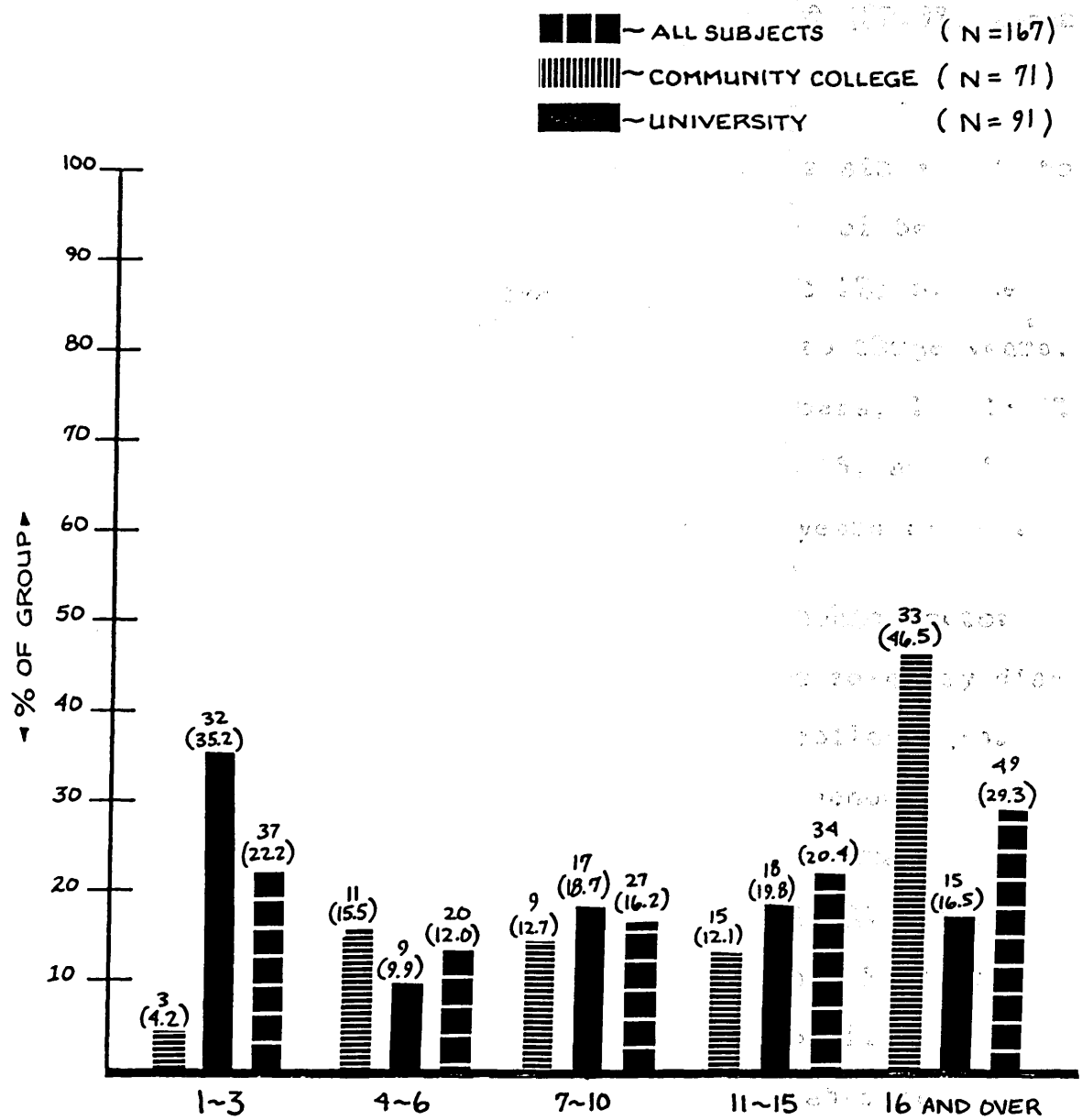


Figure 14. Demographic Variable - YEARS OUT OF SCHOOL

had been away from schol seven to ten years, 34 (20.4%) reported an absence of 11 to 15 years, and 49 (29.3%) women had been out of school for 16 years or more.

University Subjects. Demographic factor six asked the women how many years they had been out of school before re-entry. Among the university group, 32 (35.2%) of the respondents had been out of school from one to three years. Nine (9.9%) women had been out four to six years, 17 (18.7%) marked seven to ten, 18 (19.8%) marked 11 to 15, and 15 (16.5%) women admitted they had been out 16 years or more.

Community College Subjects. The demographic factor asking number of years out of school prior to re-entry disclosed the following data for the community college group: three (4.2%) women said they had been out of school one, two, or three years, 11 (15.5%) women had been away from school four, five, or six years, and nine (12.7%) women acknowledged an absence of seven to ten years. Fifteen (21.1%) women said they had been out of school 11 to 15 years, and 33 (46.5%) said there had been an absence of 16 years or more.

Frequency Count on Demographic Variable - BASIC GOAL FOR RETURNING

All Subjects. The data distribution for the community college students and university students was somewhat surprising in that the numbers were identical for their basic goal for returning. Five cases were reported missing from the total 167 answers, resulting in an adjusted frequency of 162 responses. Adjusting for the five missing cases, then, 81 (51%) women responded to basic goal as vocational or occupational training while 81 (50%) answered university degree. Since the totals of women at the two general locations were 71 and 91, it can be assumed that some of the women see their goals as both occupational training and earning a degree.

University Subjects. The basic goal of the returning university subjects as seen by 30 (34.1%) of the respondents was vocational or occupational training. Fifty-eight (65.9%) indicated the basic goal of a university degree.

Community College Subjects. When asked their basic goal for returning, 47 (67.1%) of the community college women answered vocational or occupational training, while 23 (32.9%) responded with university degree. Only one woman failed to answer the question.

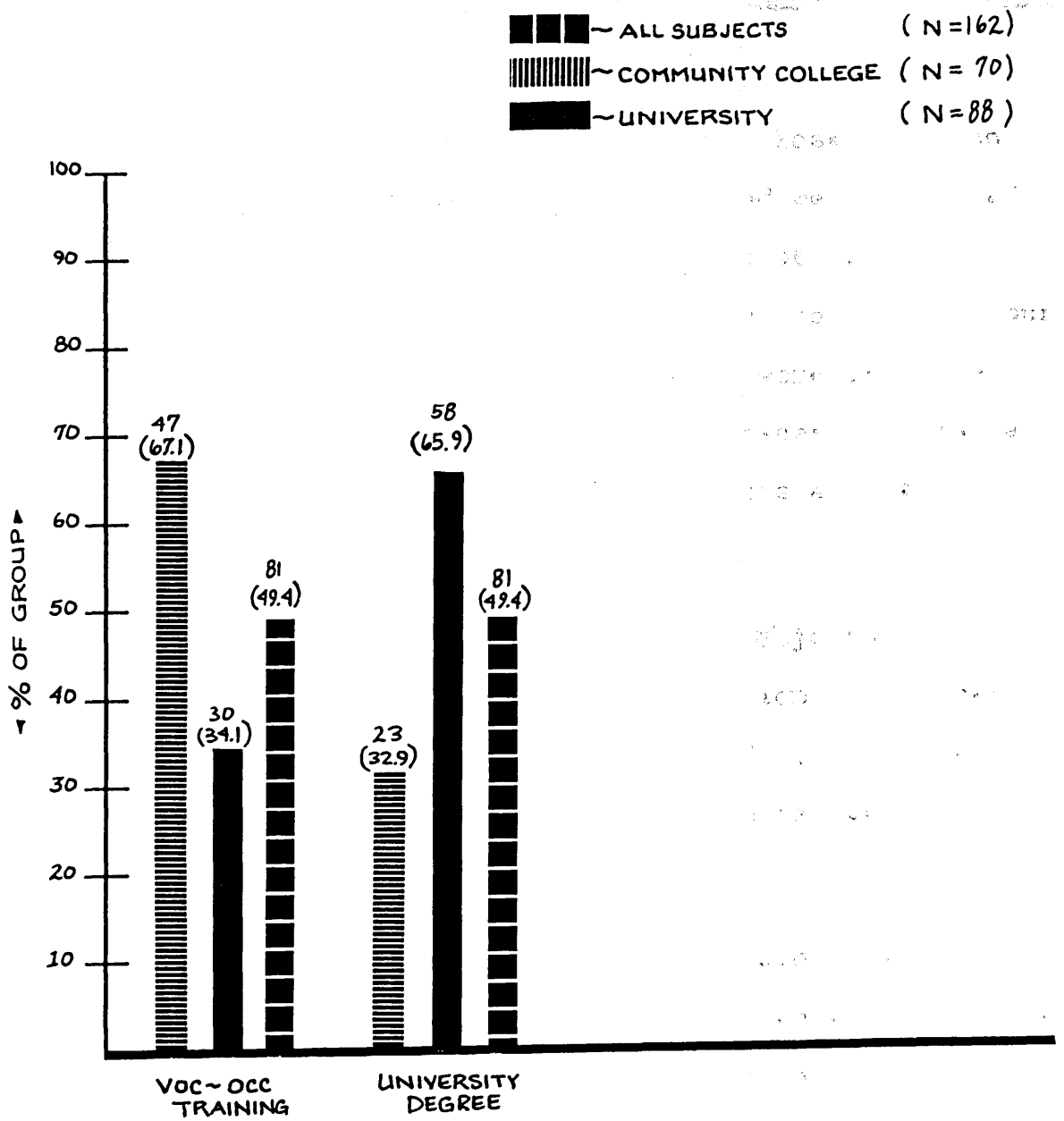


Figure 15. Demographic Variable - GOAL FOR RETURNING TO SCHOOL

Frequency Count on Demographic Variable - PRESENT ENROLLMENT CLASSIFICATION

All Subjects. The present enrollment classification shows 71 (43.8%) of the total women surveyed were enrolled in the community college. Drawing from the other total statistics of the 91 university students who responded, four (2.5%) were undergraduates, and 87 (53.7%) were graduate students. Adjusting for the five missing cases, the table shows a total of 167 subjects responding; the adjusted frequency totals 100%.

University Subjects. The university subjects responded to present enrollment classification as follows: four (4.4%) women were undergraduates and 87 (95.6%) were graduate students. Ninety-one (100%) women responded to the question.

Community College Subjects. As the table shows, 47 (67.1%) of the community college subjects acknowledged their basic goal for returning to be vocational or occupational training. Twenty-three (32.9%) women desired to earn a university degree at some time in the future. One person did not respond.

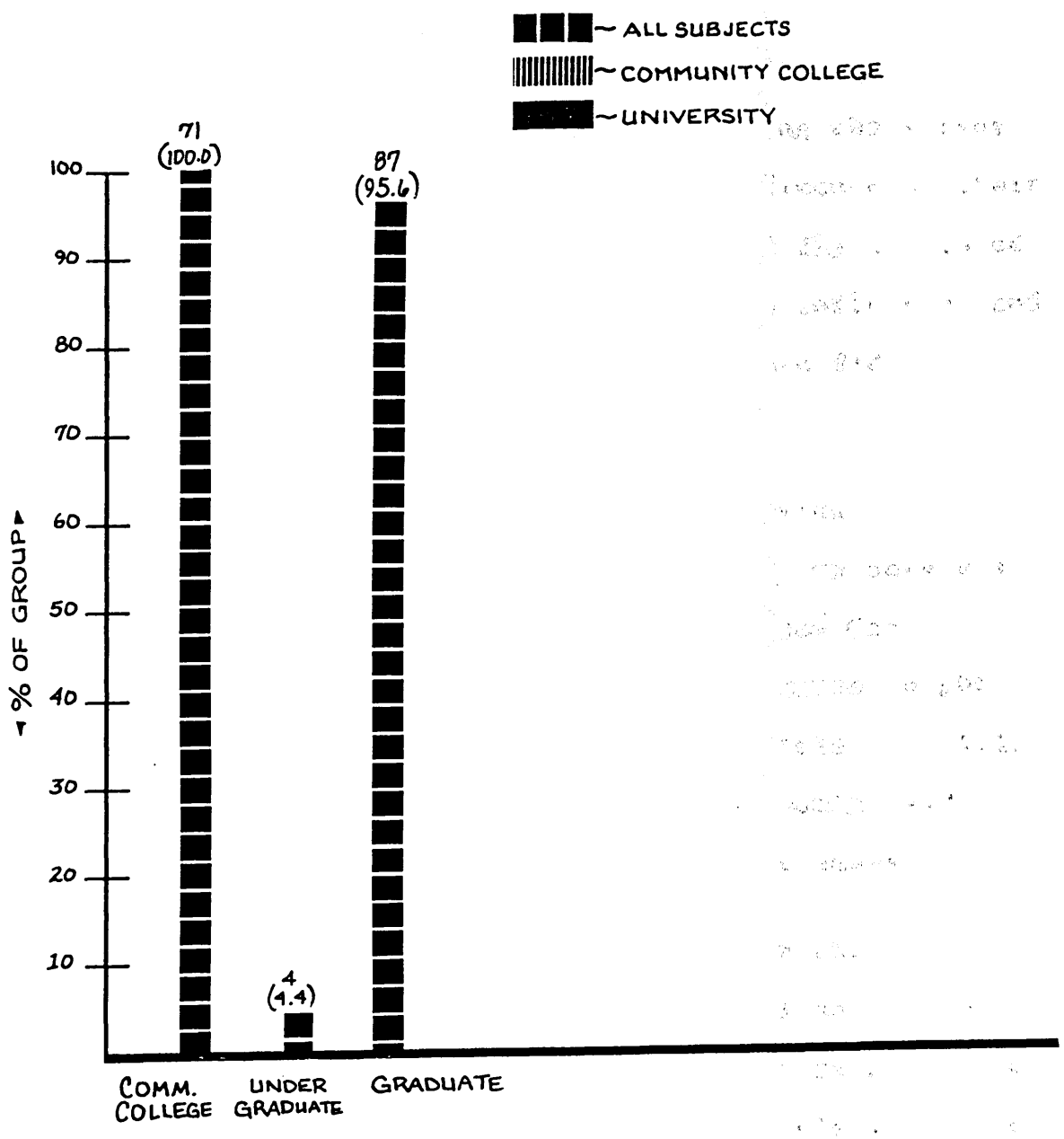


Figure 16. Demographic Variable - ENROLLMENT CLASSIFICATION

Frequency Count on Education Participation Scale Factor - TO SEEK KNOWLEDGE FOR ITS OWN SAKE

All Subjects. Of the 167 women answering the survey, 14 (8.4%) reported this as having had no influence on their decision to return to school. Seventeen (10.2%) indicated little influence, 63 (38%) reported moderate influence, and 72 (43.4%) answered much influence. One woman did not respond to the item.

University Subjects. The EPS factor asking if one returned to school to seek knowledge for its own sake was answered by the university group in a polarized manner. Six (6.7%) women responded there was no influence, eight (8.9%) said they had been influenced very little, 37 (41%) admitted moderate influence, and 39 (43.3%) women said there was much influence. One person did not answer.

Community College Subjects. The data on this EPS factor show that it was extremely influential on the community college group. Only eight (11.3%) women responded no influence and nine (12.7%) said it was of little influence. Twenty-five (35.2%) women answered moderate influence, and 29 (40.8%) answered much influence. In analysis, over 75% of this group re-entered school seeking knowledge for its own sake.

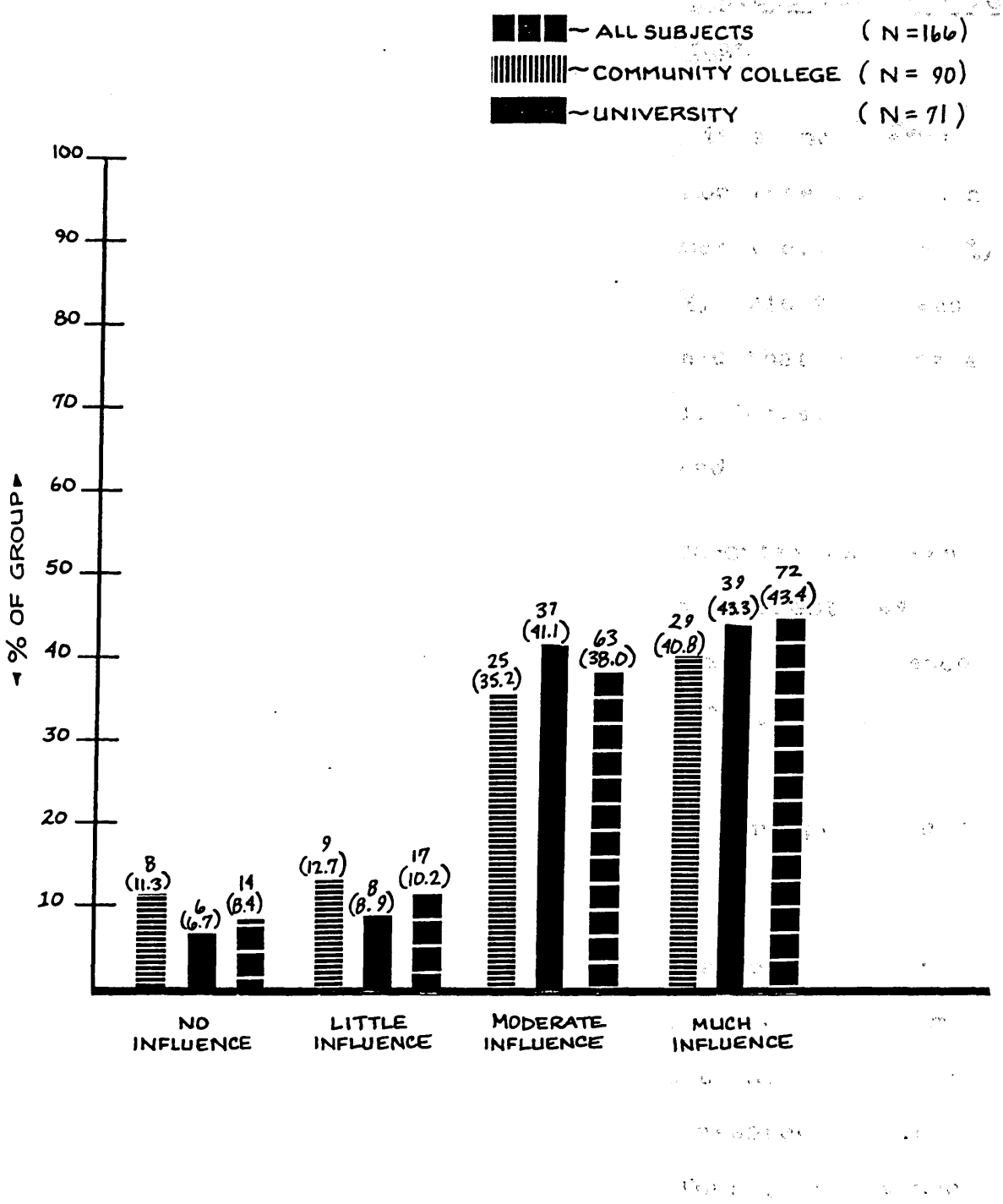


Figure 17. EPS Scale - To seek knowledge for its own sake

Frequency Count on Education Participation Scale Factor - TO SHARE A COMMON INTEREST WITH SPOUSE OR FRIEND

All Subjects. The responses to this item include 99 (59.6%) women who said that sharing a common interest had no influence upon their return to school. Twenty-eight (16.9%) women reported little influence, 24 (14.5%) said there was moderate influence, and 15 (9.0%) women said that sharing a common interest had much influence on their decision to return to school. One woman did not respond.

University Subjects. When asked if re-entry had been influenced by the desire to share a common interest, 49 (54.4%) of the university women said there was no influence, 18 (20%) said there was little influence, 18 (20%) said there was moderate influence, and only five (5.6%) women said there was much influence in this area. One person did not answer.

Community College Subjects. To share a common interest with a spouse or a friend had little influence on the community college women. Forty-eight (67.6%) students said there was no influence while nine (12.7%) women answered little influence. This is a total of over 80%. Four (5.6%) women responded moderate influence and ten (14.1%) women said there was much influence.

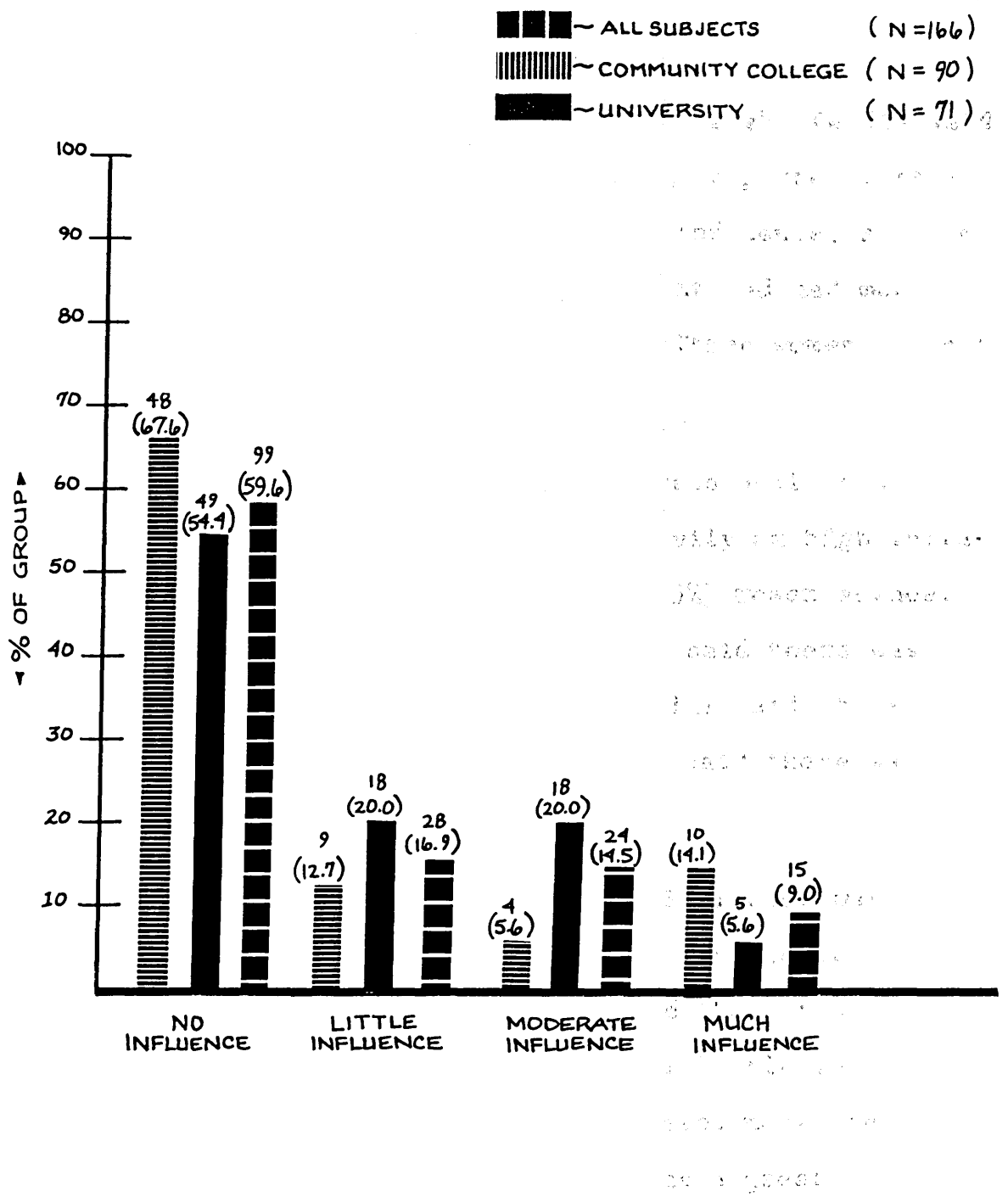


Figure 18. EPS Scale - To share a common interest with my spouse or friend

Frequency Count on Education Participation Scale Factor - TO SECURE PROFESSIONAL ADVANCEMENT

All Subjects. Of the 167 responses, eight (4.9%) said this was of no influence, thirteen (7.9%) reported little influence, 17 (10.4%) answered moderate influence, and 126 (76.8%) said that professional advancement had had much influence on their decision to return. Three women did not respond.

University Subjects. Securing professional advancement, EPS factor three, was weighted heavily on high influence. In the university group, four (4.5%) women acknowledged there was no influence, six (6.7%) said there was little influence in this area, nine (10.1%) said there was moderate influence, and 70 (78.7%) women said there was great influence.

Community College Subjects. This EPS factor was apparently an important reason for this group to return to school. Only four (5.7%) women responded that it was of no influence, and five (7.1%) said it was of little influence. On the other hand, six (8.6%) women answered moderate influence and 55 (78.6%) women said it was a great influence. One person failed to respond.

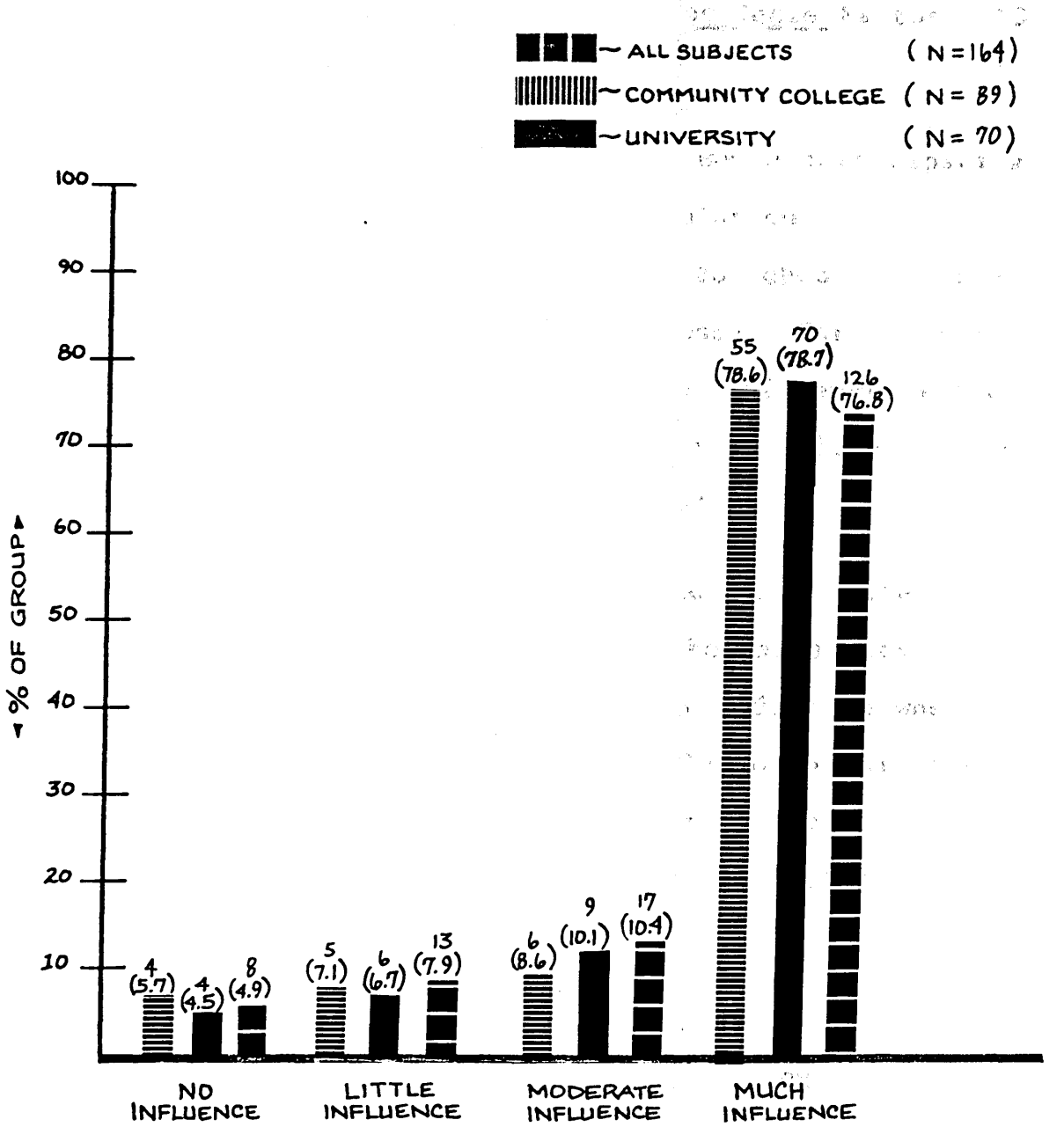


Figure 19. EPS Scale - To secure professional advancement

Frequency Count on Education Participation Scale Factor - TO BECOME MORE EFFECTIVE AS A CITIZEN

All Subjects. Fifty (30.3%) of the women participating in the survey indicated that this particular question had no influence on their decision to return to school. Fifty (30.3%) women also reported little influence. Forty-three (26.1%) participants said that it had much influence, while 22 (13.3%) said that citizenship had had much influence upon their decision. Two women did not respond.

University Subjects. The demographic data on the fourth EPS factor show that 27 (30%) of the university women said effective citizenship was of no influence when they re-entered school. Twenty-six (28.9%) women said there was little influence, 22 (24.4%) said there was moderate influence, and 15 (16.7%) women said that the influence was great. One person did not reply.

Community College Subjects. The demographic data relating to this EPS factor reveal that 22 (31.0%) community college women said it was of no influence, 22 (31%) answered little influence, and 21 (29.6%) said there was moderate influence. Only six (8.5%) women said that effective citizenship had much influence when they decided to return to school.

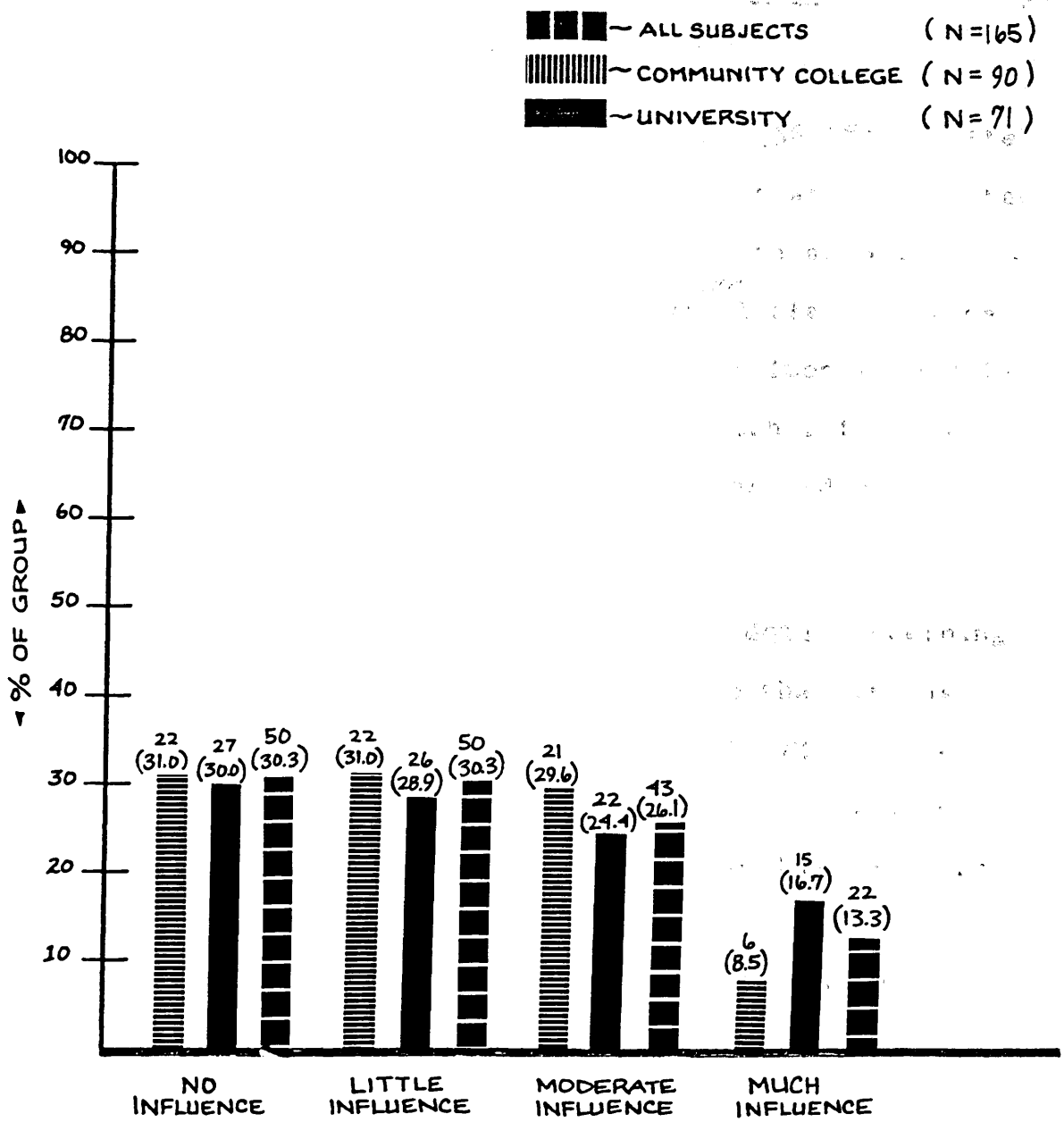


Figure 20. EPS Scale - To become more effective as a citizen

Frequency Count on Education Participation Scale Factor - TO GET RELIEF FROM BOREDOM

All Subjects. More than one-half, 93 (56.4%), of the women participating in the survey reported that boredom had no influence upon their decision to return to school. Thirty-three (20%) ladies said it was of little influence, 23 (13.9%) women said there was moderate influence, and 16 (9.7%) said that relief from boredom had much influence upon the decision to return to school. Two women did not respond.

University Subjects. The demographic data concerning returning to school to relieve boredom show that it has little influence on re-entry. Sixty-two (69.7%) of the university participants in the survey said there was no influence, 16 (18%) said there was little influence, only five (5.6%) said there was moderate influence, and six (6.7%) women acknowledged much influence. Two women did not respond.

Community College Subjects. The data on this EPS factor reveal that 29 (40.8%) of the community college group said there was no influence and 16 (22.5%) said there was little influence. Seventeen (23.9%) women reported moderate influence, and only nine (12.7%) women answered

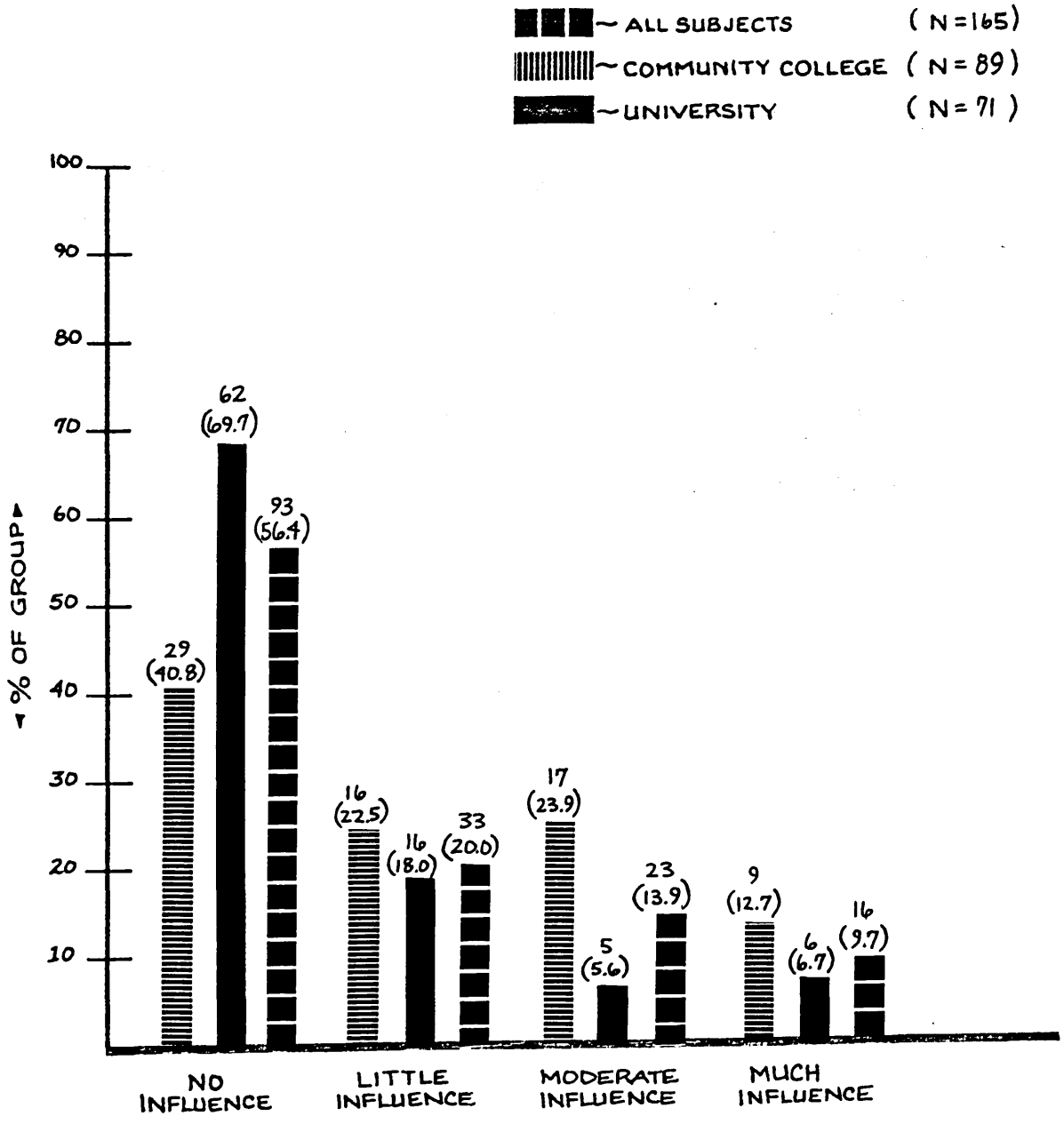


Figure 21. EPS Scale - To get relief from boredom

much influence when asked if they had returned to school to relieve boredom.

Frequency Count on Education Participation Scale Factor - TO CARRY OUT THE RECOMMENDATION OF SOME AUTHORITY

All Subjects. For 80 (48.8%) of the women surveyed, this situation was of no influence, and 22 (13.4%) women said it was of little influence. Twenty-seven (16.5%) women reported that there was moderate influence and 35 (21.3%) ladies responded that there was much influence. Three women did not respond.

University Subjects. Twenty-five (28.4%) of the surveyed university women said they were not influenced at all by the recommendations of authorities, and 13 (14.8%) said there was little influence. Twenty-one (23.9%) women said there was moderate influence, and 29 (33%) women said there was much influence. Three people did not respond.

Community College Subjects. When the community college group was asked if they re-entered school because of a recommendation from an authority, 53 (74.6%) women said no, nine (12.7%) said there was little influence, five (7%) said there was moderate influence, and only four (5.6%) women said there was much influence.

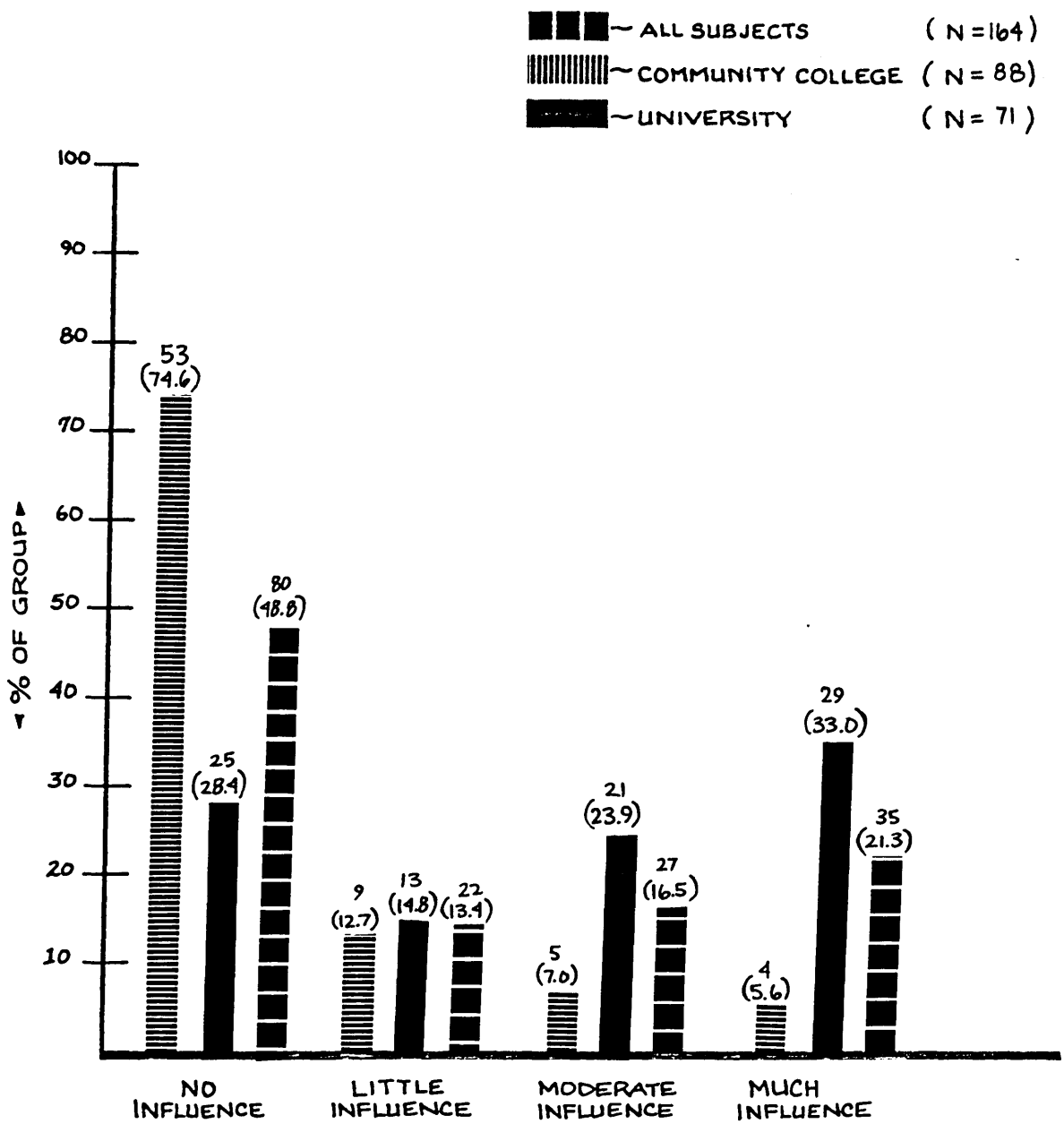


Figure 22. EPS Scale - To carry out the recommendation of some authority

Frequency Count on Education Participation Scale Factor - TO SATISFY AN ENQUIRING MIND

All Subjects. On this question, nine (5.5%) of the respondents reported that there was no influence, 26 (15.9%) reported little influence, and 62 (37.8%) said they felt moderate influence. Sixty-seven (40.9%) returning women said that there was much influence in this area. It is interesting to note that almost 80% of the respondents returned to school to satisfy a curious and enquiring mind. Three women did not respond to the item.

University Subjects. The EPS factor concerning re-entry because of an enquiring mind drew heavy percentages on the influence end of the scale. Only four (4.5%) of the university group women said there was no influence and 13 (14.6%) said there was little influence. Thirty-seven (41.6%) participants said there was moderate influence and 35 (39.3%) said there was much influence. Two women did not respond.

Community College Subjects. The EPS factor asking the women if they had re-entered school to satisfy an enquiring mind was answered by the community college group with four (5.6%) women responding no influence, 13 (18.3%) saying little influence, 24 (33.8%) answering moderate influence,

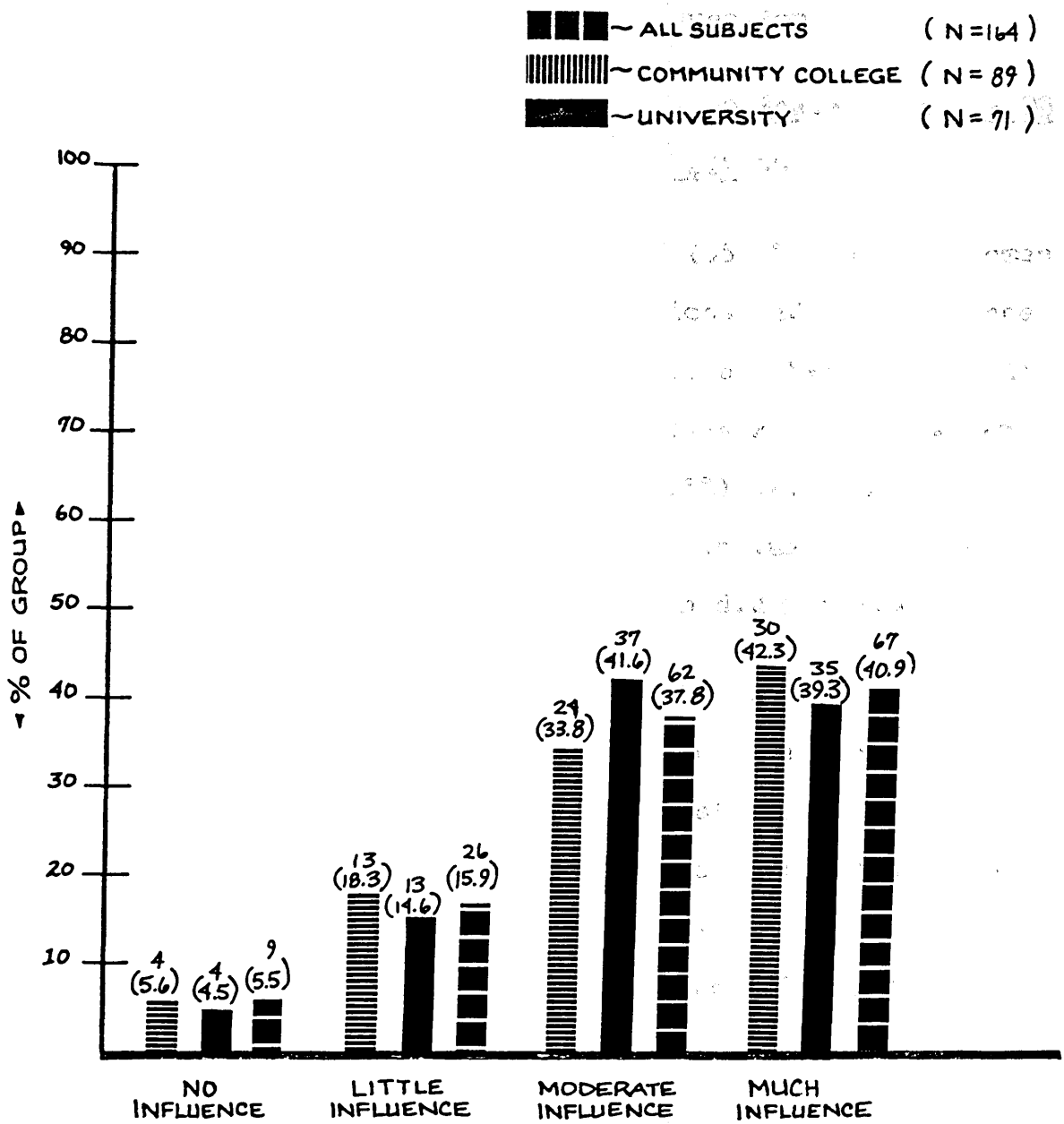


Figure 23. EPS Scale - To satisfy an enquiring mind

and 30 (42.3%) women answered there had been much influence. Seventy-one students responded to the question.

Frequency Count on Education Participation Scale Factor - TO OVERCOME THE FRUSTRATION OF DAY TO DAY LIVING

All Subjects. More than half, 91 (55.2%), of the women surveyed said that day to day frustrations had no influence upon their decision to return to school; another 34 (20.6%) said there was little influence. Twenty-six (15.8%) women reported moderate influence, and 14 (8.5%) said that overcoming day to day frustrations had much influence on the decision to return to school. Two women did not respond.

University Subjects. Fifty-nine (66.3%) university women who participated in the survey said their re-entry decision was not influenced by daily frustrations. Fifteen (16.9%) of the respondents said there was little influence, eight (9%) said there was moderate influence, and seven (7.9%) women said there was much influence. Two people failed to answer this factor.

Community College Subjects. The data on this EPS show that 30 (42.3%) of the community college women said that they did not re-enter school to escape the frustrations of day to day living. Seventeen (23.9%) said there was little influence, 17 (23.9%) said there was moderate influence,

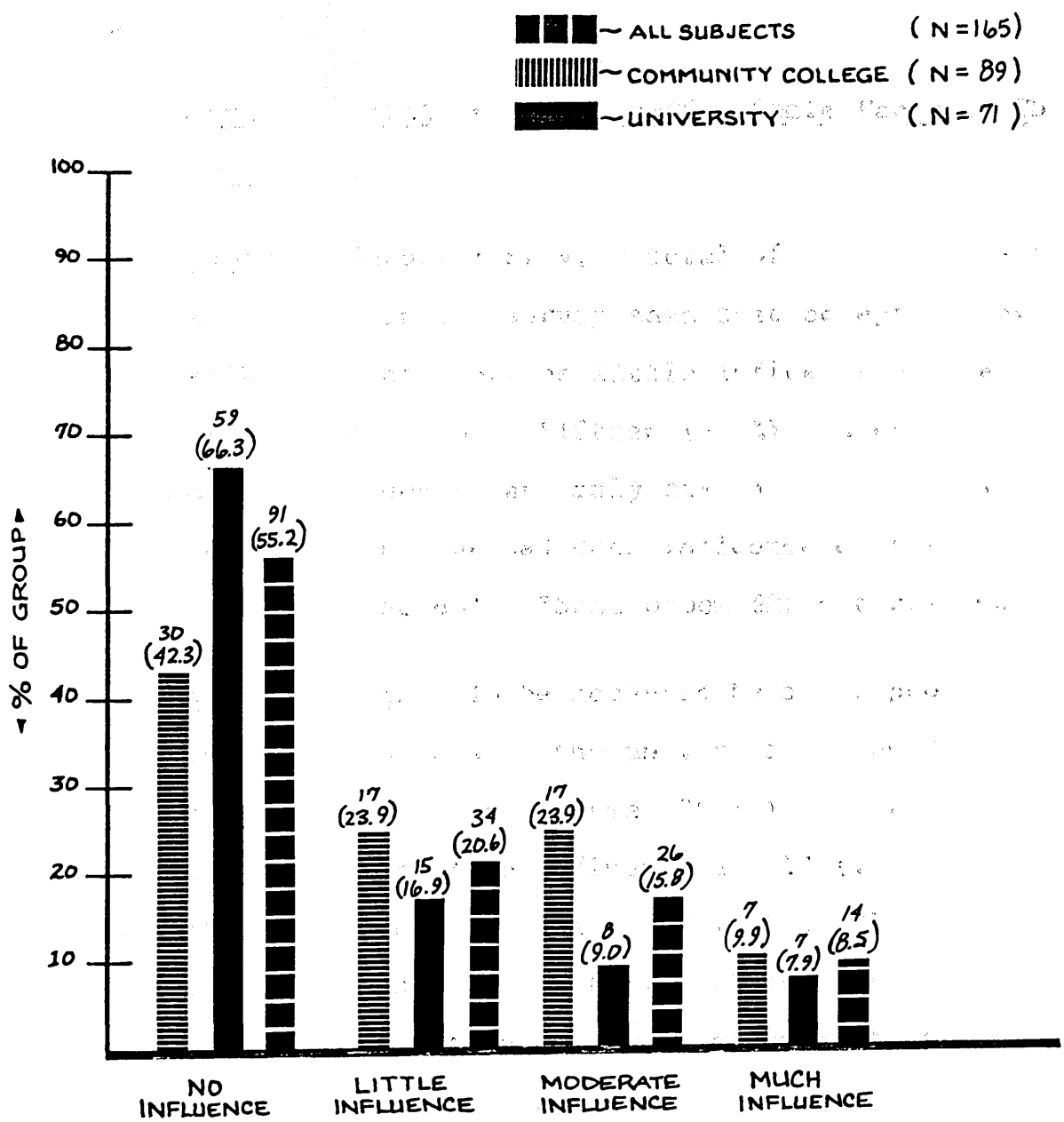


Figure 24. EPS Scale - To overcome the frustration of day to day living

and seven (9.9%) women responded that there was much influence.

Frequency Count of Education Participation Scale Factor - TO BE ACCEPTED BY OTHERS

All Subjects. Interestingly, a total of 143 (87.2%) of the women taking part in the survey said that acceptance by others had either no influence or little influence on their decision to return to school. Fifteen (9.1%) students reported moderate influence, and only six (3.7%) said that to be accepted by others had had much influence on their decision to return to school. Three women did not respond.

University Subjects. To be accepted by other people evidently has little to do with the university women deciding to return to school. Sixty-three (70.8%) of the women said that acceptance was of no influence and 17 (19.1%) said there was little influence, giving a total of 89.9%. Moderate influence was marked by six (6.7%) of the respondents, while only three (3.4%) attributed much influence to this factor. Two women failed to respond.

Community College Subjects. According to the responses of the community college women to this item, few of them re-entered school to gain acceptance. Forty-five (63.4%) women said there was no influence, 14 (19.7%) answered

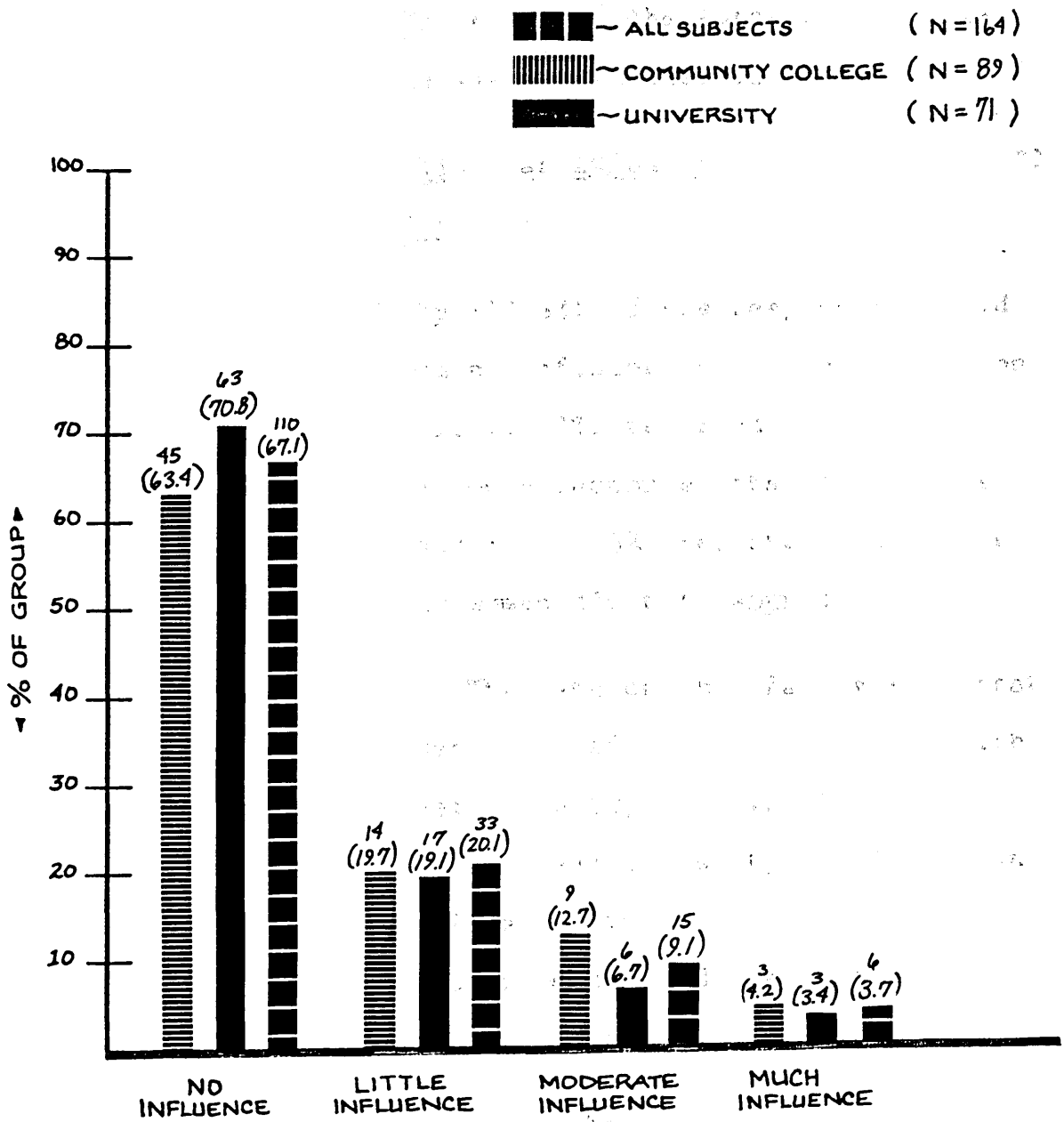


Figure 25. EPS Scale - To be accepted by others

little influence, nine (12.7%) said there was moderate influence, but only three (4.2%) of the total 71 participants answered that there was much influence.

Frequency Count on Education Participation Scale Factor - TO GIVE ME HIGHER STATUS IN MY JOB

All Subjects. Thirty (18.3%) of the respondents said that higher job status had no influence upon their decision to return to school, and 20 (12.2%) reported little influence. Thirty-one (18.9%) women responded that job status had moderate influence, and 83 (50.6%) reported that there was much influence. Three women did not respond.

University Subjects. The data on this factor show that 10 (11.2%) university women credited higher job status with having no influence on their re-entry, and 12 (12.4%) of them said there was little influence. Twenty (22.5%) women said there was moderate influence, while 48 (53.9%) said job status had great influence on their decision to return to school. Two people did not respond.

Community College Subjects. To gain higher status in one's job influenced the community college women in the survey in the following numbers: 18 (25.4%) participants said that there was no influence, seven (9.9%) said that there was little influence, 11 (15.5%) said there was

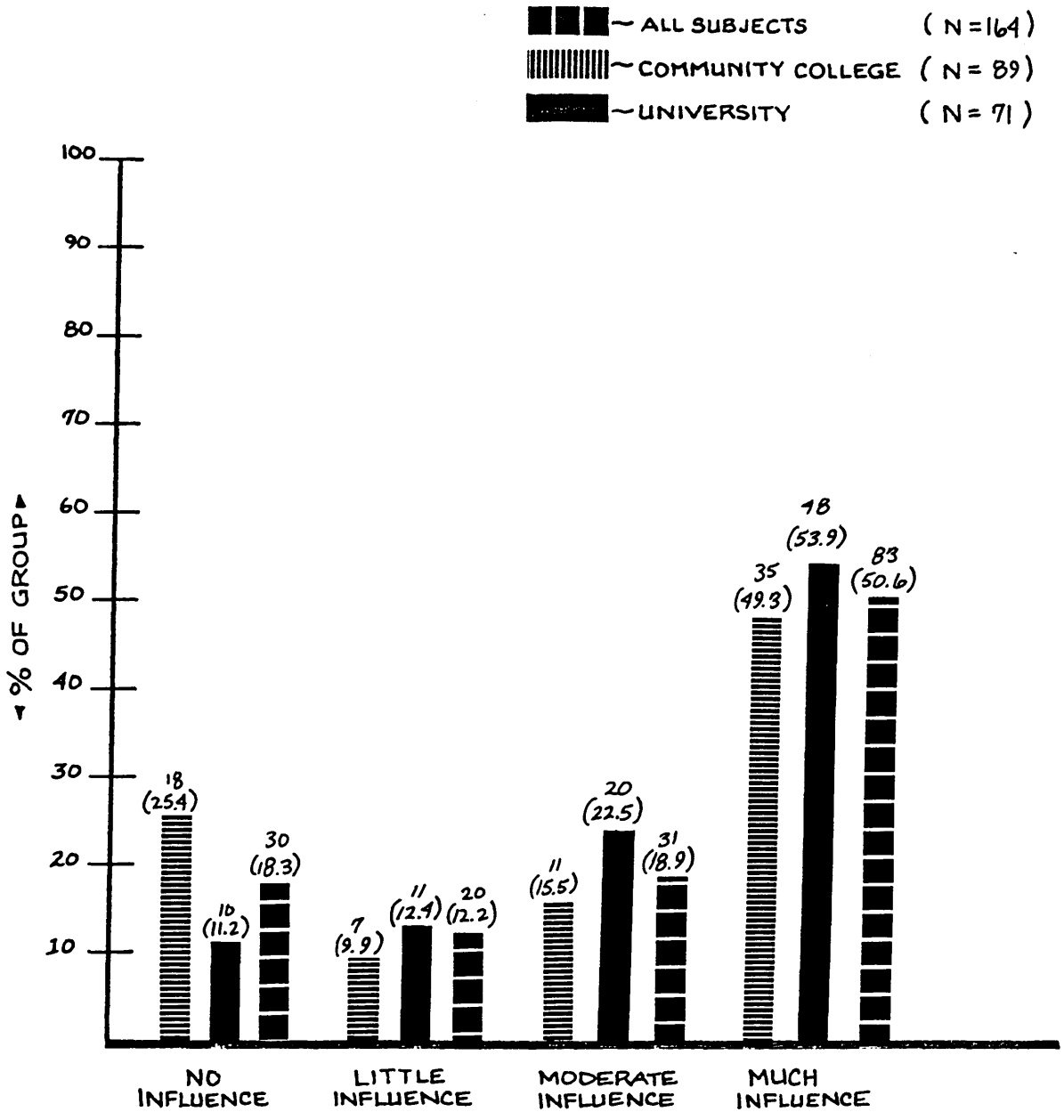


Figure 26. EPS Scale - To give me higher status in my job

moderate influence, and 35 (49.3%) said this factor was very influential when they decided to return to school.

Frequency Count on Education Participation Scale Factor - TO SUPPLEMENT A NARROW PREVIOUS EDUCATION

All Subjects. Sixty-five (39.6%) women reported that a narrow previous education had no influence upon their decision to return to school, and 31 (18.9%) said that there was little influence. Twenty-eight (17.1%) responded that lack of education had moderate influence, and 40 (24.4%) said that there was much influence. Three women did not respond.

University Subjects. The EPS factor asking about supplementing a narrow previous education received the following ratings: 45 (50.6%) university women said there was no influence, 22 (24.7%) said there was little influence, nine (10.1%) said there was moderate influence, and 13 (14.6%) marked much influence. Two people did not respond.

Community College Subjects. The EPS factor asking if re-entry had been influenced by the need to supplement a narrow previous education was asked of the community college group, and the women answered: 18 (25.4%) no influence; nine (12.7%) little influence; 18 (25.4%) moderate

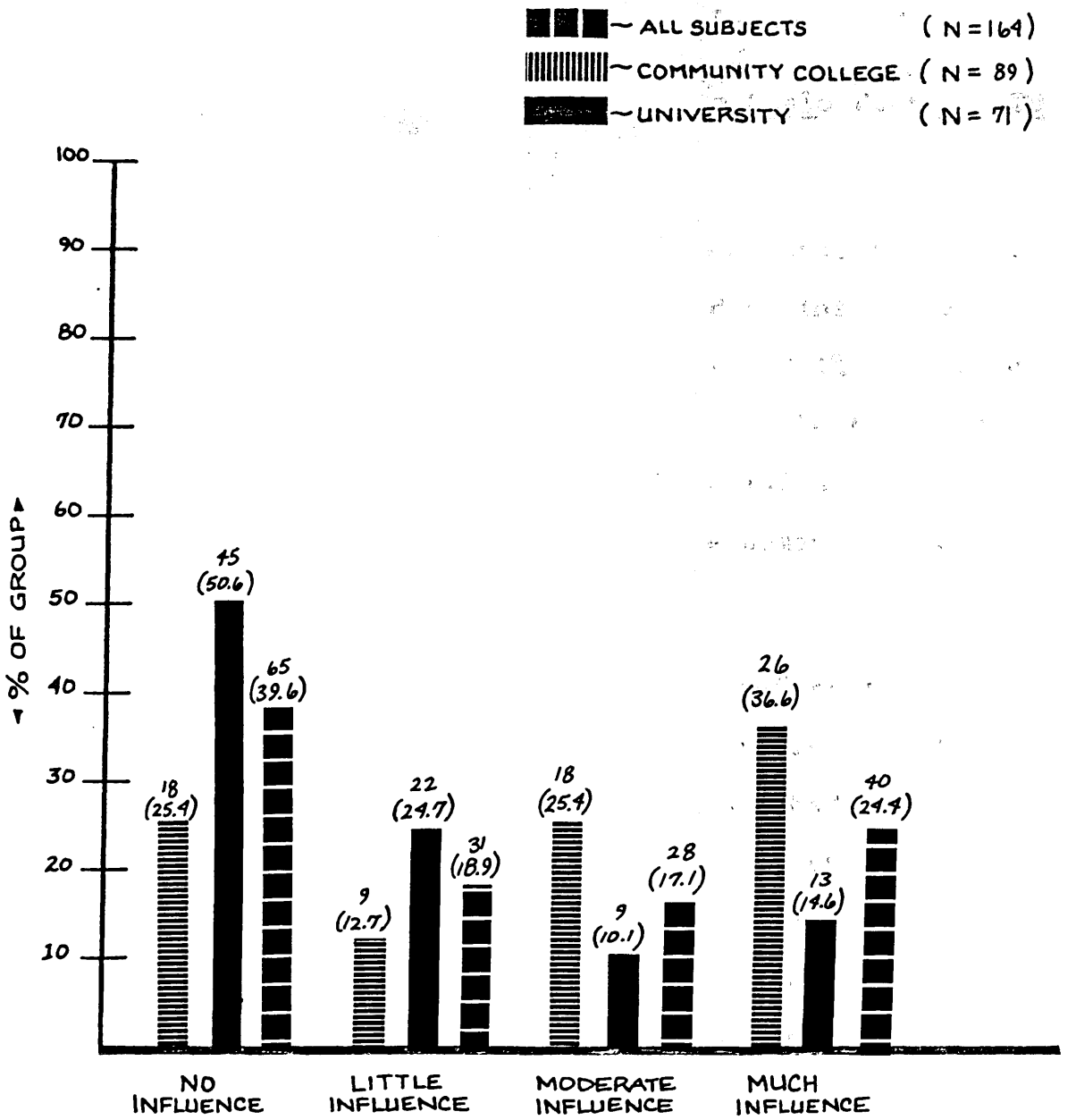


Figure 27. EPS Scale - To supplement a narrow previous education

influence; and 26 (36.6%) women said there was much influence. Everyone responded to the item.

Frequency Count on Education Participation Scale Factor - TO STOP MYSELF FROM BECOMING A "VEGETABLE"

All Subjects. Of the 167 total respondents, 85 (51.8%) said that this particular item had no influence upon their return to school. Thirty-three (20.1%) reported little influence. Twenty-two (13.4%) and 24 (14.6%) said that there was moderate influence and much influence on their decision to return to school. Three women did not respond.

University Subjects. This EPS factor refers to re-entry in order to avoid becoming a "vegetable." Fifty-five (61.8%) university women said this issue had had no influence upon their decision, 14 (15.7%) said there was little influence, 12 (13.5%) said there was a moderate influence, and only eight (9.0%) women said the idea provided much influence. Two women did not respond.

Community College Subjects. Do women re-enter school to keep from becoming a vegetable? Twenty-nine (40.8%) of the community college group who responded to the survey said no, 17 (23.9%) said there was little influence, nine (12.7%) said there was moderate influence, and 16 (22.5%) students

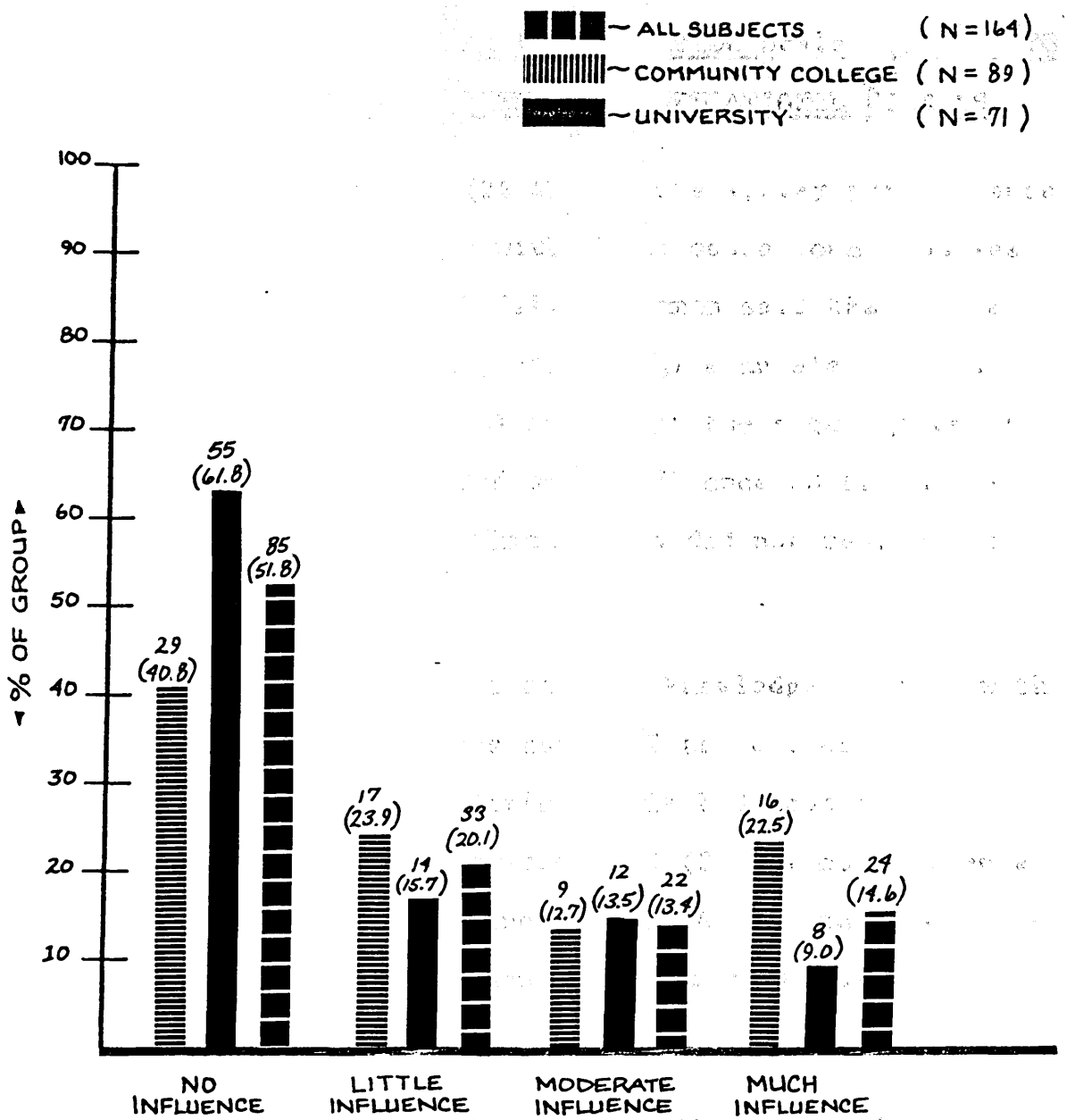


Figure 28. EPS Scale - To stop myself becoming a "vegetable"

said there was much influence.

Frequency Count on Education Participation Scale Factor - TO ACQUIRE KNOWLEDGE TO HELP WITH OTHER EDUCATIONAL COURSES

All Subjects. Forty (24.4%) of the survey participants said that knowledge to help with other educational courses was of no influence, and 19 (11.6%) women said that there was little influence. Fifty-nine (36%) acknowledged moderate influence, and 46 (28%) said that the acquisition of this particular knowledge had much influence on the decision to return to school. Three women did not respond to this item.

University Subjects. To acquire knowledge to help with other educational courses was asked of the university group to determine the degree of influence it had upon the re-entry decision. They answered: 18 (20.2%) no influence, seven (7.9%) said little influence, 38 (42.7%) said moderate influence, and 26 (29.2%) women marked much influence. Two people did not respond.

Community College Subjects. The demographic data on community college re-entry women who were asked if they re-entered in order to acquire knowledge to help with other educational courses, show that responses were distributed as follows: 20 (28.2%) said no influence, 12 (16.9%) said

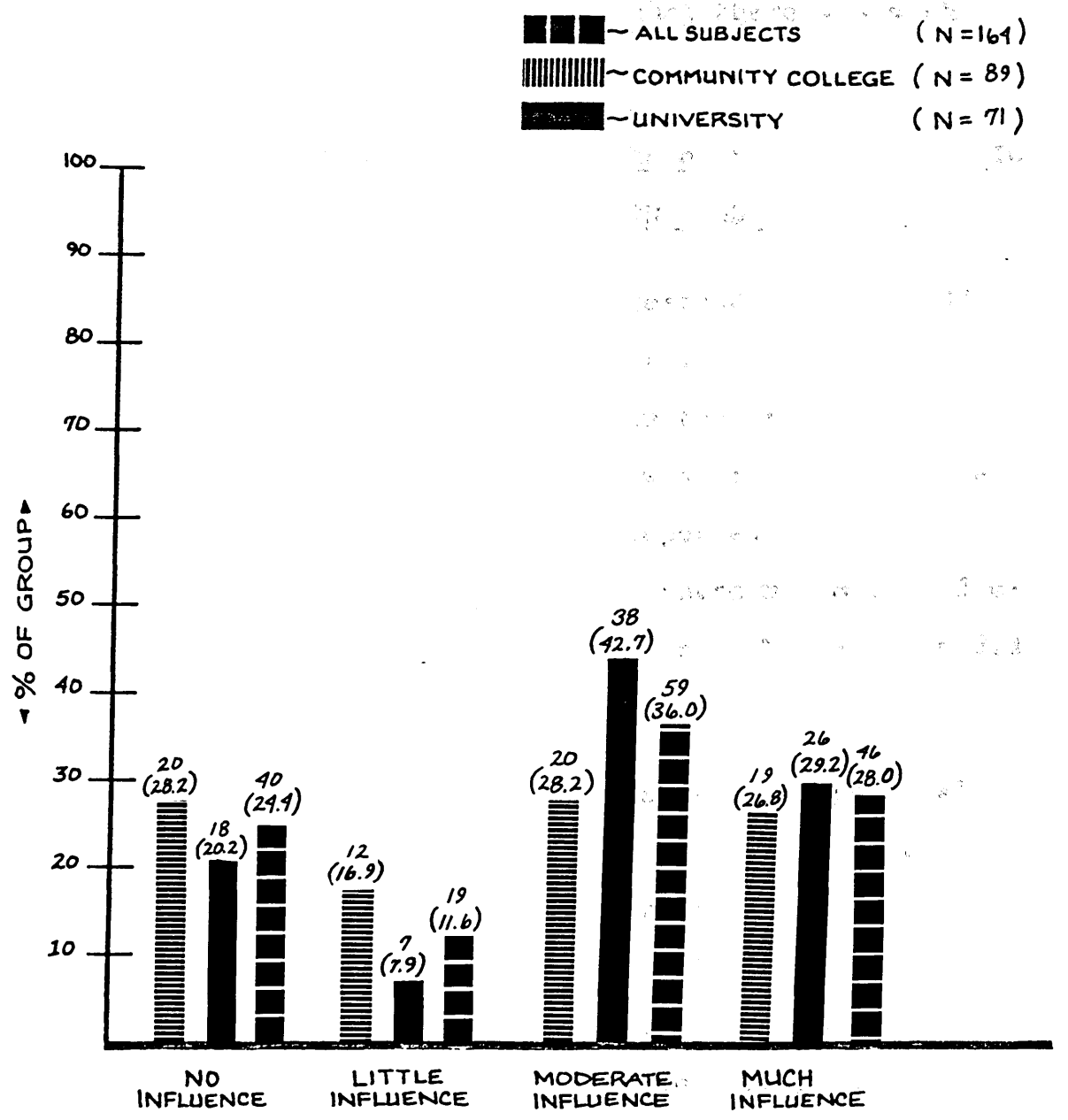


Figure 29. EPS Scale - To acquire knowledge to help with other educational courses



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there was little influence, 20 (28.2%) said moderate influence, and 19 (26.8%) women responded that there was much influence.

Frequency Count on Education Participation Scale Factor - TO FULFILL A NEED FOR PERSONAL ASSOCIATIONS AND FRIENDSHIPS

All Subjects. Of the total 167 respondents, 87 (53%) reported that there was no need to fulfill a void of personal associations and friendships when they re-entered school. Forty-two (25.6%) said there was little influence. Of those remaining, 24 (14.6%) women reported moderate influence, and only 11 (6.7%) admitted there was much influence on their decision to return to school. Three women did not respond.

University Subjects. Fulfilling a need for personal associations and friendships was given very little credit for the re-entry decision of the university group. Fifty (56.2%) of the women said there was no influence and 22 (24.7%) said there was little influence. Fifteen (16.9%) marked moderate influence, while only two (2.2%) ladies marked much influence.

Community College Subjects. Returning to school just to fulfill a need for personal associations and friendships was of little influence on the community college re-entry

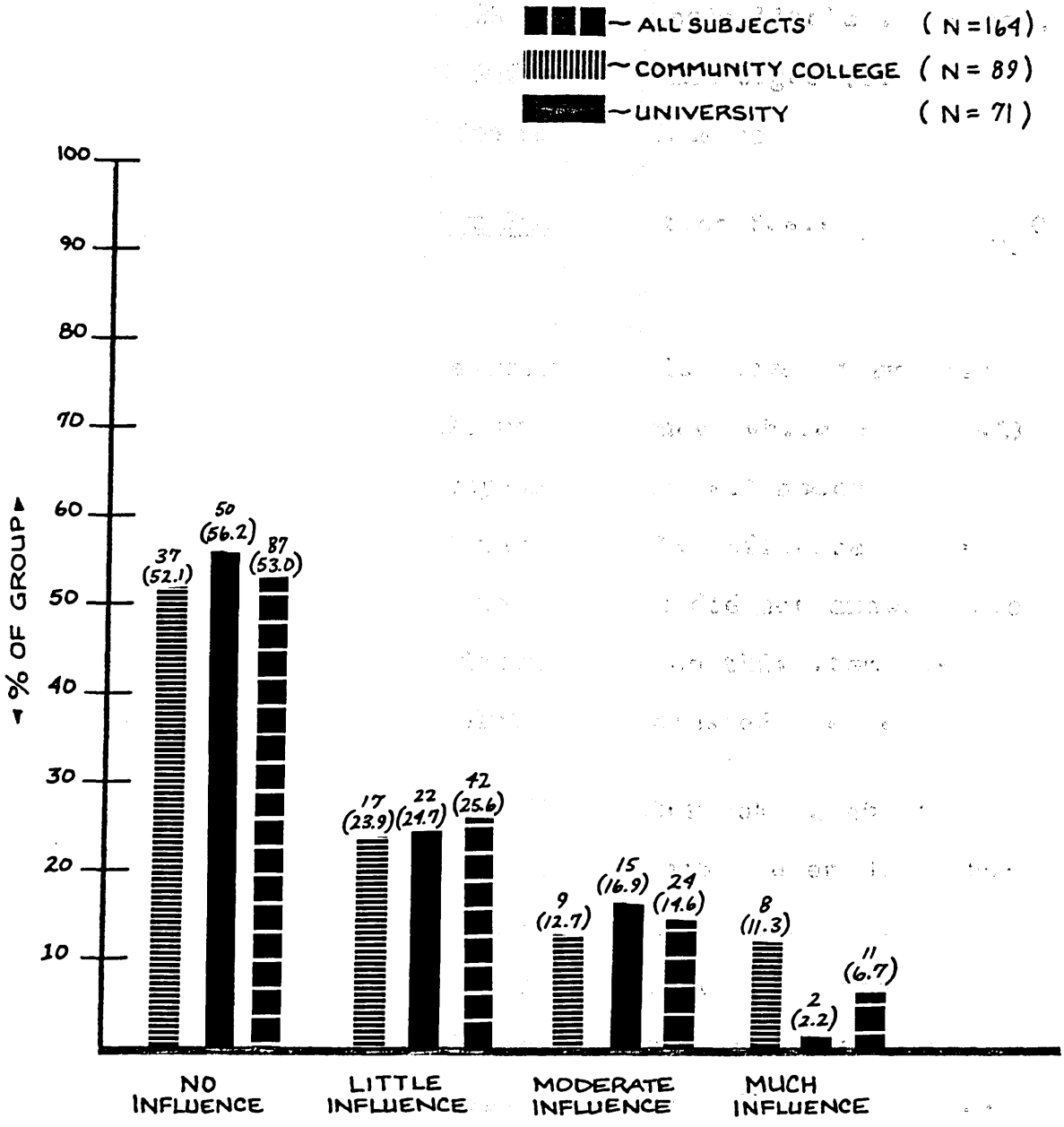


Figure 30. EPS Scale - To fulfill a need for personal associations and friendships

women. The responses included 37 (52.1%) women who answered no influence, 17 (23.9%) who said little influence, nine (12.7%) said moderate influence, and eight (11.3%) survey participants responded much influence.

Frequency Count on Education Participation Scale Factor - TO KEEP UP WITH COMPETITION

All Subjects. Women answering this survey item said that 43 (26.2%) of them felt no influence, while 40 (24.4%) felt little influence. Forty-one (25%) felt moderate influence, while 40 (24.4%) were greatly influenced by a competitive feeling. Three respondents did not answer this item. Of the totals, the distribution on this item was remarkably even in both absolute and adjusted frequencies.

University Subjects. The EPS factor asking about keeping up with competition has a relatively even distribution. The university group responded as follows: 18 (20.2%) women said that it had no influence upon their decision to return, 22 (24.7%) said there was little influence, 25 (28.1%) said there was moderate influence, and 24 (27%) marked much influence. Two women failed to respond.

Community College Subjects. Keeping up with competition was of no influence on 23 (32.4%) of the community college women who decided to return to school. Eighteen

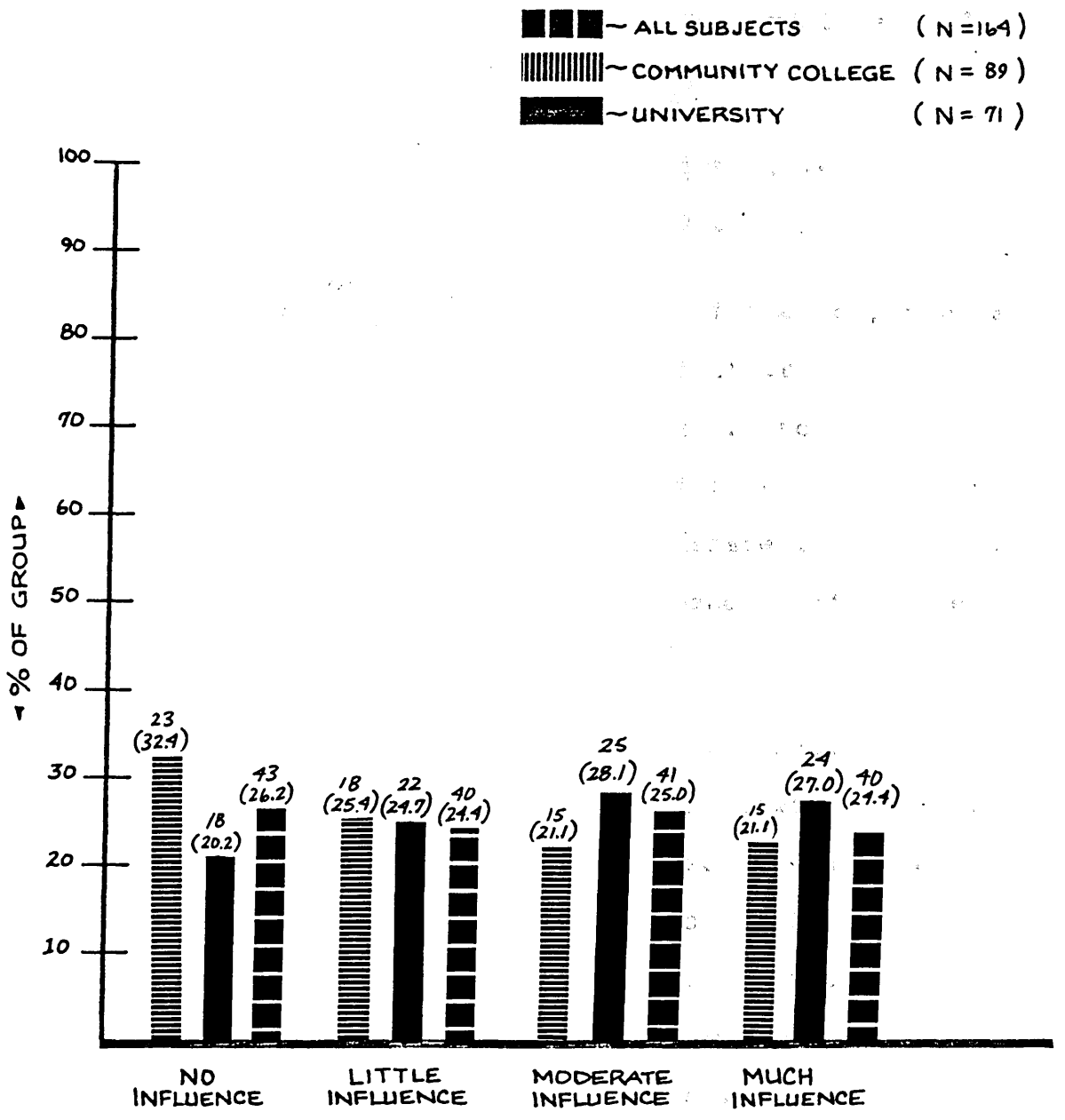


Figure 31. EPS Scale - To keep up with competition

(25.4%) of the women said there was little influence, 15 (21.1%) said there was moderate influence, and 15 (21.1%) women answered there was much influence.

Frequency Count on Education Participation Scale Factor - TO ESCAPE THE INTELLECTUAL NARROWNESS OF MY OCCUPATION

All Subjects. Seventy-one (43.8%) of the respondents said that the intellectual narrowness of their occupation had no influence on their decision to return to school, while 29 (17.9%) said there was little influence. Thirty-six (22.2%) respondents acknowledged moderate influence, and 26 (16%) women said there was much influence. Five women did not respond to this item.

University Subjects. Data concerning escaping the narrowness of one's occupation show the following numbers and percentages: 47 (53.4%) university women said there was no influence, 15 (17%) said there was little influence, 17 (19.3%) said there was moderate influence, and nine (10.2%) marked that this factor had much influence on their re-entry decision. Three women did not respond.

Community College Subjects. Escaping the intellectual narrowness of an occupation was of no influence to 22 (31.4%) of the community college women who decided to re-enter school. Fourteen (20%) women reported little

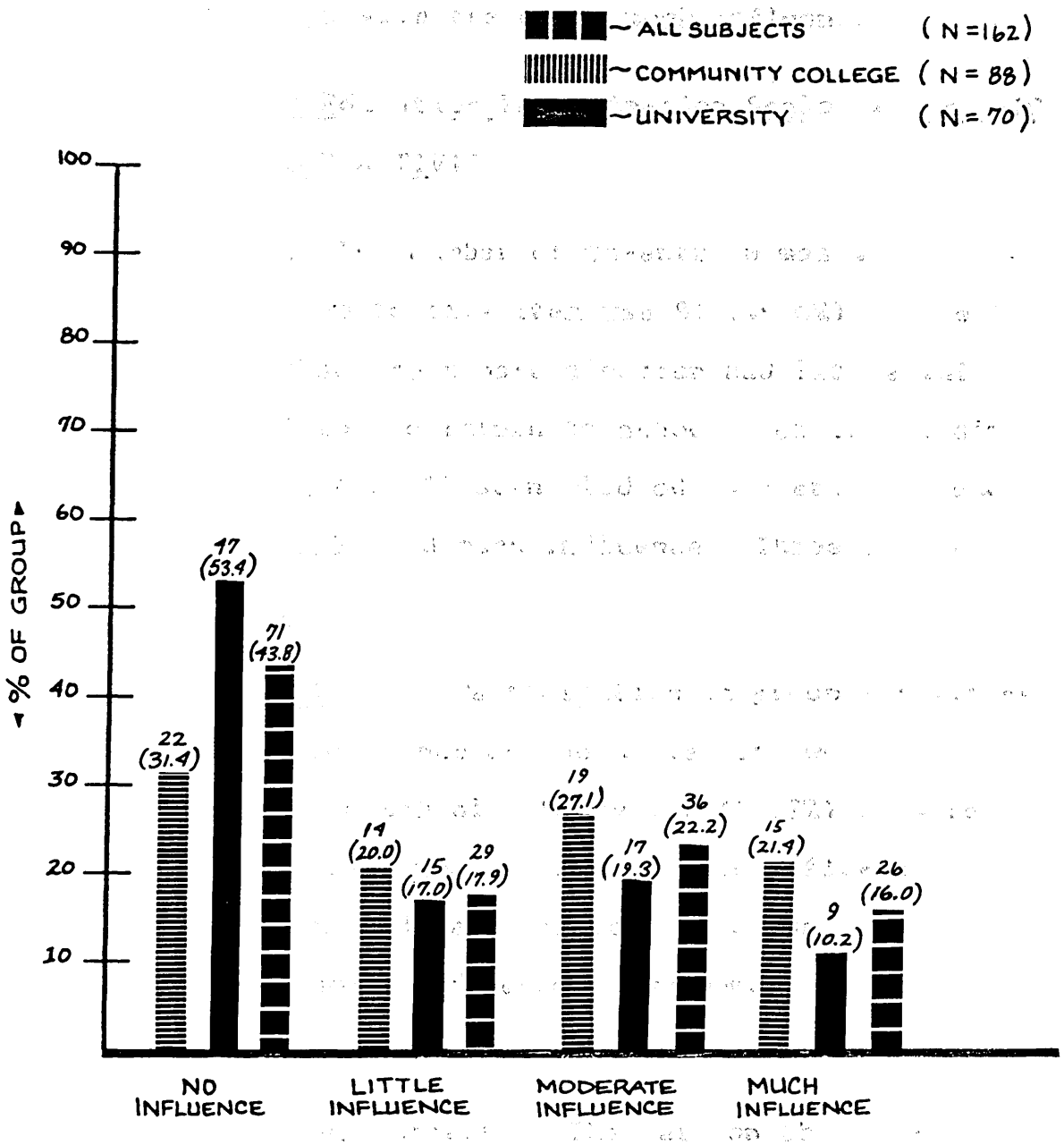


Figure 32. EPS Scale - To escape the intellectual narrowness of my occupation

influence, 19 (27.1%) said there was moderate influence, and 15 (21.4%) women said there was much influence.

Frequency Count on Education Participation Scale Factor - TO PARTICIPATE IN GROUP ACTIVITY

All Subjects. The number of re-entry women who answered no influence to this item was 81 (49.4%), while 57 (34.8%) answered that group participation had little influence on their decision to return to school. Of the remaining respondents, 20 (12.2%) acknowledged moderate influence while only six (3.7%) said much influence. Three people did not respond.

University Subjects. Participation in group activities had practically no influence on the university women's decisions to return to school. Forty-six (51.7%) answered no influence, 36 (40.4%) women marked little influence, six (6.7%) said there was moderate influence, and only one (1.1%) woman marked much influence. Two women did not respond.

Community College Subjects. The data on this item show that more than three-fourths of the community college women do not re-enter school in order to participate in group activities. The breakdown shows that 35 (49.3%) women said there was no influence, 19 (26.8%) said there

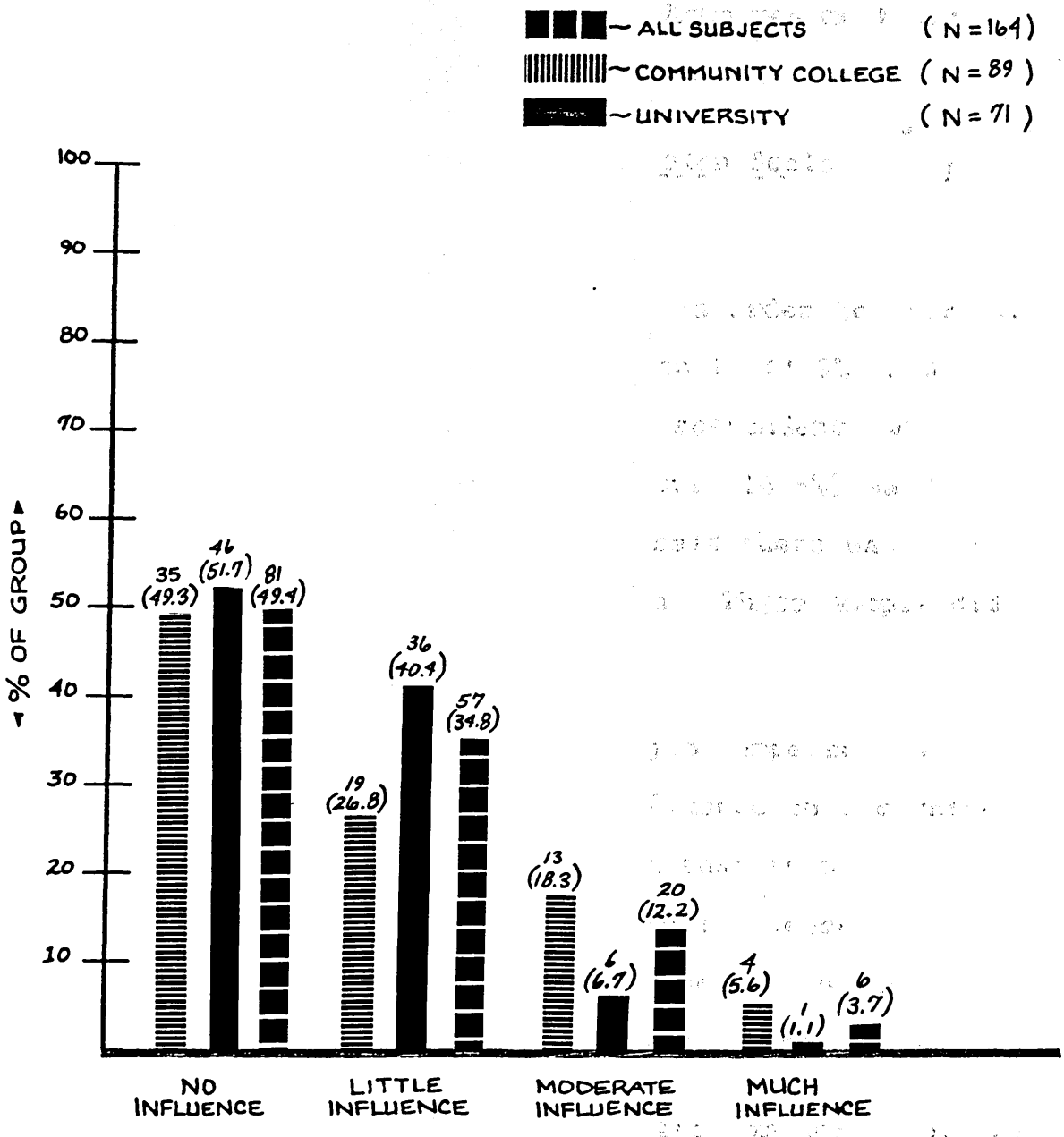


Figure 33. EPS Scale - To participate in group activity

was little influence, 13 (18.3%) said there was moderate influence, and only four (5.6%) said there was much influence upon their decision to re-enter.

Frequency Count of Education Participation Scale Factor - TO INCREASE MY JOB COMPETENCY

All Subjects. Re-entering school in order to increase one's job competency had no influence on 13 (7.9%) and little influence on nine (5.5%) of the respondents when they decided to return to school. Twenty-four (14.6%) said there was moderate influence, and 118 (72%) said there was much influence when they made their decision. Three people did not mark this item.

University Subjects. Increasing job competency as a re-entry decision factor was a huge influence on the university group. Only one (1.1%) woman said that it was of no influence, and four (4.5%) marked little influence. Sixteen (18%) women marked moderate influence, and 68 (76.4%) marked much influence. Two women did not respond.

Community College Subjects. When the community college re-entry women were asked if their decision to return to school had been influenced by a need or desire to increase job competency, 11 (15.5%) answered that it was not an influence. Five (7%) women said there was little influence,

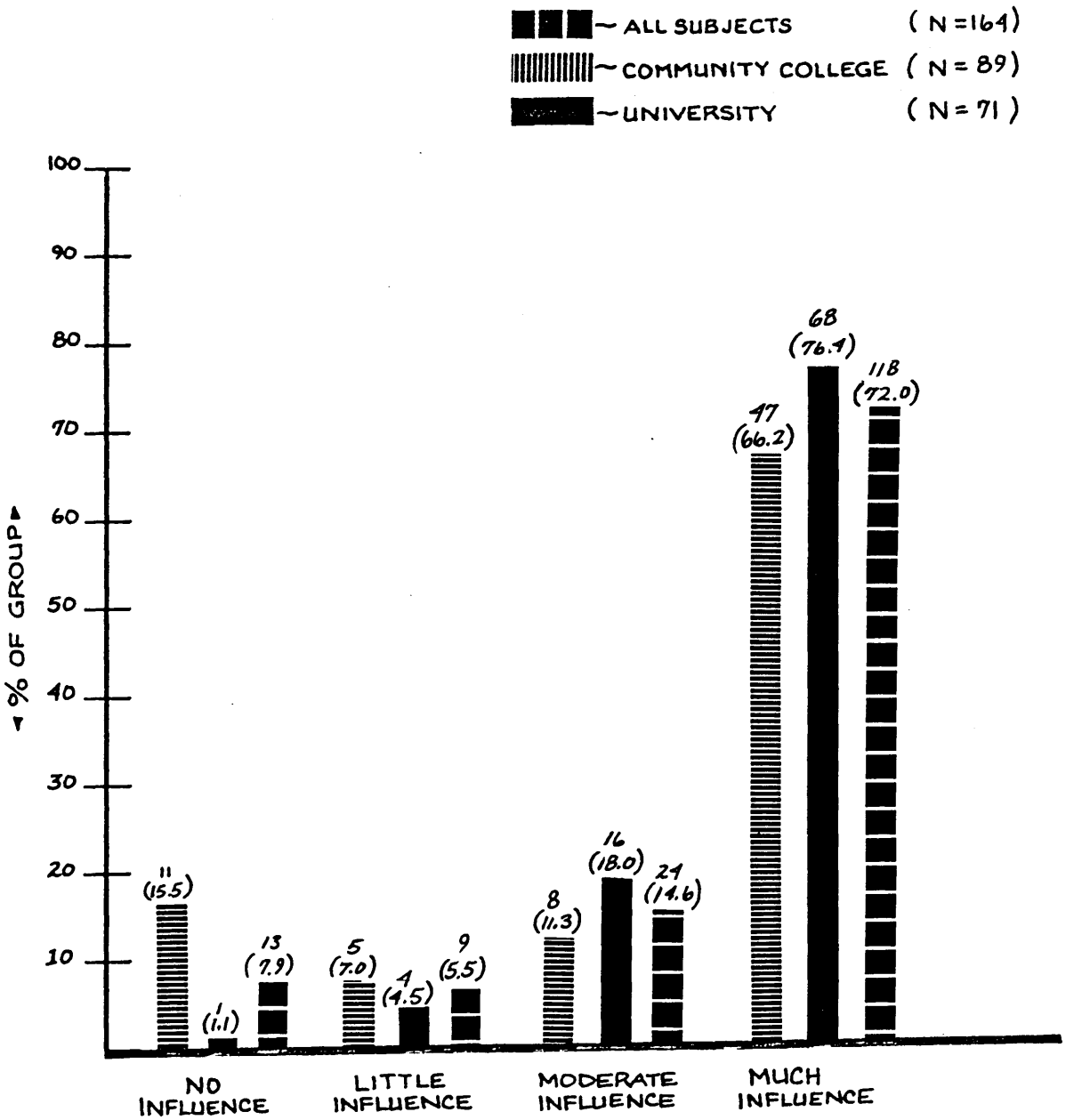


Figure 34. EPS Scale - To increase my job competence

eight (11.3%) said there was moderate influence, and 47 (66.2%) women responded that it was of great influence.

Frequency Count on Education Participation Scale Factor - TO GAIN INSIGHT TO MY PERSONAL PROBLEMS

All Subjects. In answer to this item, 122 (74.4%) re-entry women said that personal insight did not influence their decision to return to school. In addition, 22 (13.4%) women said that there was little influence, twelve (7.3%) responded to moderate influence, and only eight (4.9%) admitted to much influence. Three women did not respond.

University Subjects. The EPS item pertaining to personal insight as a reason for re-entry was heavily weighted toward no influence (92.1%) in the university group. Sixty-seven (75.3%) of the university group responded no influence and 15 (16.9%) answered little influence. Four (4.5%) women said there had been moderate influence, and only three (3.4%) noted much influence. Two women did not respond.

Community College Subjects. Gaining insight to personal problems as a motivation to re-enter school was reported as having no influence on 51 (71.8%) of the community college women who decided to re-enter. Seven (9.9%) students responded there was little influence, eight

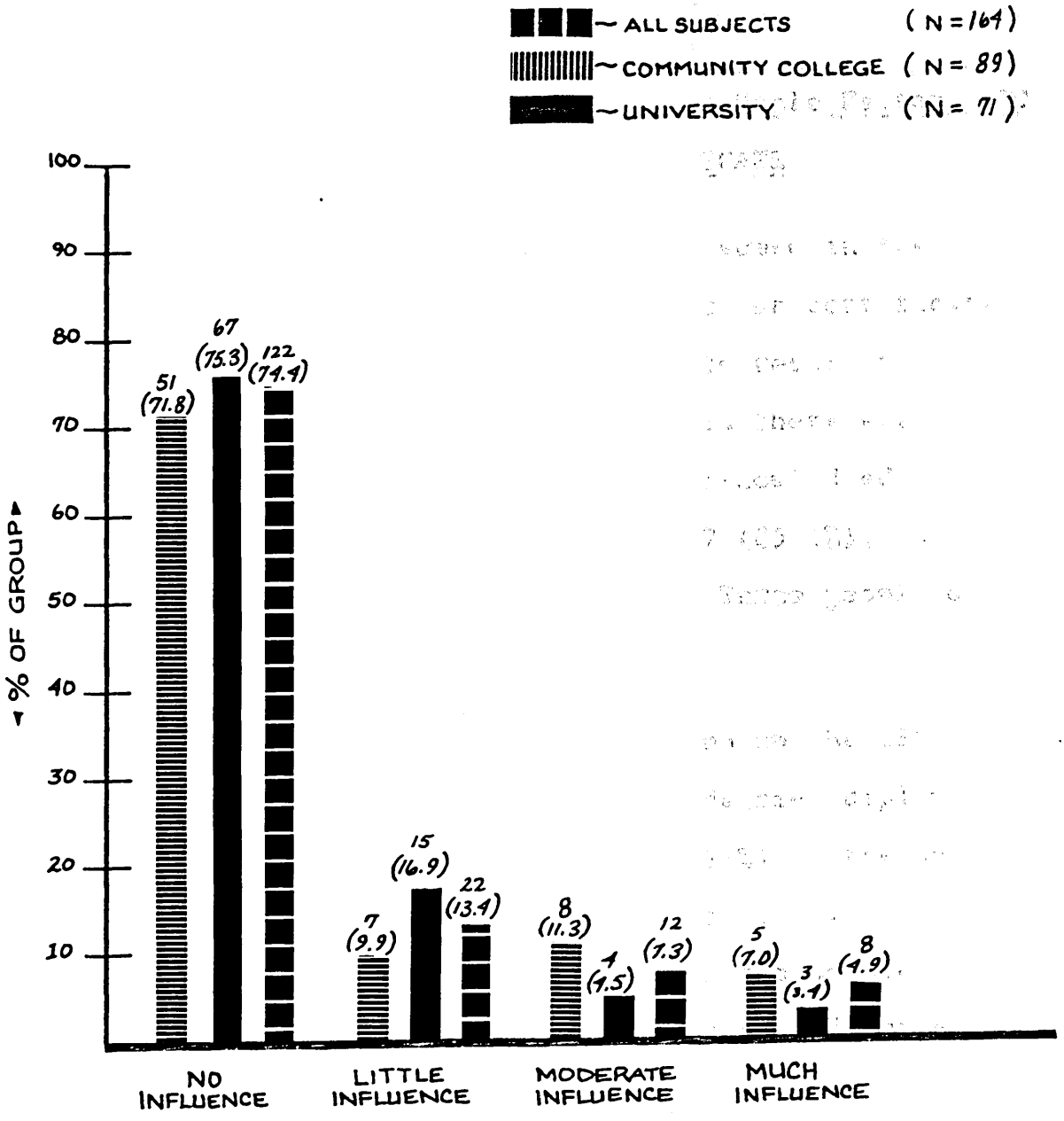


Figure 35. EPS Scale - To gain insight into my personal problems

(11.3%) said there was moderate influence, and only five (7%) women said there was great influence.

Frequency Count on Education Participation Scale Factor - TO HELP ME EARN A DEGREE, DIPLOMA, OR CERTIFICATE

All Subjects. Thirty (18.3%) of the women in the survey said that earning a degree, diploma, or certificate had had no influence upon their decision to return to school. An additional 11 (6.7%) women said there was little influence. Sixteen (9.8%) women acknowledged moderate influence, while more than half, 107 (65.2%), said that such a goal was of great influence. Three people did not respond.

University Subjects. Data information on the EPS factor about re-entry in order to earn a degree, diploma, or certificate shows the following: 24 (27%) of the university group answered there was no influence, eight (9%) answered little influence, six (6.7%) marked moderate influence, and 51 (57.3%) women answered much influence. Two people failed to respond.

Community College Subjects. The demographic data asking the community college women if they returned to school to earn a degree, diploma, or certificate was answered as follows: four (5.6%) said it was of no

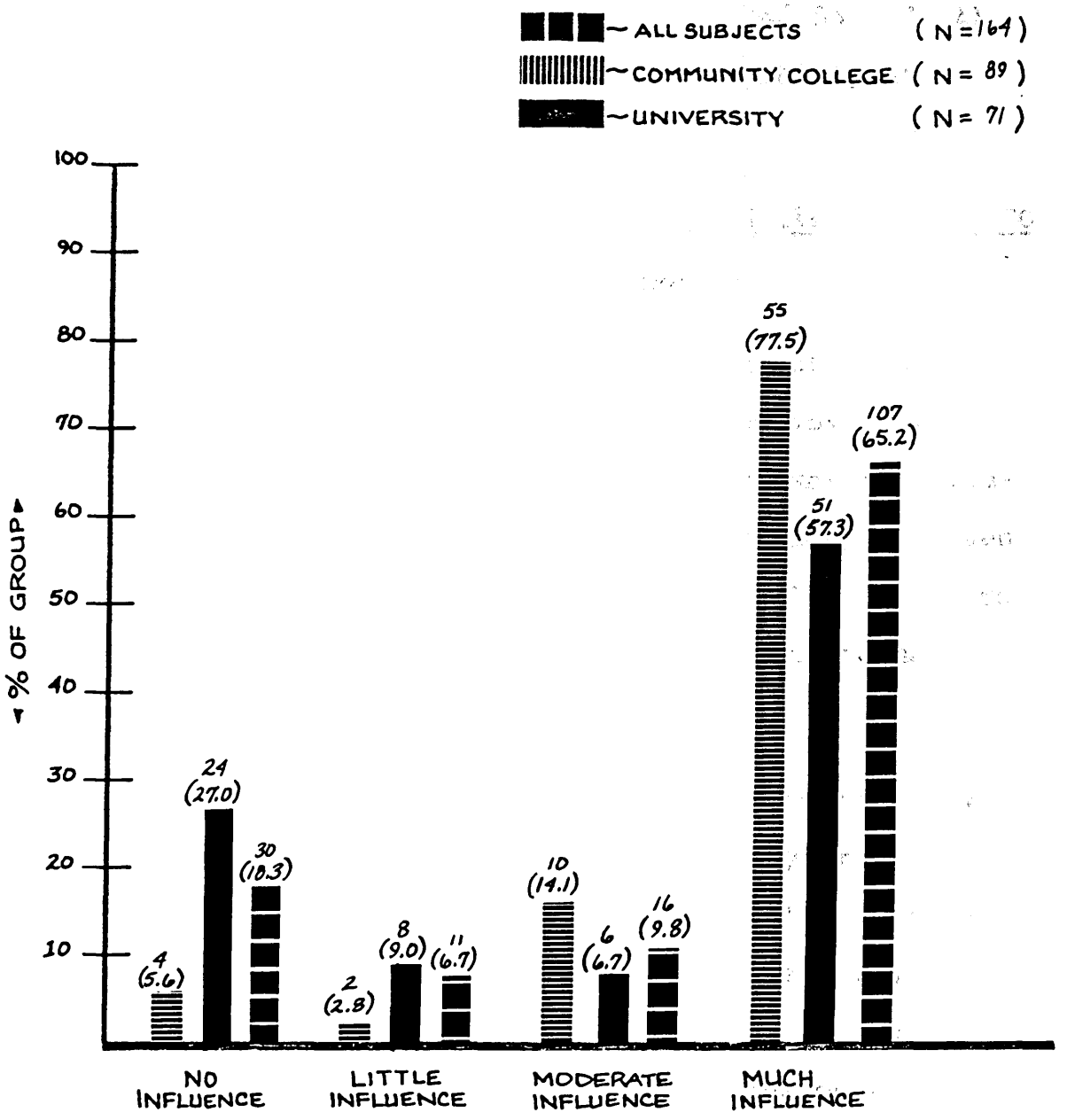


Figure 36. EPS Scale - To help me earn a degree, diploma, or certificate

influence, two (2.8%) said there was little influence, ten (14.1%) said there was moderate influence, and 55 (77.5%) women acknowledged much influence. Every participant responded.

Frequency Count on Education Participation Scale Factor - TO ESCAPE TELEVISION

All Subjects. Escaping television apparently had little or no influence on the women in the survey. One hundred thirty-nine (84.8%) ladies said there was no influence, and 13 (7.9%) said there was little influence. Seven (4.3%) women admitted to moderate influence while only five (3%) said the influence was great. Three women did not answer.

University Subjects. Apparently television has very little influence on the lives of the university group since almost 99% of the respondents answered little or no influence when asked about its impact on the re-entry decision. Eighty-four (94.4%) women marked no influence, four (4.5%) marked little influence, no one responded to moderate influence, and only one (1.1%) person answered much influence. Two women failed to respond.

Community College Subjects. When asked if they had re-entered school in order to escape television, the

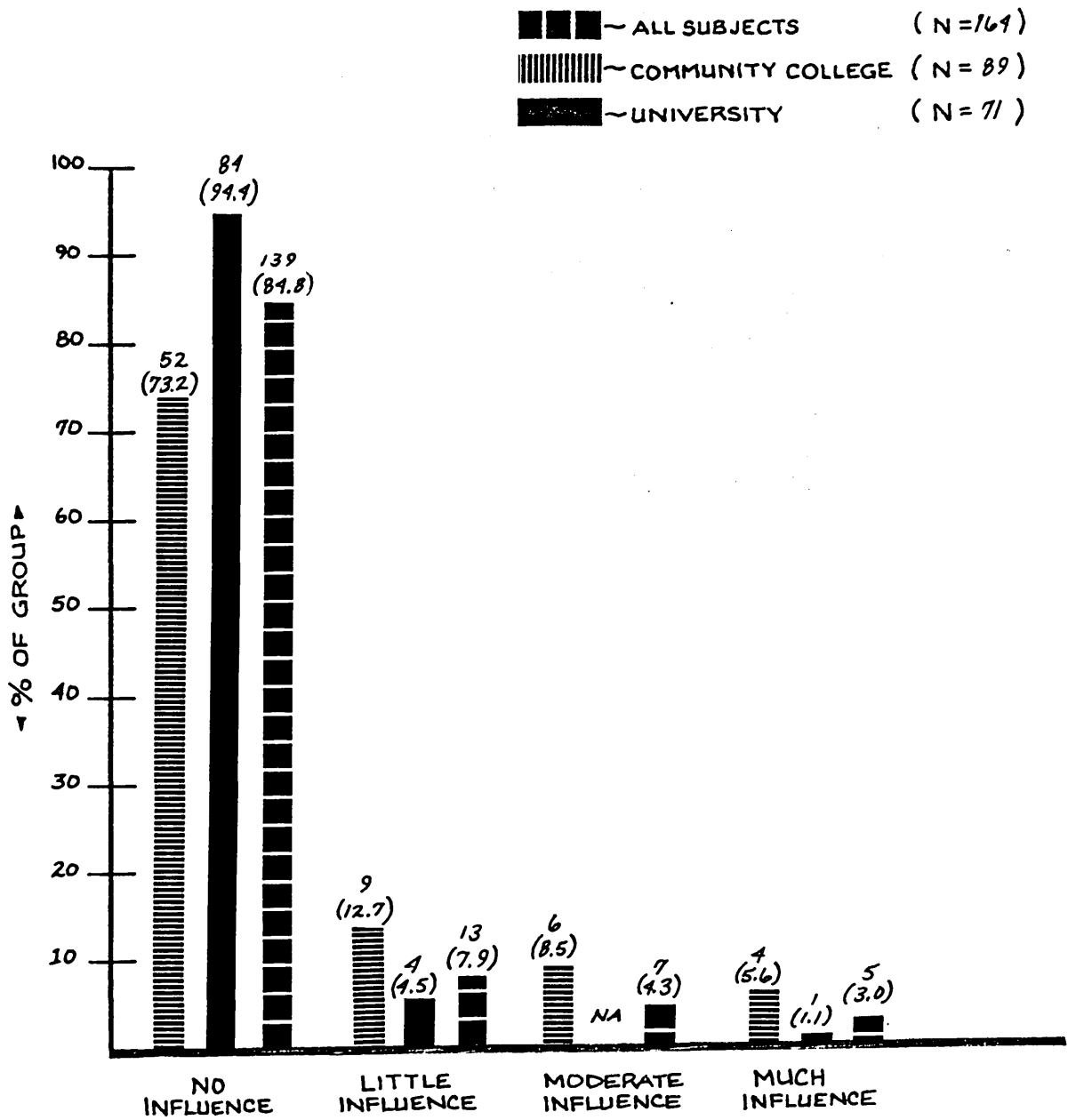


Figure 37. EPS Scale - To escape television

community college women answered as follows: 52 (73.2%) women said television was of no influence, nine (12.7%) responded to little influence, six (8.5%) said moderate influence, and four (5.6%) women said that escaping television had had much influence on their decision.

Frequency Count on Education Participation Scale Factor - TO PREPARE FOR COMMUNITY SERVICE

All Subjects. Preparation for community service had no influence on 97 (59.1%) of the respondents when they decided to return to school; 29 (17.7%) said there was little influence. Twenty (12.2%) women acknowledged moderate influence while 18 (11%) said there was much influence. Three women did not respond.

University Subjects. EPS factor "to prepare for community service" affected the university group as follows: 55 (61.8%) said it had no influence on their decision to return to school, and 15 (16.9%) said there was little influence. Eleven (12.4%) women said there was moderate influence and eight (9%) said there was much influence. Two people did not respond.

Community College Subjects. The community college re-entry women were asked if preparation for community service had influenced their decision to return to school.

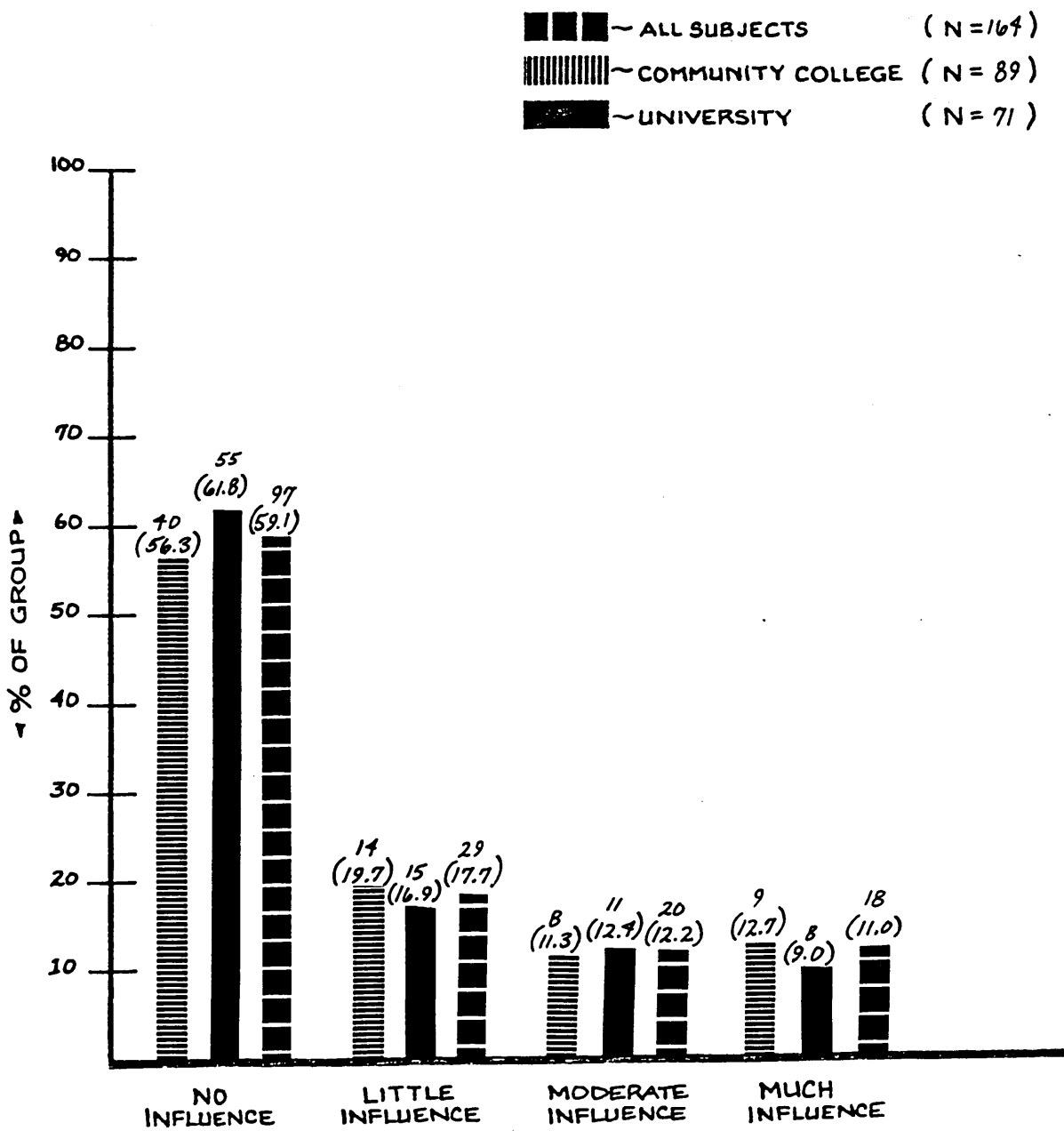


Figure 38. EPS Scale - To prepare for community service

Forty (56.3%) women answered it was of no influence, 14 (19.7%) said there was little influence, eight (11.3%) responded moderate influence, and nine (12.7%) students answered there was much influence.

Frequency Count on Education Participation Scale Factor - TO GAIN INSIGHT INTO HUMAN RELATIONS

All Subjects. Sixty-one (37.4%) of the women in the survey said that the question of insight had no influence upon their decision to return to school. Thirty-five (21.5%) said there was little influence, 39 (23.9%) said there was moderate influence, and 28 (17.2%) said there was much influence. Four women did not respond.

University Subjects. The data on the EPS factor about insight show a fairly even distribution. Twenty-five (28.4%) of the university women surveyed answered that the idea of gaining insight into human relations had no influence on their decision to return to school. Twenty-two (25%) answered little influence, 24 (27.3%) said there was moderate influence, and 17 (19.3%) said there was much influence. Three women did not respond.

Community College Subjects. Did you re-enter school in order to gain insight into human relations? Thirty-four (47.9%) community college women answered that this question

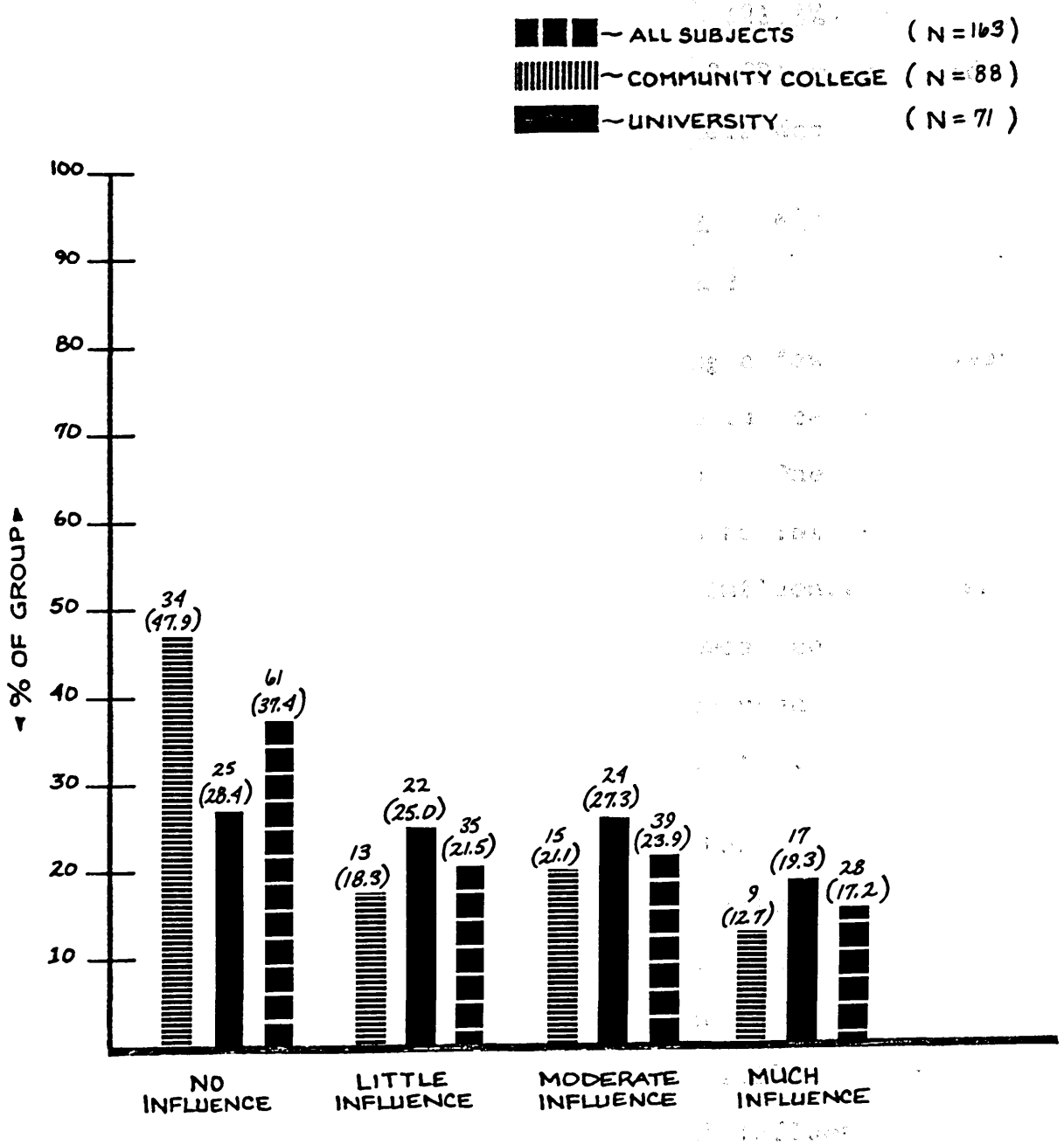


Figure 39. EPS Scale - To gain insight into human relations

had had no influence on their decision to return, 13 (18.3%) acknowledged little influence, 15 (21.1%) said there was moderate influence, and nine (12.7%) women said the question had had much influence on their decision.

Frequency Count on Education Participation Scale Factor - TO HAVE A FEW HOURS AWAY FROM RESPONSIBILITIES

All Subjects. The question of having a few hours away from responsibilities had little or no influence on the respondents' decisions to return to school. One hundred forty-six (89%) women said that there was no influence while eight (4.9%) said there was little influence. Seven (4.3%) women acknowledged moderate influence, and only three (1.8%) said there was much influence upon their decision. Three women did not answer the item.

University Subjects. To re-enter school in order to have time away from responsibilities had virtually no impact upon the university group surveyed. Eighty-three (93.3%) of the women answered no influence, four (4.5%) said there was little influence, and two (2.2%) said moderate influence. No one responded to much influence, and two women did not mark the item.

Community College Subjects. When asked if they had re-entered school in order to have a few hours away from

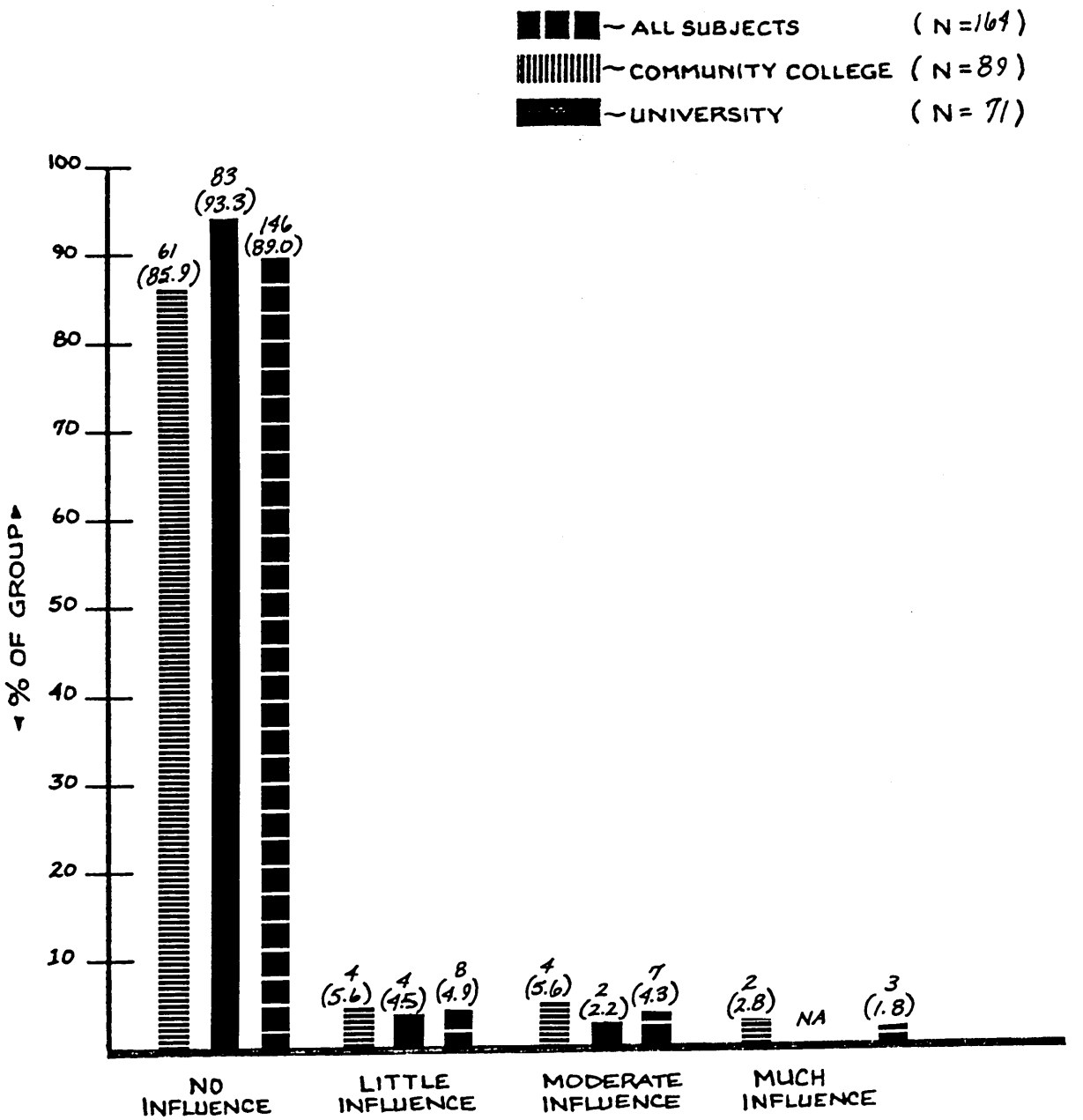


Figure 40. EPS Scale - To have a few hours away from responsibilities

responsibilities, 61 (85.9%) community college women answered that the question had had no influence on the decision to return to school. Four (5.6%) said there was little influence, four (5.6%) responded moderate influence, and only two (2.8%) women said there had been much influence.

Frequency Count on Education Participation Scale Factor - TO LEARN JUST FOR THE JOY OF LEARNING

All Subjects. Learning for the joy of the experience had no influence on 31 (18.9%) of the surveyed women who returned to school; thirty-eight (23.2%) said there was little influence. Forty-nine (29.9%) said that the joy of learning had moderate influence on their decision to return to school, and 46 (28%) said that there was much influence. Three women did not respond to this item.

University Subjects. Data for the EPS factor "to learn for the joy of learning" show the following distributions: 15 (16.9%) of the university women answered no influence and 18 (20.2%) answered little influence when asked if this factor influenced their re-entry decision. Thirty-one (34.8%) women answered moderate influence and 25 (28.1%) answered much influence. Two women failed to respond.

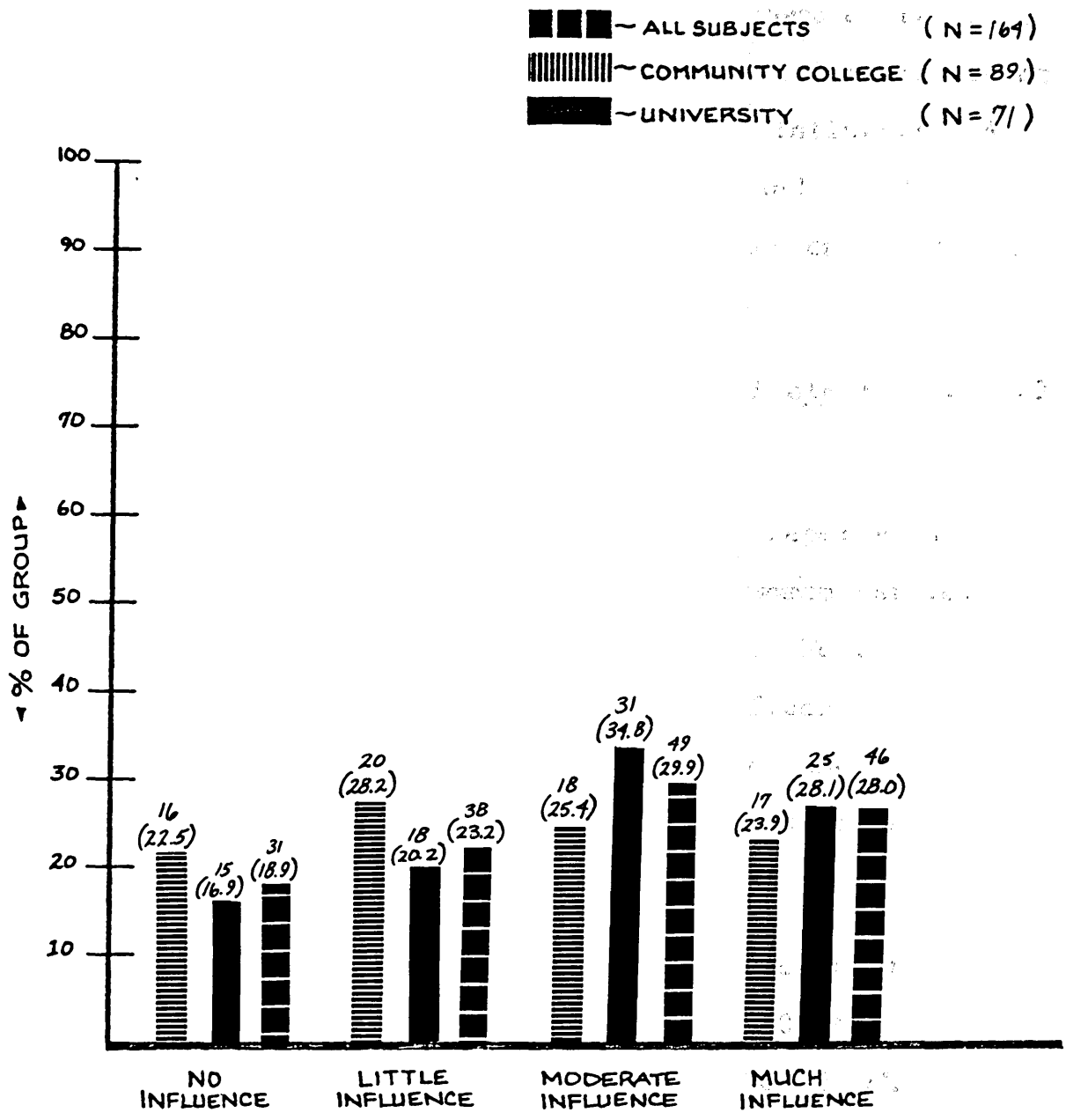


Figure 41. EPS Scale - To learn just for the joy of learning

Community College Subjects. To learn for the sake of learning influenced the community college group of re-entry women in the following ratios: 16 (22.5%) said there was no influence, 20 (28.2%) said there was little influence, 18 (25.4%) said there was moderate influence, and 17 (23.9%) women said this factor had had much influence on their decision to return.

Frequency Count on Education Participation Scale Factor - TO BECOME ACQUAINTED WITH CONGENIAL PEOPLE

All Subjects. Meeting nice people was reported as having had no influence on 81 (50%) of the women participants when they decided to return to school. Forty-nine (30.2%) women said that there was little influence, 28 (17.3%) said they were moderately influenced, and four (2.5%) reported there was much influence on their decision. Five people did not respond to this item.

University Subjects. Did you re-enter school in order to become acquainted with congenial people? Of the university women who responded to this question, 50 (56.8%) answered there was no influence, 21 (23.9%) said it was of little influence, 15 (17%) answered moderate influence, and two (2.3%) said there was much influence. Three people did not respond.

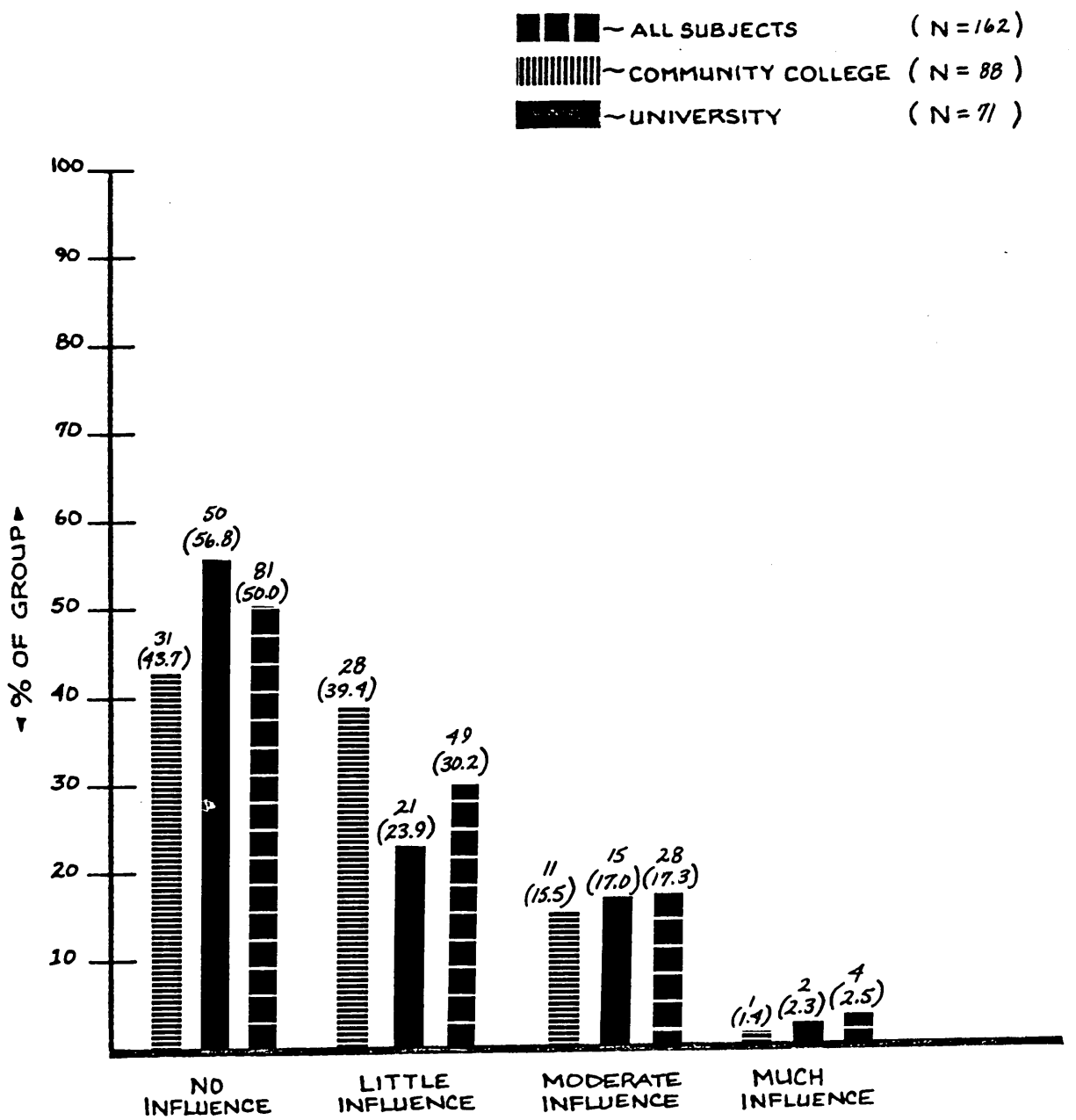


Figure 42. EPS Scale - To become acquainted with congenial people

Community College Subjects. When the community college group of re-entry women was asked if they had returned to school to become acquainted with congenial people, 31 (43.7%) answered no, 28 (39.4%) said that there had been little influence, 11 (15.5%) said there was moderate influence, and only one (1.4%) woman said this question had had much influence.

Frequency Count on Education Participation Scale Factor - TO PROVIDE A CONTRAST TO THE REST OF MY LIFE

All Subjects. Responses to this item show that 81 (49.4%) of the women in the survey were not influenced by the need for life contrasts when they decided to return to school. Forty-two (25.6%) said that there was little influence, 20 (12.2%) said that there was moderate influence, and 21 (12.8%) women listed much influence. Three people did not respond to this item.

University Subjects. On the EPS factor asking about re-entry as a means of providing a contrast to life, 58 (66.3%) of the university group answered that it had no influence on their decision to return to school. Nineteen (21.3%) said there was little influence, six (6.7%) said there was moderate influence, and five (5.6%) women answered much influence. Two women did not respond.

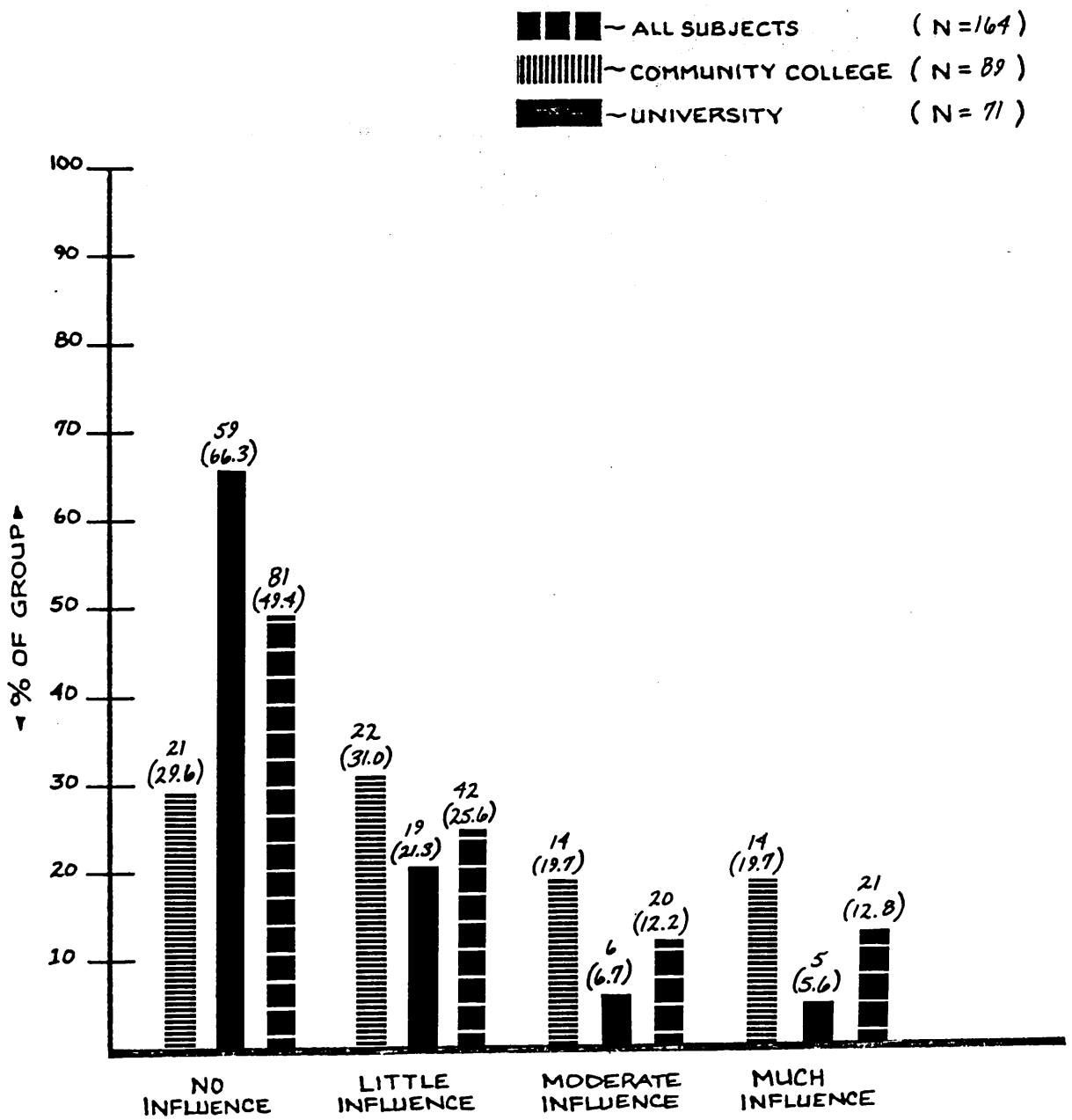


Figure 43. EPS Scale - To provide a contrast to the rest of my life

Community College Subjects. The community college re-entry women were asked if they had returned to school in order to have a contrast in their lives. Twenty-one (29.6%) said the question had had no influence on their decision to return, 22 (31%) acknowledged little influence, 14 (19.7%) said there was moderate influence, and 14 (19.7%) women said there had been much influence.

Frequency Count on Education Participation Scale Factor - TO GET A BREAK IN THE ROUTINE OF HOME OR WORK

All Subjects. Data on this item reveal that 106 (65.4%) of those participating in the survey listed no influence, 33 (20.4%) listed little influence, 14 (8.6%) women said moderate influence, and nine (5.6%) said that a break in one's daily routine greatly influenced the decision to return to school. Five people did not mark this item.

University Subjects. EPS factor number 28 concerned re-entry as a means to break the home-work routine. Of the university group, 70 (78.7%) women said this had had no influence on their decision to return, 13 (14.6%) said there was little influence, three (3.4%) said there was moderate influence, and three (3.4%) women said it had been of great influence. Two people failed to respond.

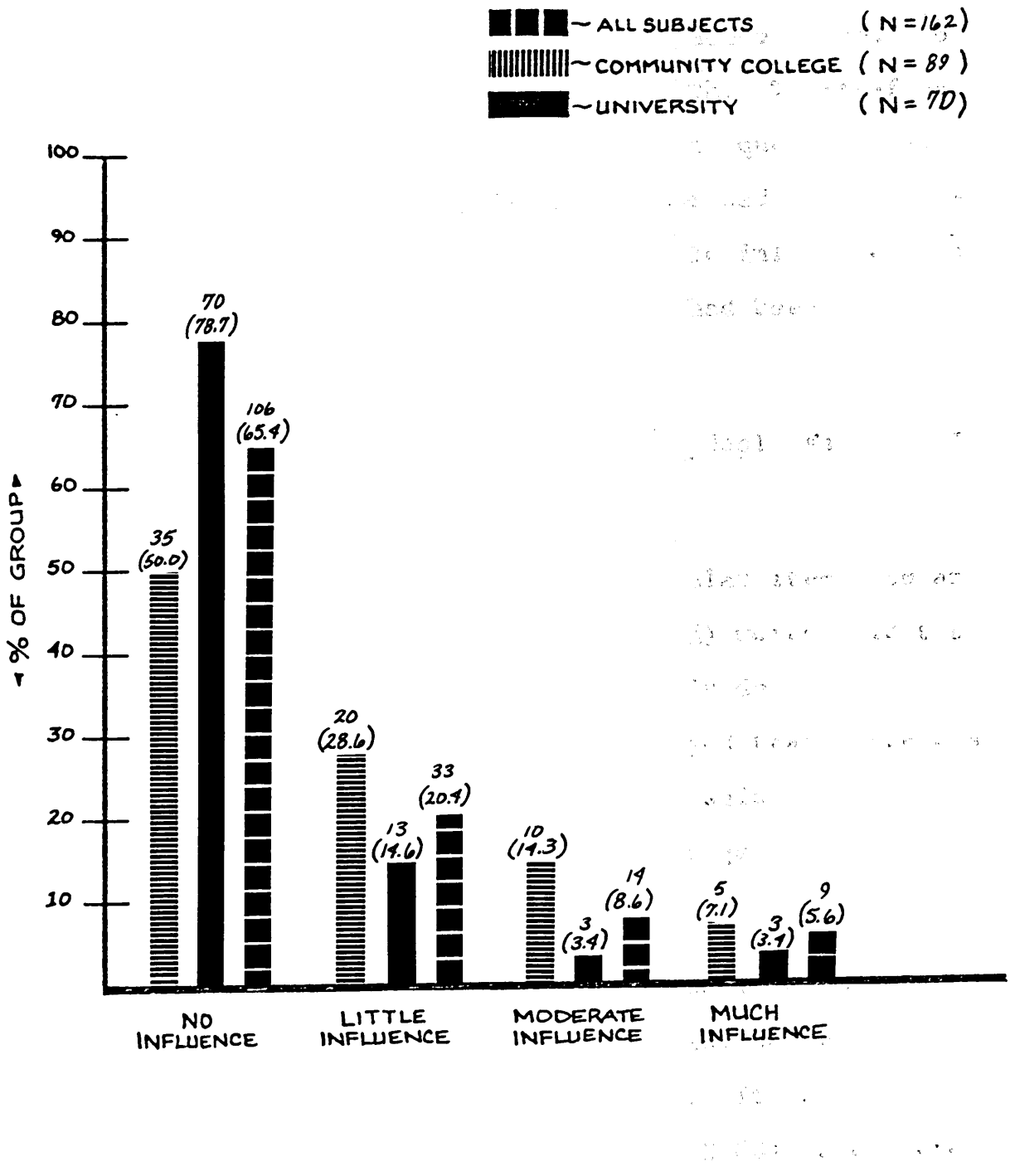


Figure 44. EPS Scale - To get a break in the routine of home or work

Community College Subjects. The community college re-entry women were asked if they had re-entered school to get a break from the routine of home or work. Thirty-five (50.0%) women responded that this particular question had been of no influence, 20 (28.6%) said there had been little influence, ten (14.3%) responded to moderate influence, and five (7.1%) of the respondents said there had been much influence.

Frequency Count on Education Participation Scale Factor - TO IMPROVE MY ABILITY TO SERVE MANKIND

All Subjects. Figures on this particular item show an almost even distribution. Forty-two (25.6%) women said that service to mankind had no influence on their decision to return to school, and 38 (23.2%) acknowledged that there was little influence. Forty-two (25.6%) women said there was moderate influence, and 42 (25.6%) acknowledged great influence. Three women did not respond.

University Subjects. Returning to school to improve one's ability to serve mankind was not an influence on 16 (18%) of the women in the university group. It had little influence on 18 (20.2%) of the women, 29 (32.6%) said there was moderate influence, and 26 (29.2%) acknowledged much influence. Two people did not respond.

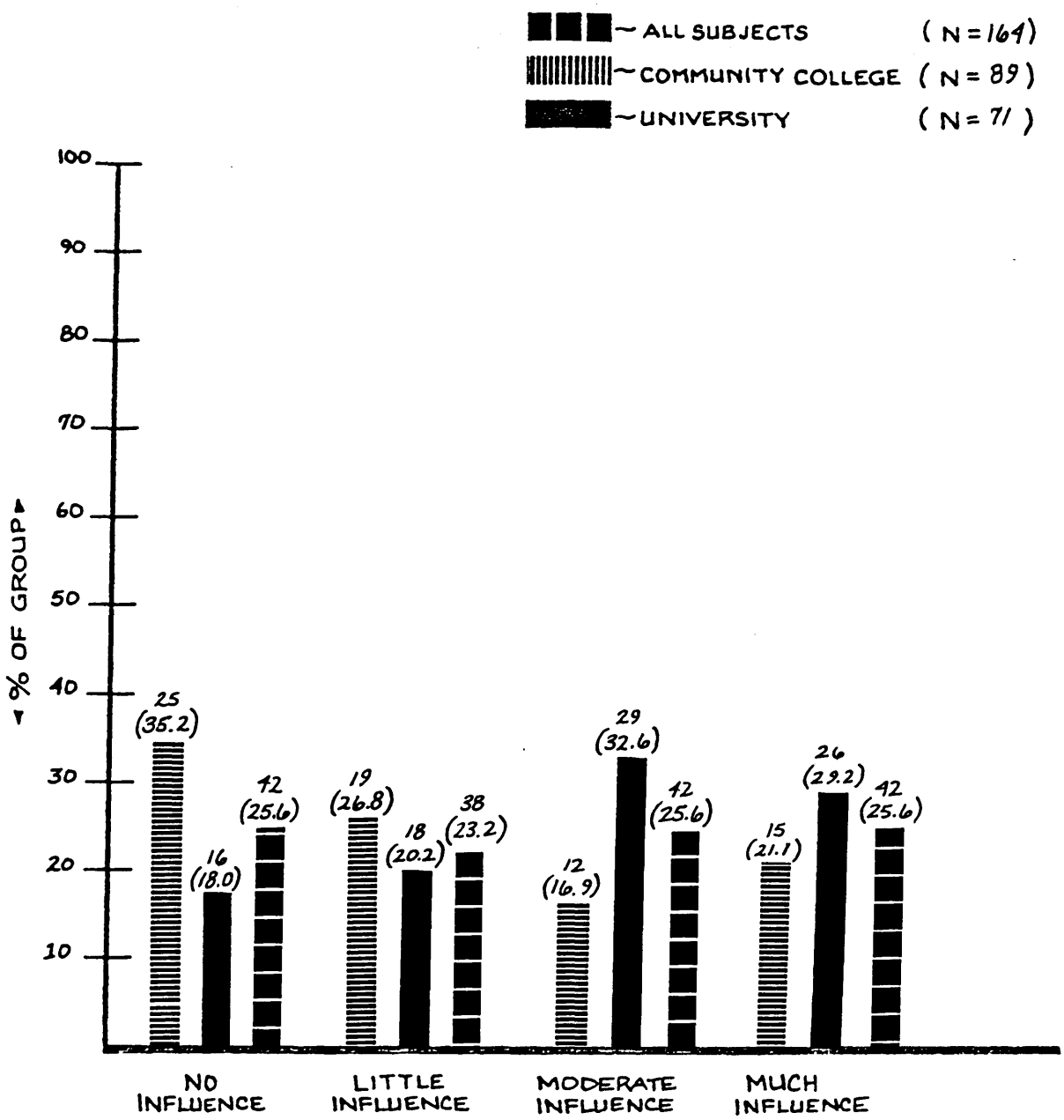


Figure 45. EPS Scale - To improve my ability to serve mankind

Community College Subjects. When asked if they had re-entered school in order to improve their ability to serve mankind, the community college women answered in the following ratios: 25 (35.2%) said there had been no influence, 19 (26.8%) said there was little influence, 12 (16.9%) said there was moderate influence, and 15 (21.1%) acknowledged much influence.

Frequency Count on Education Participation Scale Factor - TO KEEP UP WITH OTHERS

All Subjects. Sixty (36.8%) of the respondents said that keeping up with others had no influence on the decision to return to school; 37 (22.7%) marked little influence. Forty-two (25.8%) women said this was of moderate influence, and 24 (14.7%) acknowledged much influence. Four women did not answer this item.

University Subjects. The distribution on this factor is fairly even. When asked if keeping up with others had been an influence on one's decision to re-enter school, 24 (27.3%) of the university women answered no influence, 22 (25%) answered little influence, 25 (28.4%) answered moderate influence, and 17 (19.3%) said there had been much influence. Three people did not respond.

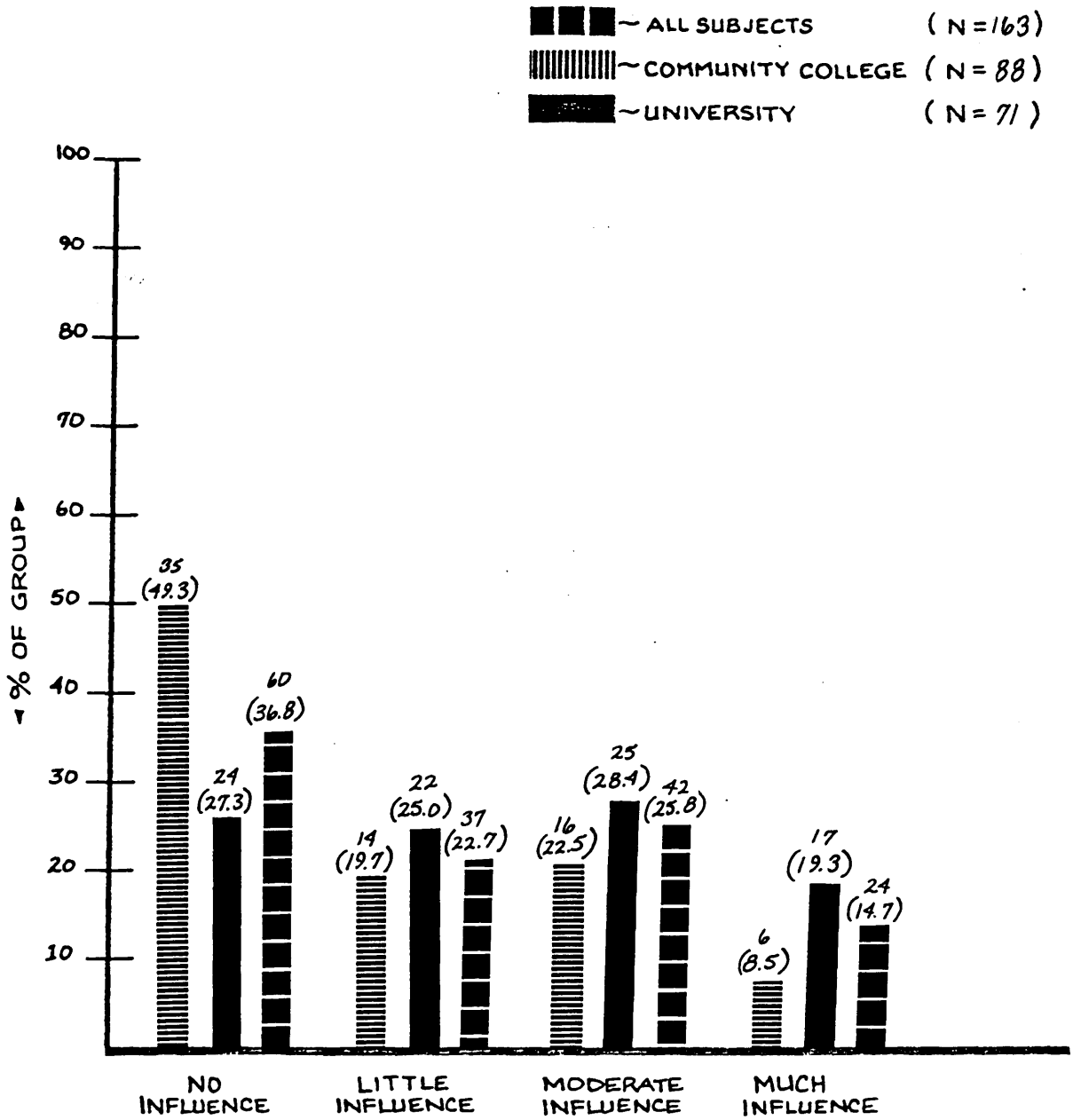


Figure 46. EPS Scale - To keep up with others

Community College Subjects. When asked if they returned to school to keep up with others, 35 (49.3%) community college women answered that it had been of no influence. Fourteen (19.7%) answered little influence, 16 (22.5%) answered moderate influence, and six (8.5%) women said the question had had no influence on their decision to re-enter school.

Frequency Count on Education Participation Scale Factor - TO IMPROVE MY SOCIAL RELATIONSHIPS

All Subjects. Data on this item reveal that 106 (64.6%) of the women participants attribute no influence while 37 (22.6%) marked that this question had little influence on their decision to return to school. Only 17 (10.4%) and four (2.4%) women said they were moderately or greatly influenced by the prospect of social relationships when deciding to return to school. Three women did not mark this item.

University Subjects. Improving social relationships had no influence upon 61 (68.5%) of the university group when they decided to return to school. Seventeen (19.1%) women answered little influence, eight (9%) answered moderate influence, and three (3.4%) women answered much influence. Two women did not respond.

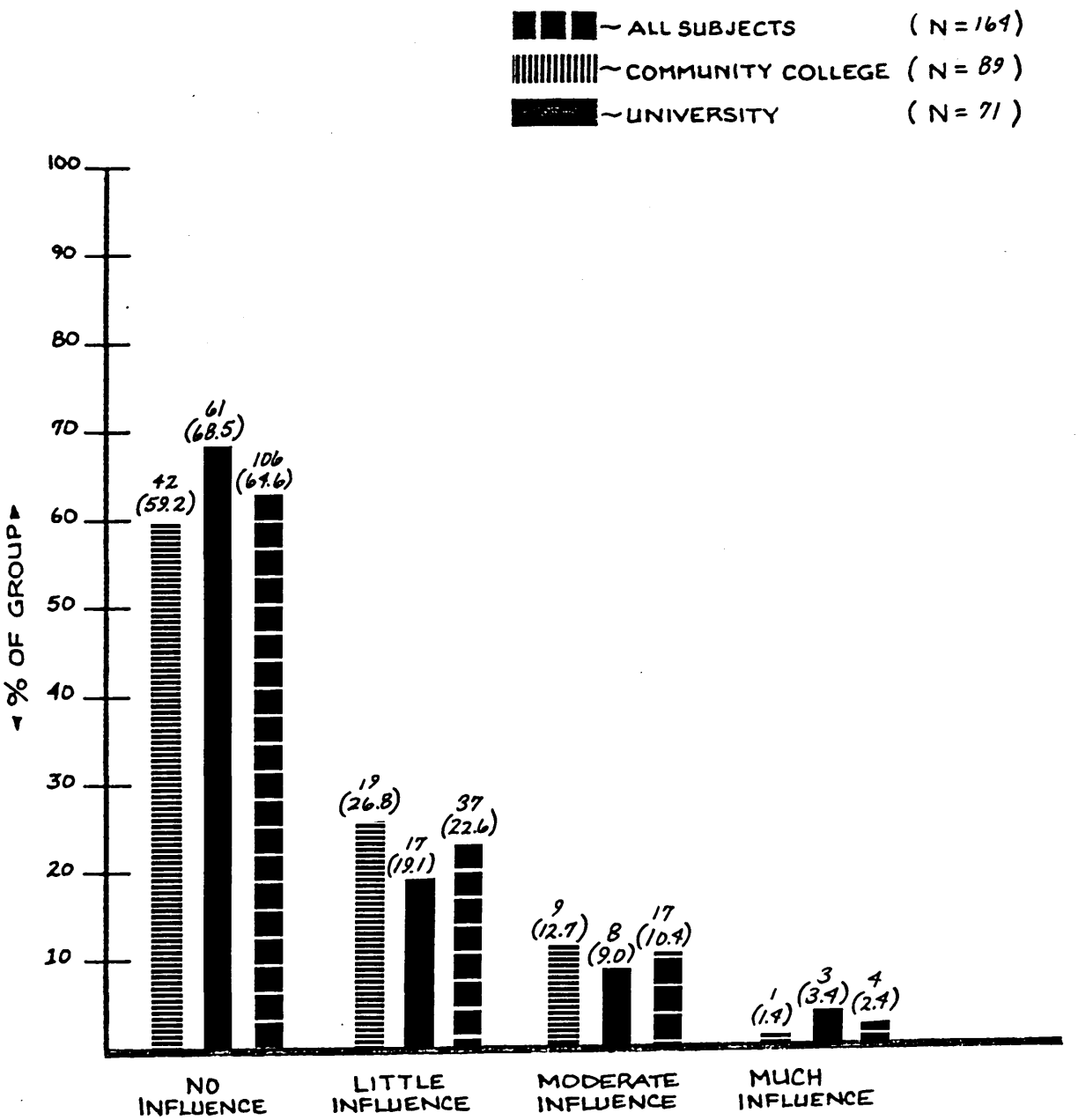


Figure 47. EPS Scale - To improve my social relationships

Community College Subjects. Improvement of social relationships had no influence on 42 (59.2%) of the community college women when they decided to return to school. Nineteen (26.8%) women said there had been little influence, nine (12.7%) acknowledged moderate influence, and only one (1.4%) person said it had much influence on her decision.

Frequency Count on Education Participation Scale Factor - TO MEET FORMAL REQUIREMENTS

All Subjects. Of the participants who responded to this item, 45 (27.4%) said that there was no influence upon them concerning formal requirements and their decision to return to school. Twenty-seven (16.5%) women responded that there was little influence, 26 (15.9%) said there was moderate influence, and 66 (40.2%) said they were under much influence to meet certain formal requirements. Three women did not respond.

University Subjects. The university women answered the question of re-entry in order to meet formal requirements as follows: 18 (20.2%) said formal requirements had no influence on their decision and 12 (13.5%) said there was little influence. Fifteen (16.9%) said there was moderate influence, and 44 (49.4%) women said there was much influence. Two people did not respond.

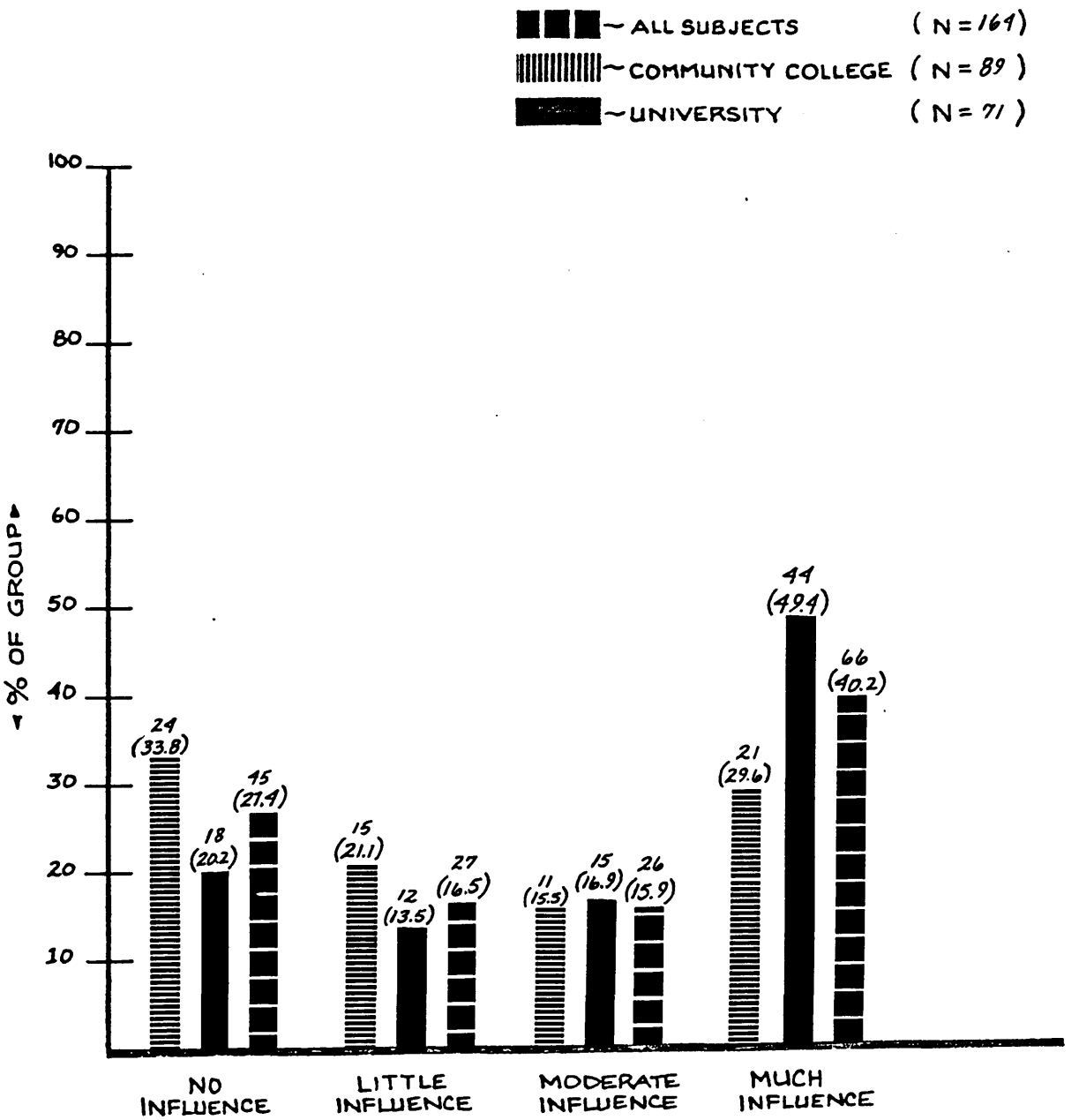


Figure 48. EPS Scale - To meet formal requirements

Community College Subjects. Meeting formal requirements had no influence upon 24 (33.8%) of the community college women who decided to return to school. Fifteen (21.1%) said there had been little influence, 11 (15.5%) responded moderate influence, and 21 (29.6%) acknowledged much influence.

Frequency Count on Education Participation Scale Factor - TO MAINTAIN OR IMPROVE MY SOCIAL POSITION

All Subjects. Of the 167 respondents, 112 (68.3%) said that improvement of social position had no influence upon their decision to return to school; 31 (18.9%) said there was little influence. Fifteen (9.1%) women marked moderate influence, and six (3.7%) marked much influence. Three women did not respond.

University Subjects. Returning to school in order to maintain or improve one's social position had no influence on 62 (69.7%) of the university women surveyed. Seventeen (19.1%) reported little influence, six (6.7%) said there was moderate influence, and four (4.5%) women answered much influence. Two people did not respond.

Community College Subjects. The community college re-entry women were asked if they had returned to school in

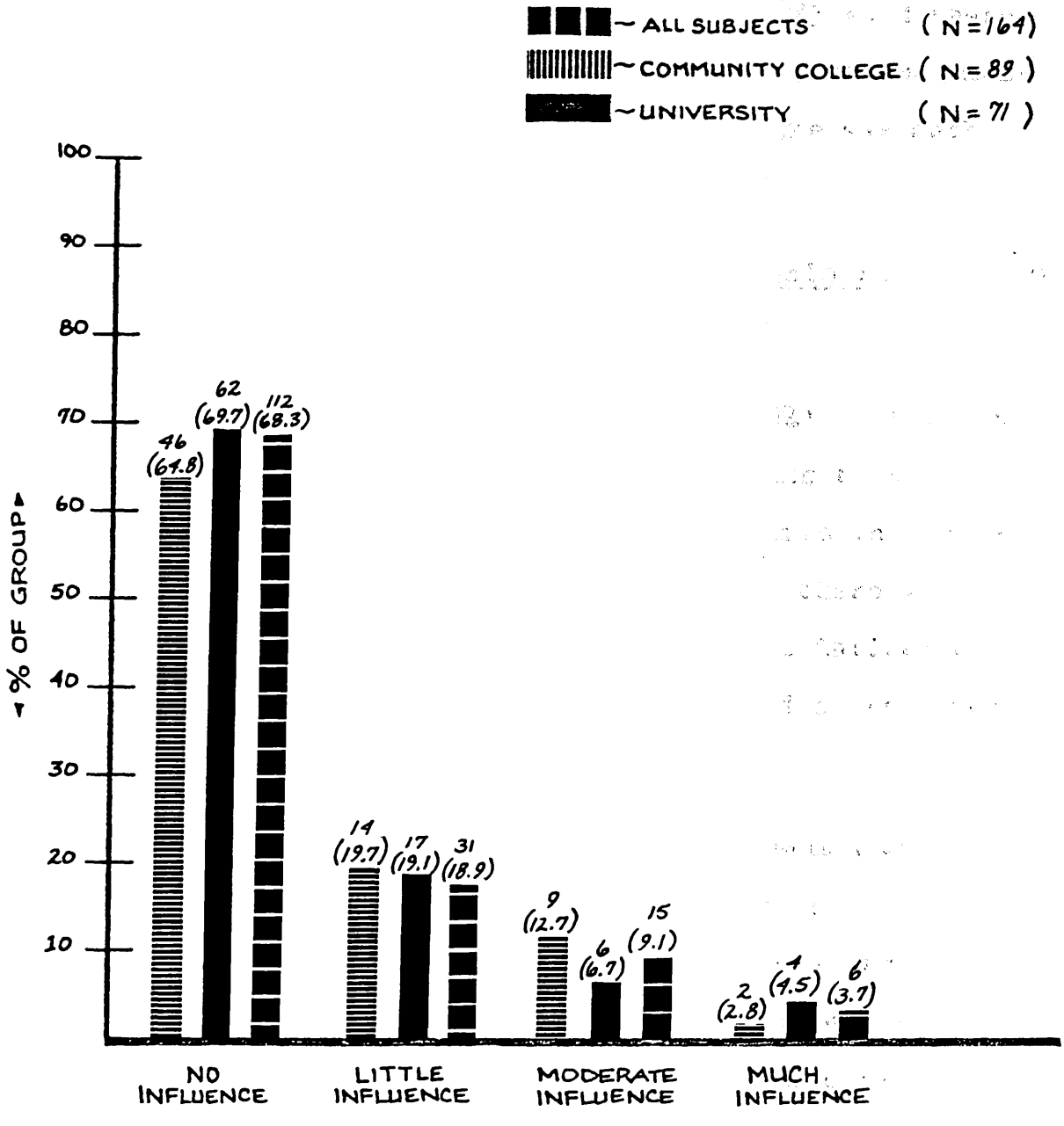


Figure 49. EPS Scale - To maintain or improve my social position

order to maintain or improve social position. Forty-six (64.8%) said there was no influence, 14 (19.7%) said there had been little influence, nine (12.7%) said there was moderate influence, and only two (2.8%) said there was much influence.

Frequency Count on Education Participation Scale Factor - TO ESCAPE AN UNHAPPY RELATIONSHIP

All Subjects. A large majority (144, 90%) of the women participating in the survey said that returning to school was not a situation or event that was influenced in any way by an unhappy relationship. Four (2.5%) said there was little influence, eight (5%) admitted moderate influence, four (2.5%) said there was much influence, and seven women did not respond.

University Subjects. Of the university women who participated in the survey, 79 (91.9%) said that escape from an unhappy relationship did not influence their re-entry decision at all, and only two (2.3%) women said there was little influence. Three (3.5%) women said there was moderate influence, and two (2.3%) said there was much influence. Five women did not respond.

Community College Subjects. The community college re-entry women were asked if they had returned to school in

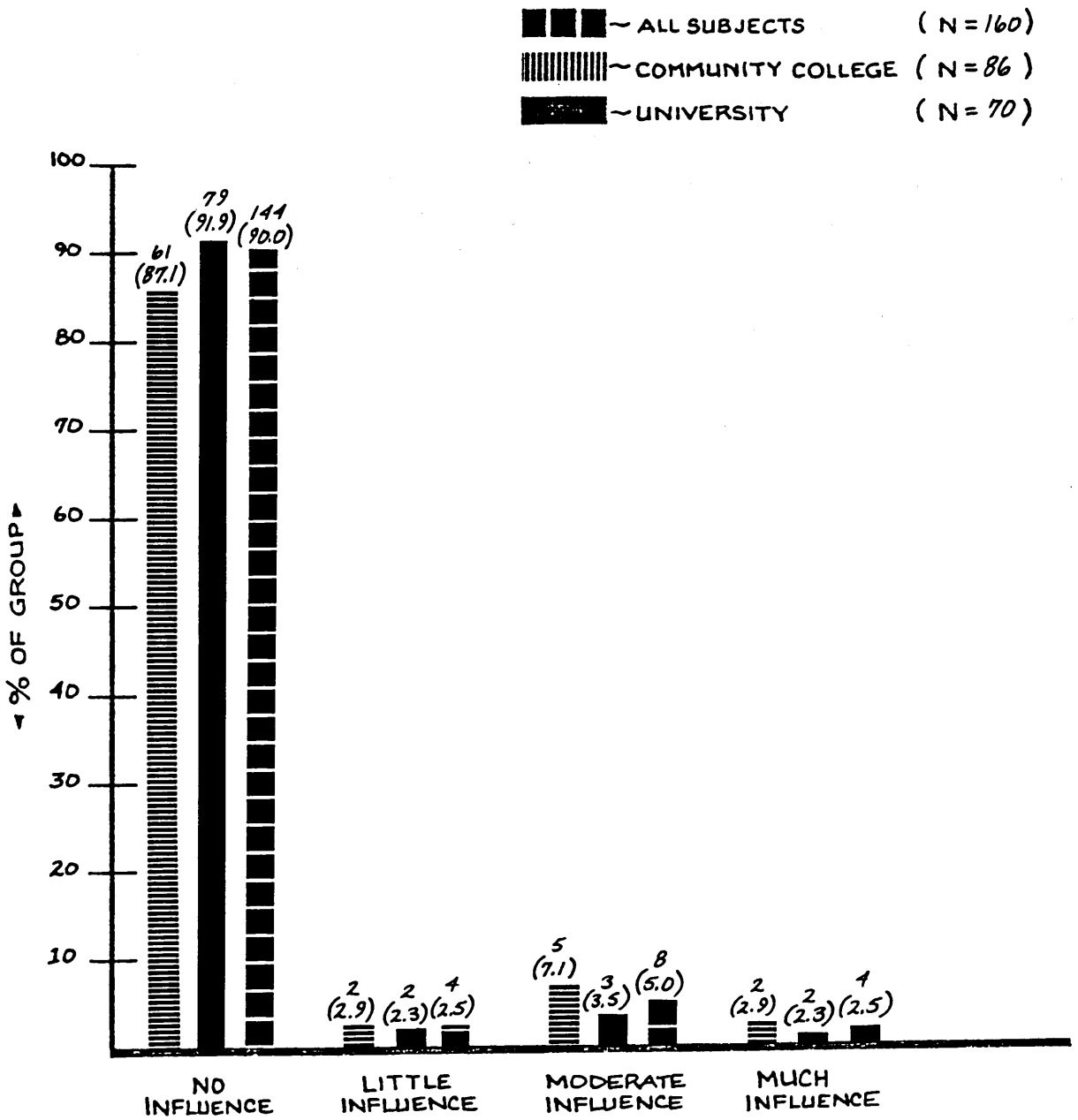


Figure 50. EPS Scale - To escape an unhappy relationship

order to escape an unhappy relationship. Sixty-one (87.1%) of the participants answered that this problem had had no influence on their decision, two (2.9%) said there was little influence, five (7.1%) said it was of moderate influence, and two (2.9%) women said it was of great influence. One person failed to respond.

Frequency Count on Education Participation Scale Factor - TO PROVIDE A CONTRAST TO MY PREVIOUS EDUCATION

All Subjects. The data on this item show that 72 (44.2%) of the respondents said that a contrast to a previous education had had no influence upon their decision to return to school. Twenty-five (15.3%) women said that there was little influence, 32 (19.6%) said there was moderate influence, and 34 (20.9%) acknowledged that there was much influence. Four participants failed to respond.

University Subjects. The EPS factor "to provide a contrast to my previous education" was answered as follows: 51 (58.4%) of the university group said it had no influence on their decision to re-enter, 12 (13.5%) said there was little influence, 16 (18%) said it was moderately important, and nine (10.1%) women said it was a great influence. Two people did not respond.

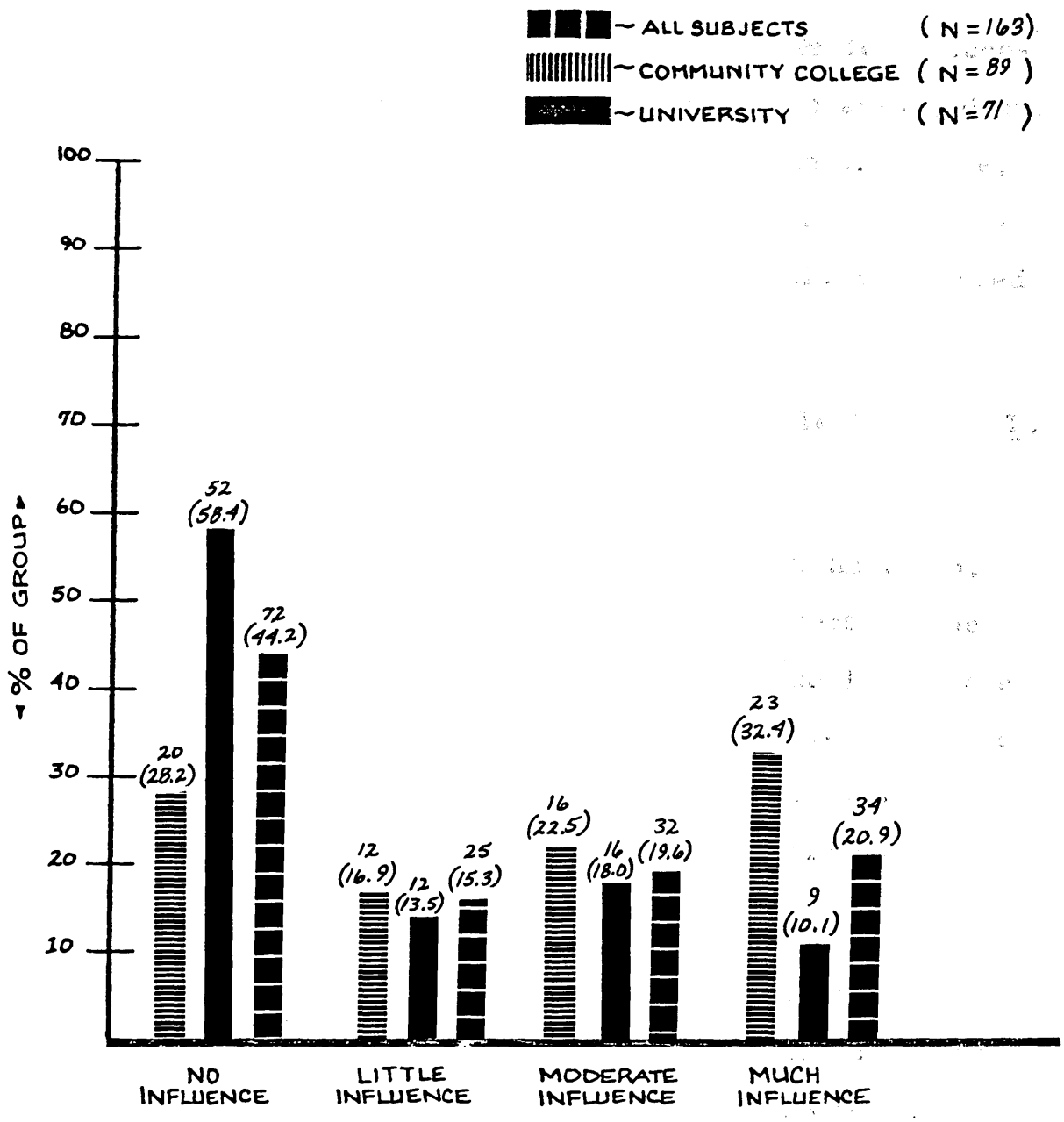


Figure 51. EPS Scale - To provide a contrast to my previous education

Community College Subjects. When asked if they had returned to school to provide a contrast to previous education, 20 (28.2%) of the community college group answered no. Twelve (16.9%) women said there had been little influence, 16 (22.5%) said there was moderate influence, and 23 (32.4%) said their decision to re-enter had been greatly influenced by this problem.

Frequency Count on Education Participation Scale Factor - TO COMPLY WITH THE SUGGESTIONS OF SOMEONE ELSE

All Subjects. According to the data, over half (85, 52.8%) of the participants in the survey said that no one else influenced their decision to return to school. Of the remaining women, 34 (21.1%) said there was little influence, 20 (12.4%) women admitted to moderate influence, and 22 (13.7%) were strongly influenced. Six people did not respond.

University Subjects. Complying with suggestions of others as a reason for re-entering school was not an influence for 34 (39.5%) of the university group. Twenty-two (25.6%) women said it was of little influence, 14 (16.3%) said it was of moderate influence, and 16 (18.6%) said it had great influence on their decision. Five women did not respond.

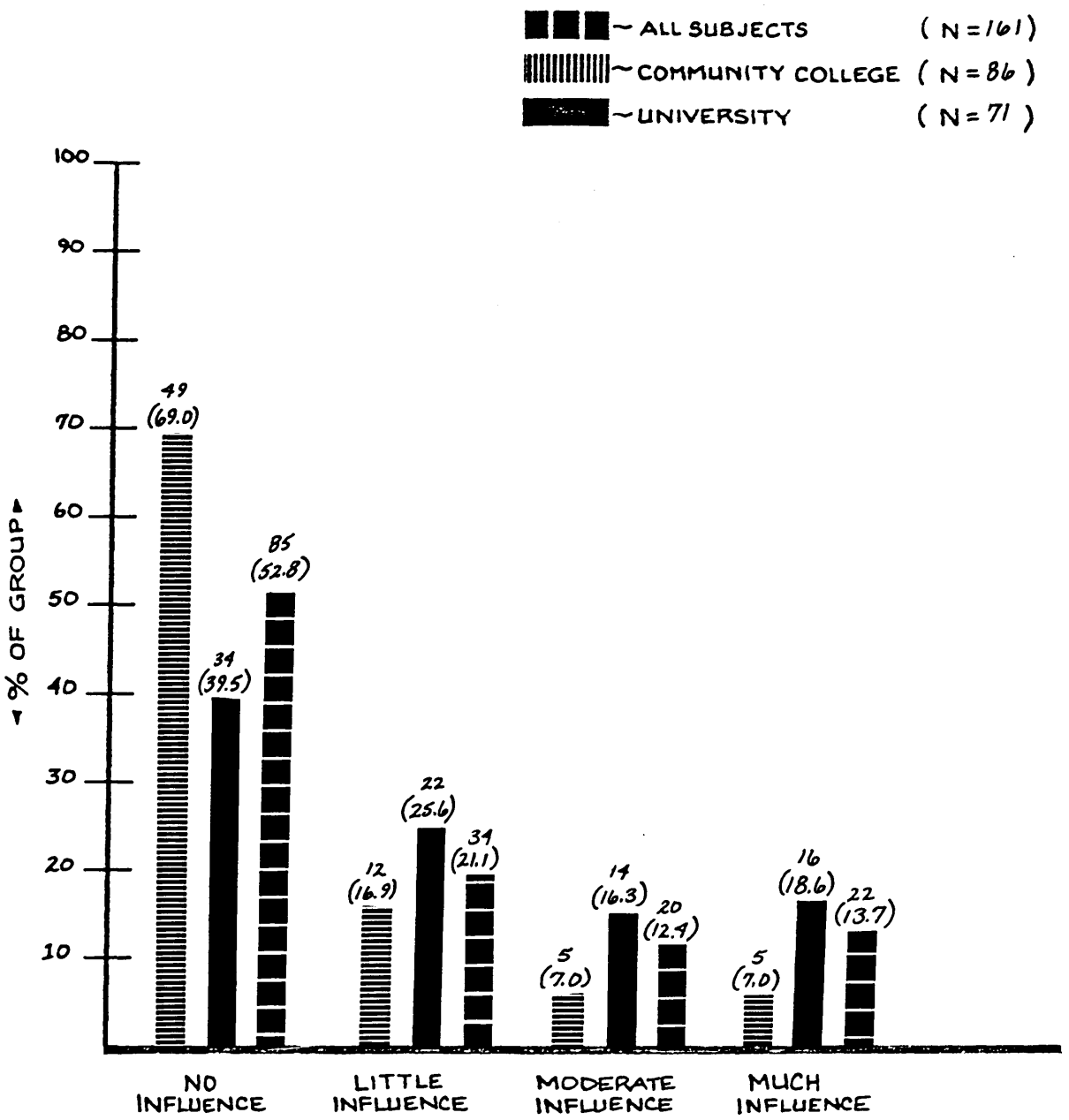


Figure 52. EPS Scale - To comply with the suggestions of someone else

Community College Subjects. Forty-nine (69%) community college women said they had not been influenced by anyone else when they decided to return to school. Twelve (16.9%) women said there had been little influence, five (7%) said there was moderate influence, and five (7%) women said there had been much influence.

Frequency Count on Education Participation Scale Factor - TO LEARN JUST FOR THE SAKE OF LEARNING

All Subjects. In an almost even distribution, 41 (25.2%) of the women surveyed said that learning just for the sake of learning had had no influence on their decision to return to school. Thirty-seven (22.7%) women acknowledged little influence, 41 (25.2%) said there was moderate influence, and 44 (27%) said that there was much influence. Four people did not respond to this item.

University Subjects. The data on this factor, to learn just for the sake of learning, show the following totals: 18 (20.5%) of the university group said it had no influence on their decision to return to school, and 22 (25%) said it was of little influence. Twenty-four (27.3%) women said there was moderate influence, and 24 (27.3%) said there was much influence. Three people did not respond.

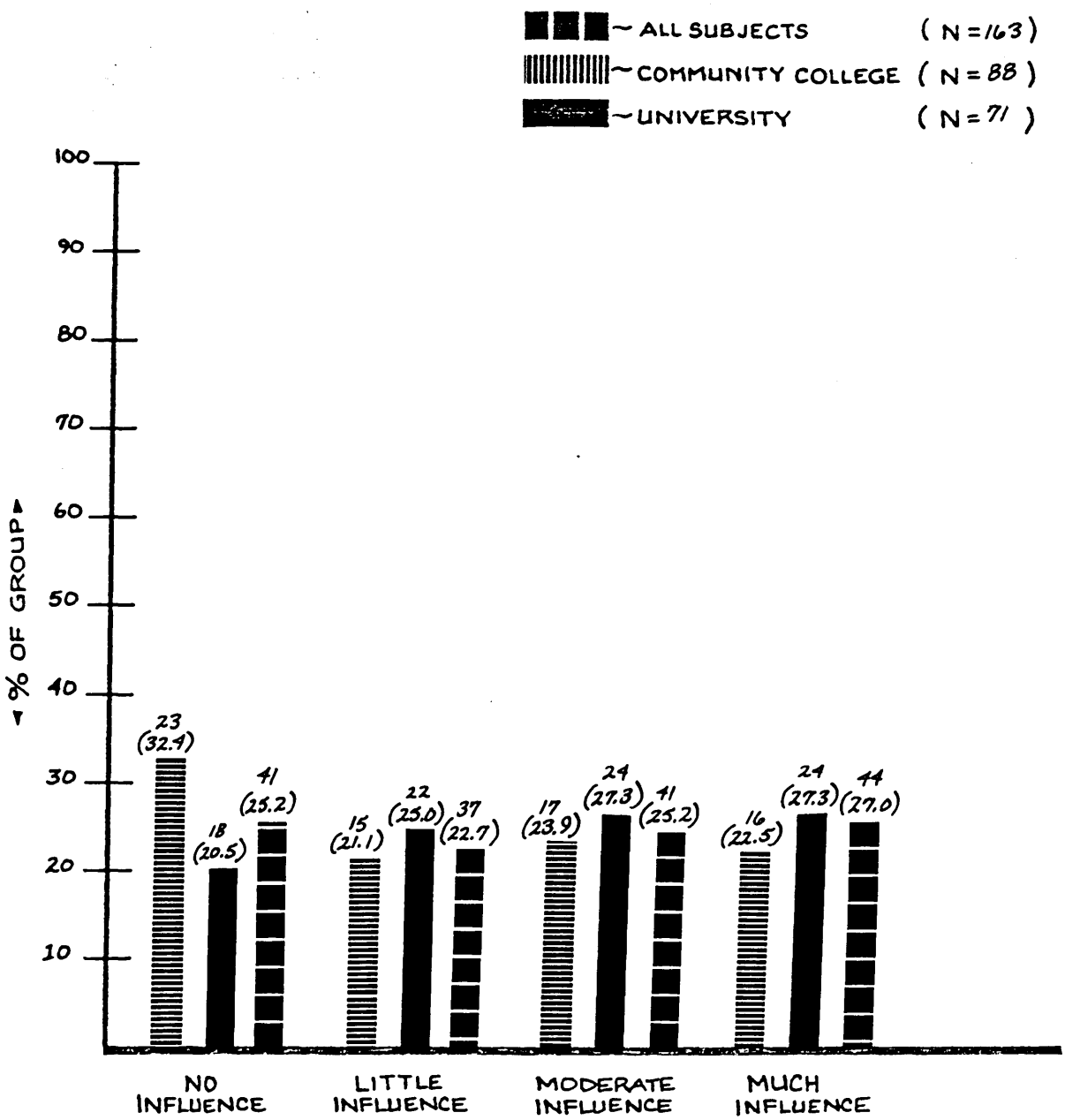


Figure 53. EPS Scale - To learn just for the sake of learning

Community College Subjects. When asked if they had returned to school to learn just for the sake of learning, 23 (32.4%) of the community college women surveyed said no. Fifteen (21.1%) women said there had been little influence, 17 (23.9%) said there had been moderate influence, and 16 (22.5%) responded to much influence.

Frequency Count on Education Participation Scale Factor - TO MAKE NEW FRIENDS

All Subjects. Ninety-one (56.2%) of those women surveyed said that making new friends had no influence on their decision to return to school. Fifty (30.9%) women acknowledged that there was little influence, 17 (10.5%) said there was moderate influence, and only four (2.5%) women said making new friends had great influence on their decision. Five women did not respond.

University Subjects. According to the survey, making new friends is a relatively unimportant reason for re-entry. The data show that 56 (64.4%) of the university women felt no influence, 26 (29.9%) said there was little influence, four (4.6%) said there was moderate influence, and one (1.1%) woman said there was much influence. Four people did not respond.

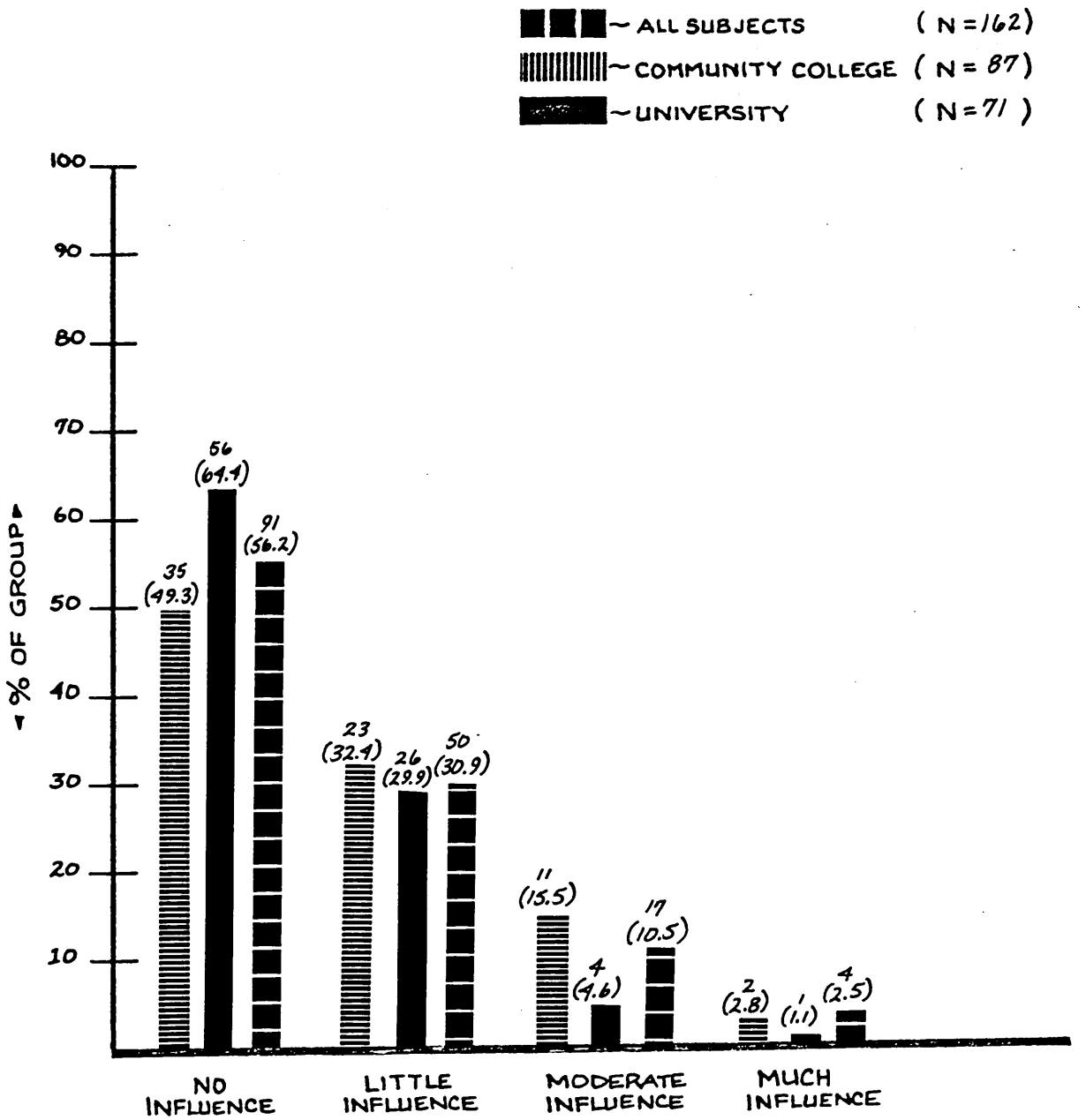


Figure 54. EPS Scale - To make new friends

Community College Subjects. Returning to the community college to meet and make new friends apparently had little influence on these participants when they decided to return to school. Thirty-five (49.3%) of the respondents said that this question had no influence on their decision, 23 (32.4%) said there was little influence, 11 (15.5%) said there was moderate influence, and only two (2.8%) women said this was of great influence.

Frequency Count on Education Participation Scale Factor - TO IMPROVE MY ABILITY TO PARTICIPATE IN COMMUNITY WORK

All Subjects. Of the 167 women responding to the survey, 92 (56.1%) answered that this particular item had no influence upon the decision to return to school. Thirty-five (21.3%) said it was of little influence, 25 (15.2%) said there was moderate influence, and 12 (7.3%) women were greatly influenced. Three women did not respond to this item.

University Subjects. When asked if they had re-entered school to improve their ability to participate in community affairs, the university group answered as follows: 55 women (61.8%) said there was no influence, 19 (21.3%) said there was little influence, ten (11.2%) said there was moderate influence, and five (5.6%) women said there was much

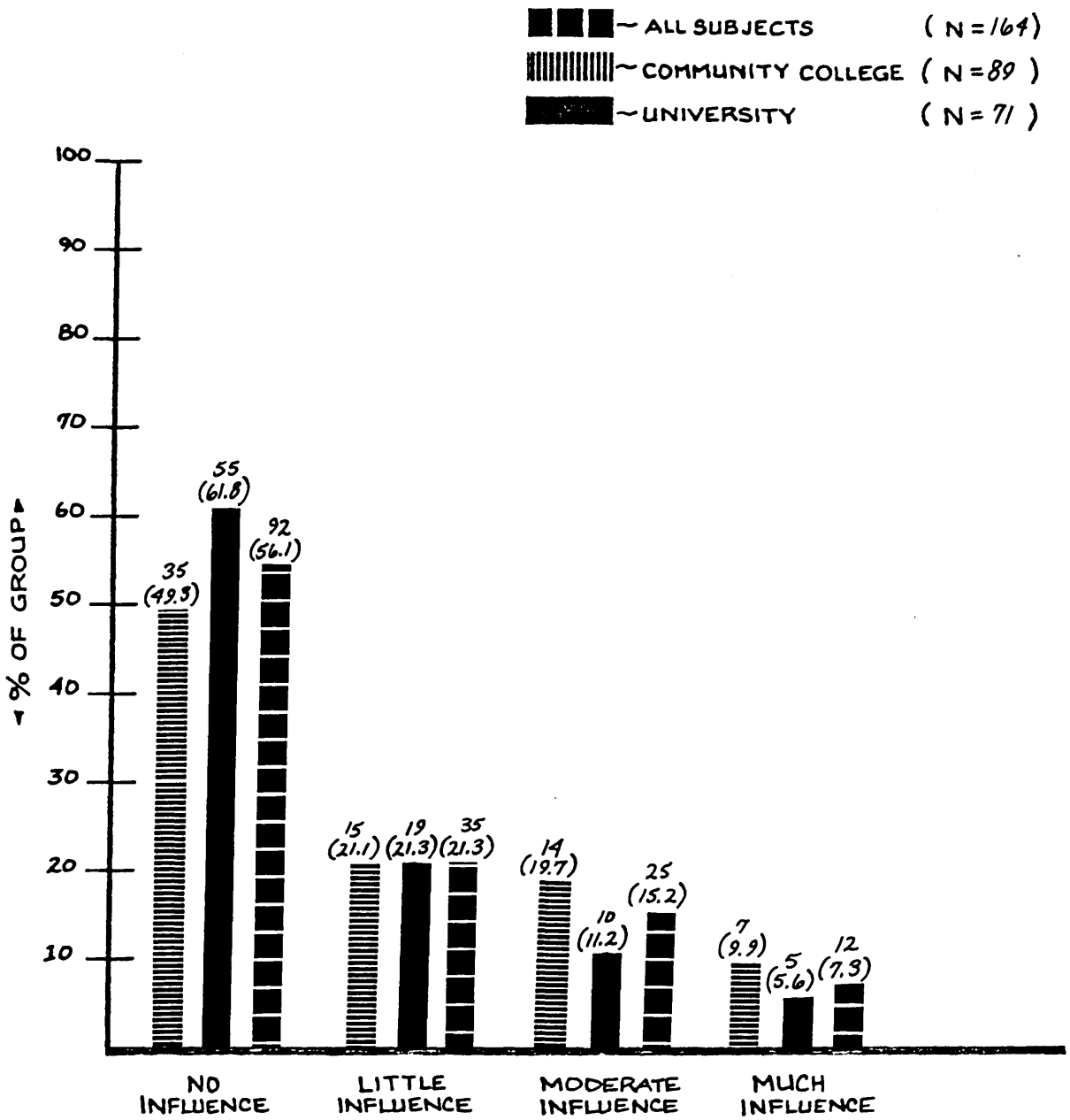


Figure 55. EPS Scale - To improve my ability to participate in community work

influence. Two women did not respond.

Community College Subjects. When asked if they had returned to school in order to improve their ability to participate in community work, 35 (49.3%) of the community college women answered no. Fifteen (21.1%) said there had been little influence, 14 (19.7%) said there was moderate influence, and seven (9.9%) women responded that this issue had much influence upon their decision to re-enter.

Frequency Count on Education Participation Scale Factor - TO COMPLY WITH INSTRUCTIONS FROM SOMEONE ELSE

All Subjects. According to the data, 101 (62%) of the survey participants said that when they decided to return to school, they were not complying with instructions from anyone else. Twenty-seven (16.6%) women listed there was little influence, 17 (10.4%) acknowledged moderate influence, and 18 (11%) said there was much influence involved. Four women did not respond.

University Subjects. Did you re-enter school in order to comply with instructions from someone else? In answer to this question, 41 (46.6%) of the university women said there was no influence, 17 (19.3%) said there was little influence, 14 (15.9%) said there was moderate influence, and 16 (18.2%) women acknowledged much influence. Three people did

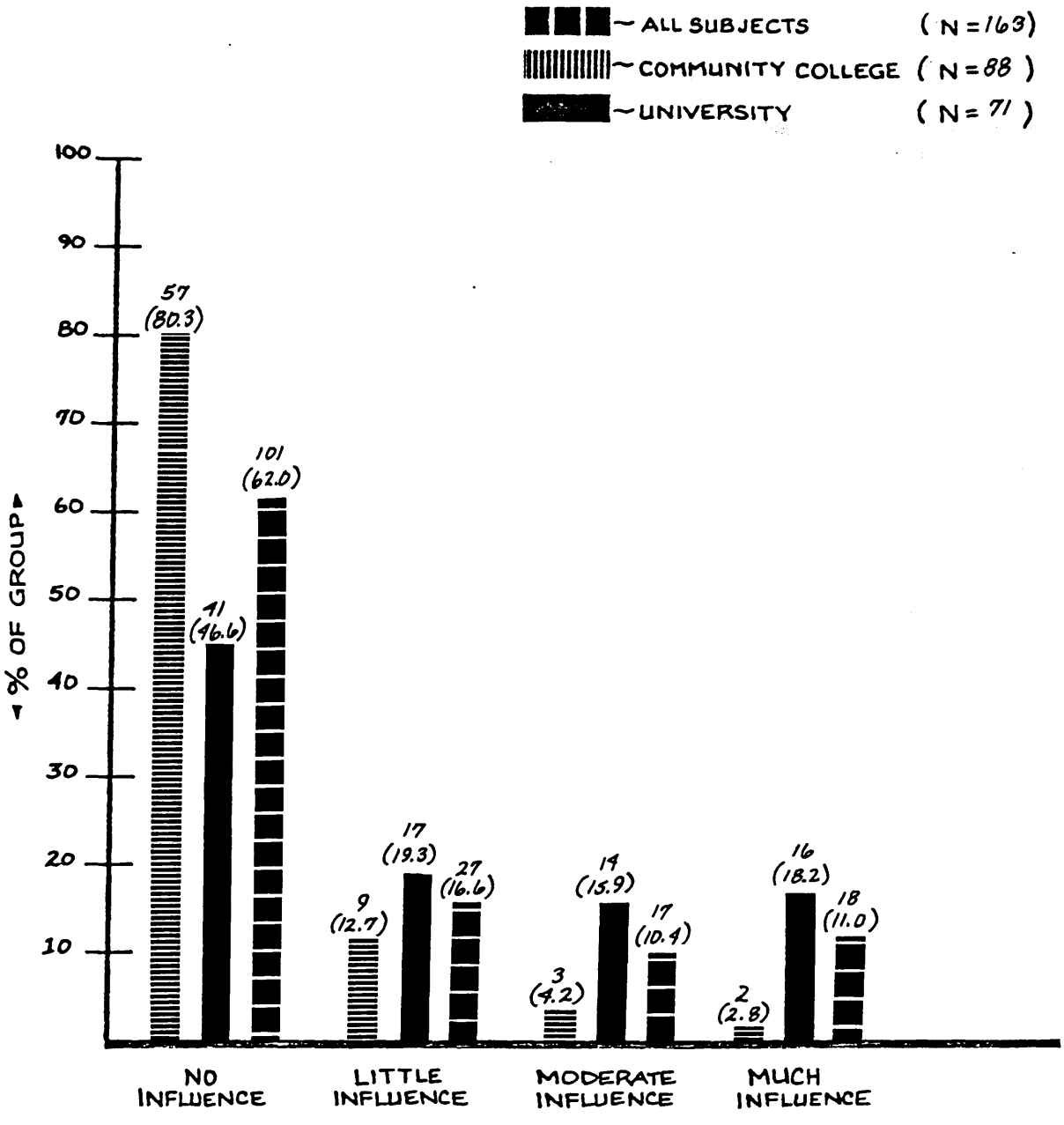


Figure 56. EPS Scale - To comply with instructions from someone else

not respond.

Community College Subjects. The community college re-entry women were asked if they had returned to school because someone had instructed them to do so. Fifty-seven (80.3%) women responded that this had had no influence on their decision to re-enter, nine (12.7%) said there was little influence, three (4.2%) said there was moderate influence, and only two (2.8%) said this question had had much influence on the re-entry decision.

Chi Square Analyses

Chi square analyses are presented in Tables 1, 2, 3, 4, 5, 6, 7. Of the seven demographic variables, those examined for age, marital status, and number of children, were not significant at the acceptable level of $p<.05$. The relationships of these variables to membership in one of the two returning women groups must be considered a chance distribution (see Tables 1, 2, 3). The remaining variables (family income, ethnicity, years out of school, and basic goal for returning) were calculated and each was found to have a significant Chi Square at $p<.05$.

Income

When asked combined family income, 57.8% of the women surveyed disclosed annual earnings of $25,000 or above.

Table 1

Chi Square Analysis for

Demographic Variable: Age

	Count Row % Col % Total	Community College	University	Row Total
AGE				
25-34	1.	24 49.0	25 51.0	49 30.4
35-44	2.	28 45.2	34 54.8	62 38.5
45-54	3.	15 36.6	26 63.4	41 25.5
55-64	4.	3 37.5	5 62.5	8 5.0
Over 64	5.	1 100.0	0 0.0	1 0.6
	Column Total	71 44.1	90 55.9	161 100.0

It should be noted that four out of ten (40%) of the valid cells had expected cell frequency less than 5.0.

$\chi^2=2.84$ df=4 p=0.58 NS

Table 2

Chi Square Analysis for

Demographic Variable:

Marital Status

	Count Row % Col % Total %	Community College	University	Row Total
MARITAL STATUS				
Single	1.	7 26.9	19 73.1	26 16.3
Married	2.	42 42.0	58 58.0	100 62.5
Separated	3.	2 66.7	1 33.3	3 1.9
Divorced	4.	15 65.2	8 34.8	23 14.4
Widowed	5.	5 62.5	3 37.5	8 5.0
	Column Total	71 44.4	89 55.6	160 100.0

It should be noted that four out of ten (40%) of the valid cells had an expected cell frequency less than 5.0.

$\chi^2=9.15$ df=4 p=0.05 NS

Table 3

Chi Square Analysis for

Demographic Variable:

Number of Children

	Count Row % Col % Total %	Community College	University	Row Total
NUMBER OF CHILDREN				
0	1.	11 30.6	25 69.4	36 22.2
1-2	2.	42 50.0	42 50.0	84 51.9
3-4	3.	16 45.7	19 54.3	35 21.6
5-6	4.	2 28.6	5 71.4	7 4.3
	Column Total	71 43.8	91 56.2	162 100.0

It should be noted that two out of eight (25%) of the valid cells had an expected cell frequency less than 5.0.

$\chi^2=4.58$ df=3 p=0.20 NS

Table 4

Chi Square Analysis for

Demographic Variable:

Income

	Count Row % Col % Total %	Community College	University	Row Total
INCOME				
<10000	1.	13 92.9	1 7.1	14 8.7
10000-14999	2.	12 63.2	7 35.8	19 11.8
15000-19999	3.	7 50.0	7 50.0	14 8.7
20000-24999	4.	12 57.1	9 42.9	21 13.0
25000 & up	5.	26 28.0	67 72.0	93 57.8
	Column Total	70 43.5	91 56.5	161 100.0

χ^2=27.83 df=4 p=0.00

Table 5

Chi Square Analysis for

Demographic Variable:

Ethnic Group

	Count Row % Col % Total %	Community College	University	Row Total
ETHNIC GROUP				
White	1.	66 43.1	87 56.9	153 94.4
Black	2.	5 100.0	0 0.0	5 3.1
Hispanic	3.	0 0.0	4 100.0	4 2.5
	Column Total	71 43.8	91 56.2	162 100.0

$\chi^2=9.55$ df=2 p=0.00

Table 6

Chi Square Analysis for

Demographic Variable:

Years Out of School

Before Return

	Count Row % Col % Total %	Community College	University	Row Total
YEARS OUT OF SCHOOL BEFORE RETURN				
1-3	1.	3 8.6	32 91.4	35 21.6
4-6	2.	11 55.0	9 45.0	20 12.3
7-10	3.	9 34.6	17 65.4	26 16.0
11-15	4.	15 45.5	18 54.5	33 20.4
>=16	5.	33 68.8	15 31.3	48 29.6
	Column Total	71 43.8	91 56.2	162 100.0

χ^2=31.72 df=4 p=0.00

Table 7

Chi Square Analysis for

Demographic Variable:

Basic Goal for

Returning

	Count Row % Col % Total %	Community College	University	Row Total
BASIC GOAL FOR RETURNING				
Voc or Occ Train	1.	47 61.0	30 39.0	77 48.7
Univ Degree	2.	23 28.4	58 71.6	81 51.3
	Column Total	70 44.3	88 55.7	158 100.0
Corrected χ^2=15.75		df=1	p=0.0001	
Raw χ^2=17.04		df=1	p=0.0000	

The lowest percentages were $10,000 and under and $15,000-$19,999 (8.7% respectively). When computed, the attained Chi square was 27.83986 with four degrees of freedom, giving a significance of $p<.0001$. This distinct significance indicates a difference between the college groups as far as income is concerned (see Table 4). There was a significant trend for persons with higher combined income to return to the university whereas those with lower incomes returned to the community college.

Ethnicity

When asked to indicate ethnicity, 153 women said they were white (94.4%), while five community college students were black, and four university students were Hispanic. Five observations were missing. Because of the obvious group differences such that the Chi square calculations involve empty cells, the analysis is regarded as invalid (see Table 5).

Years Out of School

According to Table 6, almost 30% of the returning students indicated an absence from school of 16 years or more. More than half of those students were in the community college group (33 community college students; 15 university students). In the second highest percentage group, away

one to three years, the numbers were heavily weighted on the university side. Thirty-two university students (35% of this total university group; 91.4% of the category) indicated an absence of one, two, or three years, while only three community college students (4% of the total community college group) fell into that category. The two extreme categories contributed 51% of the total, while the three middle categories totaled about 49%. With 162 cases (five missing observations), the calculated Chi square was 31.72727 with four degrees of freedom. This was significant at 0.0001, supporting a difference between the groups. In the question about years out of school, the trend of the two groups of students seemed to indicate that the longer one had been out of school, the more likely she was to return to the community college (see Table 6).

Basic Goal for Returning

The community college returnees and the university women were asked their basic goal for returning, the choices being vocational-occupational training and university degree. Of the community group, 61% indicated the vocational choice, while 39% of the university group marked that choice. On the other hand, 71.6% of the women of the university group responded to the degree choice, while 28.4% of the community college women chose the degree

track. From the survey, of 158 answeres (nine missing observations), the corrected Chi square with one degree of freedom was calculated at 15.75006. The significant value was 0.0001, indicating a distinct difference in the groups (see Table 7). The trend was predictable.

Summary of Chi Square Findings

The crosstabulation functions which provided data between the groups on the demographic variables, revealed that there were significant differences in some areas. Age, marital status, and number of children were not significantly distributed between the two groups of returning women students. Income, ethnicity, years out of school, and basic goal for returning did yield significant and distinct differences between the groups. Distinct trends emerged in income (the higher the income, the more likely the woman will return to the university), and in years out of school (the longer a woman is out of school, the more likely it is she will return to the community college).

Canonical Correlation

Hypothesis one states that there will be no predictive relationship between the Education Participation Scale and predictors drawn from the demographic data variables and the Recent Life Changes Questionnaire. In order to test

this hypothesis, a canonical correlation analysis was calculated.

When the EPS factor (social contact, social stimulation, professional advancement, community service, external expectations, cognitive interest) were tested against the demographic data and the RLCQ adjusted total, two significant canonical variates were obtained with canonical correlations of .68 and .46, respectively, and significance levels of 0.001 and 0.012.

From the significant canonical variables of the first variate, it was determined that the white university re-entry woman had a low need for social stimulation and professional advancement, but high need for external expectations and cognitive interests (see Table 8).

From the significant canonical variables of the second variate, it was shown that the widowed Hispanic community college re-entry woman had high need for social contact and external expectation (see Table 8).

In order to test with ethnicity not considered, the analysis was run for a second time. Thus, program adjustments which reduced variability in demographic data concerning ethnicity were made. That particular variable was entered using "white or not" rather than the full range of values indicating ethnic status.

Table 8

Canonical Correlation

Analysis 1

Number	Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-square	df	Significance
1	0.46576	0.68246	0.27560	186.87452	78	0.000
2	0.22086	0.46995	0.51588	95.97317	60	0.002

Coefficients for canonical variables of the second set

	CANVAR 1	CANVAR 2
DEMO1	0.01636	-0.08709
MDUM1	0.05970	-0.23644
MDUM2	-0.28434	-0.74304
MDUM3	-0.20071	-0.74367
MDUM4	-0.08504	-0.77241
DEMO3	0.11923	0.27924
DEMO4	0.11714	0.24765
RDUM1	0.31594	-0.36627
RDUM2	0.05249	-0.53834
DEMO6	-0.14343	0.10908
DEMO7	0.08697	-0.16130
COLLEGE	0.74612	-0.40686
ADJTOT	-0.25603	-0.29991

Coefficients for canonical variables of the first set

	CANVAR 1	CANVAR 2
SOCCON	0.01110	0.68958
SOCSTM	-0.75214	0.22897
PROADV	-0.38583	-1.04276
COMSER	0.14301	-0.23652
EXTEXP	0.73433	0.33327
COGINT	0.34917	-0.01537

In examining the second canonical correlation analysis, two significant canonical variates were obtained with canonical correlations of .68 and .45, respectively, and significance levels of 0.001 and 0.012. This second canonical correlation indicated that the community college student had a high need for social stimulation and professional advancement, while the white university student's needs were high in professional advancement and community service, but low in social contact. The university women also had high life stresses (see Table 9).

Stepwise Regression

To test hypothesis two, the Education Participation Scale subscales (SOCCON, SOCSTM, PROADV, COMSER, EXTEXP, COGINT, and TOTEPS) were regressed against certain predictors drawn from the demographic scale (ethnicity, whether in community college or university, whether or not married, the Recent Life Changes Questionnaire (ADJTOT). In order to test for significant correlation, a stepwise regression function was implemented, using the EPS subscales serially as dependent variables and the demographic data as independent variables. Each resultant factor was then measured against the adjusted total of the RLCQ. It should be noted that the adjusted total RLCQ was a perceived total of life stresses as the respondents recalled certain events over

Table 9

Canonical Correlation

Analysis 2

Number	Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-square	df	Significance
1	0.46541	0.68221	0.30553	172.52260	72	0.000
2	0.20968	0.45791	0.57152	81.40146	55	0.012

Coefficients for canonical variables of the second set

	CANVAR 1	CANVAR 2
DEMO1	-0.02000	0.18145
MDUM1	-0.06155	0.22970
MDUM2	0.28801	0.74419
MDUM3	0.20665	0.69503
MDUM4	0.09305	0.67957
DEMO3	-0.12354	-0.25153
DEMO4	-0.12122	-0.27144
RDUM1	-0.27419	-0.10042
DEMO6	0.14446	-0.15095
DEMO7	-0.08415	0.20025
COLLEGE	-0.73595	0.34152
ADJTOT	0.25383	0.39574

Coefficients for canonical variables of the first set

	CANVAR 1	CANVAR 2
SOCCON	-0.01877	-0.63003
SOCSTM	0.74730	-0.19219
PROADV	0.39740	0.96581
COMSER	-0.15013	0.45452
EXTEXP	-0.74134	-0.24708
COGINT	-0.35241	0.06326

the past two years.

Predictor of SOCCON

In analyzing the obtained data, Table 10 indicates that the EPS factor social contact (SOCCON) showed a significance at F=.0043 when associated with ethnicity; there was also significance (p=.0013), when the additional variable of community college or university membership entered the equation. The degrees of freedom for step one were one and 151, and df=2, 152 for step two. For the final equation (Step 2), Multiple R=0.2906 and Beta's were .25178 and -0.18075, respectively, for the two independent variables in the equation.

Predictor of SOCSTM

In testing social stimulation (SOCSTM) against whether the respondent was enrolled in a community college or university, ethnicity, marital status, and the life stresses adjusted total (ADJTOT), all four predictors entered the equation. Results are displayed in Table 11.

Step One. Using SOCSTM as the dependent variable and whether the student attended the community college of the university as the final dependent variable in the equation, F=33.823 (p<.0001) with one and 152 degrees of freedom. Multiple % equalled .42664.

Table 10

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

	Equation 1. EPS Subscale Social Contact				
	Dependent Variable - SOCCON				
Step 1	Independent Variable - Whether or not Hispanic				
Step 2	Independent Variable - Whether Subject in Community College or University				
	Step 1		Analysis of Variance		
	Mul. R	.22882		df	SS	MS
	R Square	.05236	Regression	1	2.43844	2.43844
	Adjusted R Square	.04613	Residual	152	44.13267	0.29035
	Standard Error	.53884				
	Beta=.22882	Sig. T=.0043	F=8.39838	Sig. F=.0043*		
		.0001				
	Step 2					
	Mul. R	.29069		df	SS	MS
	R Square	.08450	Regression	2	3.93536	1.96768
	Adjusted R Square	.07238	Residual	151	42.63574	0.28236
	Standard Error	.53137				
	Beta=.25178	Sig. T=.0016	F=6.96880	Sig. F=.0013*		
	-0.18075	.0227				
		.0001				

*p<.05

Table 11

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

Equation 2. EPS Subscale Social Stimulation

Dependent Variable - SOCSTM

Step 1 Independent Variable - Whether Subject in Community College or University

Step 2 Independent Variable - Whether or Not Hispanic

Step 3 Independent Variable - Recent Life Changes Adjusted Total - ADJTOT

Step 4 Independent Variable - Whether or Not Married

Step 1		Analysis of Variance			
Mul. R	.42664		df	SS	MS
R Square	.18202	Regression	1	11.67442	11.67442
Adjusted R Square	.17664	Residual	152	52.46419	0.34516
Standard Error	.58750				

Beta=.42664 Sig. T=.0001 F=33.82329 Sig. F=.0001*
.0001

Step 2					
Mul. R	.47100		df	SS	MS
R Square	.22184	Regression	2	14.22881	7.11441
Adjusted R Square	.21154	Residual	151	49.90980	0.33053
Standard Error	.57492				

Table 11 (continued)

Beta=-0.45219	Sig. T=.0001	F=21.52434	Sig. F=.0001*		
0.20119	.0061				
	.0001				
Step 3		Analysis of Variance			
Mul. R	.49451		df	SS	MS
R Square	.24454	Regression	3	15.68459	5.22820
Adjusted R Square	.22943	Residual	150	48.45401	0.32303
Standard Error	.56835				
Beta=.45668	Sig. T=.0001	F=16.18503	Sig. F=.0001*		
.20320	.0051				
.15073	.0354				
	.0001				
Step 4					
Mul. R	.52208		df	SS	MS
R Square	.27256	Regression	4	17.48194	4.37048
Adjusted R Square	.25304	Residual	149	46.65667	0.31313
Standard Error	.55958				
Beta=.47300	Sig. T=.0001	F=13.95732	Sig. F=.0001*		
.22062	.0022				
.17390	.0149				
.17038	.0178				
	.0001				

*p<.05

Step Two. In step two, ethnicity entered as the second independent variable in the equation. It attained a significant F=21.524 at two and 151 degrees of freedom. Multiple R was .47100.

Step Three. In the third step, SOCSTM was once again used as the dependent variable and the ADJTOT was the new independent variable. The F was significant (p=.0001) at three and 150 degrees of freedom.

Step Four. Step four associated SOCSTM and marital status. With four and 149 degrees of freedom, F=13.957, showing significance. In this step, Multiple R was .52208 and Beta's=.47300, .22062, .17390, and .17038, respectively, for the variables in the equation.

Predictor of Professional Advancement

Equation three associated the EPS subscale professional advancement (PROADV) with the RLCQ adjusted total (ADJTOT). With one and 152 degrees of freedom, F=15.849, showing significance. For this regression equation, Multiple R=.30729.

Predictor of Community Service

As indicated in Table 13, equation four associated the EPS subscale community service with ethnicity (step one)

Table 12

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

	Equation 3. EPS Subscale Professional Advancement					
	Dependent Variable - PROADV					
Step 1	Independent Variable - Recent Life Changes Adjusted Total - ADJTOT					
	Step 1		Analysis of Variance			
	Mul. R	.30729		df	SS	MS
	R Square	.09443	Regression	1	5.10567	5.10567
	Adjusted R Square	.08847	Residual	152	48.96454	.32214
	Standard Error	.56757				
	Beta=.30729	Sig. T=.0001 .0001	F=15.84948	Sig. F=.0001*		

*p<.05

Table 13

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

	Equation 4. EPS Subscale Community Service				
	Dependent Variable - COMSER				
Step 1	Independent Variable - Whether or not Hispanic				
Step 2	Independent Variable - Recent Life Changes Adjusted Total - ADJTOT				
	Step 1		Analysis of Variance		
	Mul. R	.25196		df	SS	MS
	R Square	.06348	Regression	1	6.38872	6.38872
	Adjusted R Square	.05732	Residual	152	94.25024	.62007
	Standard Error	.78744				
	Beta=.25196	Sig. T=.0016	F=10.30326	Sig. F=.0016*		
		.0001				
	Step 2					
	Mul. R	.31393		df	SS	MS
	R Square	.09855	Regression	2	9.91791	4.95896
	Adjusted R Square	.08661	Residual	151	90.72105	.60080
	Standard Error	.77511				
	Beta=.25374	Sig. T=.0013	F=8.25390	Sig. F=.0004*		
	.18727	.0165				
		.0001				

p<.05

and the RLCQ adjusted total (ADJTOT, step two). Significance was found in each of two steps of the regression.

Step One. With one and 152 degrees of freedom, F was significant at p=.0016. In this step, Multiple R=.25196 and the significant predictor was ethnicity (whether or not Hispanic).

Step Two. In the association of community service (COMSER) with the adjusted total and Hispanic membership, the regression function yielded significance at p=.0004. Beta for the two varibles were .25374 and .18727. Multiple R=.31393.

Predictor of EXTEXP

Equation five associated the EPS subscale external expectations (EXTEXP) with whether the student was enrolled in the community college or the university. The analysis of variance regression function produced a significant F (p=.0001) with one and 152 degrees of freedom. Multiple R and Beta were calculated at .36305.

Predictor of COGINT

The EPS subscale cognitive interest (COGINT) was associated with the independent variable, basic goal for returning. In the analysis, F was significant at .0105;

Table 14

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

	Equation 5. EPS Subscale External Expectations					
	Dependent Variable - EXTEXP					
Step 1	Independent Variable - Whether Subject in Community College or University					
	Step 1		Analysis of Variance			
	Mul. R	.36305		df	SS	MS
	R Square	.13180	Regression	1	10.35212	10.35212
	Adjusted R Square	.12609	Residual	152	68.18944	0.44861
	Standard Error	.66979				
	Beta=.36305	Sig. T=.0001	F=23.07575	Sig. F=.0001*		

*p<.05

Table 15

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

	Equation 6. EPS Subscale Cognitive Interest					
	Dependent Variable - COGINT					
Step 1	Independent Variable - Basic Goal for Returning					
	Step 1		Analysis of Variance			
	Mul. R	.20568		df	SS	MS
	R Square	.04230	Regression	1	4.47569	4.47569
	Adjusted R Square	.03600	Residual	152	101.32179	0.66659
	Standard Error	.81645				
	Beta=.20568	Sig. T=.0105 .0001	F=6.71430	Sig. F=.0105*		

*p<.05

there were one and 152 degrees of freedom. Multiple R and Beta were calculated at .20568.

Predictor of TOTEPS

In equation seven, the total score on the EPS total score (TOTEPS) was associated with ethnicity and the adjusted total of the RLCQ (life stresses). TOTEPS was entered as the dependent variable, while ethnic group and ADJTOT were the independent variables.

Step One. The analysis of variance in step one yielded a significnt F=7.935 (p=.0055), with 1, 152 degrees of freedom. Multiple R and Beta calculated .22275.

Step Two. When ADJTOT entered the equation, F=8.179 (p=.0004) with two and 151 degrees of freedom, was obtained. Multiple R equalled .31265 and Beta's were calculated as .22484 and .21940.

Results

When certain demographic predictors were drawn and measured against the EPS subscales and the RLCQ adjusted totals, significance was found in every test. In the final analysis, EPS totals (TOTEPS) against the ADJTOT, yielded significance, and must be accepted as having a meaningful correlation. Null hypothesis two must be rejected.

Table 16

Analysis of Variance

Education Participation Scale

Analysis of Stepwise Regression

	Equation 7. EPS Subscale Total Score on EPS					
	Dependent Variable - TOTEPS					
Step 1	Independent Variable - Whether or not Hispanic					
Step 2	Independent Variable - Recent Life Changes Adjusted Total - ADJTOT					
	Step 1		Analysis of Variance			
	Mul. R	.22275		df	SS	MS
	R Square	.04962	Regression	1	1.40411	1.40411
	Adjusted R Square	.04336	Residual	152	26.89560	0.17694
	Standard Error	.42065				
	Beta=.22275	Sig. T=.0055	F=7.93529	Sig. F=.0055*		
		.0001				
	Step 2					
	Mul. R	.31265		df	SS	MS
	R Square	.09775	Regression	2	2.76624	1.38312
	Adjusted R Square	.08580	Residual	151	25.53347	.16910
	Standard Error	.41121				
	Beta=.22483	Sig. T=.0042	F=8.17952	Sig. F=.0004*		
	.21940	.0052				
		.0001				

*p<.05

T-Test Analysis

In testing Hypothesis three, t-tests were used to test for differences between the community college group and the university group when examined on the Education Participation Scale and the Recent Life Changes Questionnaire. The obtained data revealed significance in only two subscale areas.

The 40 EPS survey items were separated into six categories: social contact (SOCCON), social stimulation (SOCSTM), professional advancement (PROADV), community service (COMSER), external expectations (EXTEXP), cognitive interest (COGINT), and total EPS (TOTEPS). In order to measure the students, the community college women were entered as group one, and the university women were called group two. The RLCQ was entered as ADJTOT (adjusted total), and is a measurement of life crises.

In the results of the t-tests, it was revealed that there were significant differences in the area of social stimulation and external expectations. The social stimulation variance estimate showed a t-value of 5.80 with 160 degrees of freedom, and a two-tailed probability significance of 0.001. The external expectation factor showed a t-value of -5.04 with 159.73 degrees of freedom, and a

tow-tailed probability of 0.001 (see Table 17). Hypothesis three must be rejected as significance was found in two of the tested areas.

Table 17

T-Test Analyses

Group 1 - Community College Group 2 - University							Pooled variance estimate			Separate variance estimate		
Variable	Number of Cases	Mean	Standard Deviation	Standard Error	F Value	2-tail Prob.	T Value	Degrees of Freedom	2-tail Prob.	T Value	Degrees of Freedom	2-tail Prob.
SOCCON EPS Factor Social Contact												
Group 1	71	1.6635	0.581	0.069	1.22	.376	1.94	160	.055	1.91	142.82	0.058
Group 2	91	1.4945	0.527	0.055								
SOCSTM EPS Factor Social Stimulation												
Group 1	71	1.9984	0.648	0.077	1.46	.092	5.80	160	0.001	5.67	134.92	0.001
Group 2	91	1.4579	0.537	0.056								
PROADV EPS Factor Professional Advancement												
Group 1	71	2.9173	0.542	0.064	1.61	.039	0.16	160	.871	0.17	159.98	0.867
Group 2	91	2.9011	0.688	0.072								
COMSER EPS Factor Community Service												
Group 1	71	2.0169	0.840	0.100	1.14	.562	-0.55	160	.581	-0.55	145.67	0.584
Group 2	91	2.0879	0.787	0.083								
EXTEXP EPS Factor External Expectations												
Group 1	71	1.4789	0.553	0.066	1.79	.012	-4.87	160	0.001	-5.04	159.73	0.001
Group 2	91	1.9912	0.740	0.078								
COGINT EPS Factor Cognitive Interest												
Group 1	71	2.7641	0.794	0.094	1.25	.338	-0.78	160	.439	-0.79	156.92	0.433
Group 2	91	2.8681	0.886	0.093								
TOTEPS EPS Factor Total Score on EPS												
Group 1	71	2.1208	0.410	0.049	1.29	.261	1.13	160	.259	1.15	157.69	0.251
Group 2	91	2.0412	0.467	0.049								
ADJTOT Recent Life Changes Adjusted Total												
Group 1	71	603.0704	421.753	50.053	1.17	.490	-0.02	160	.981	-0.02	155.46	0.981
Group 2	91	604.7143	456.620	47.867								

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study has attempted to answer the overall research problem question:

What are the motives and motivations that prompt re-entry women students to return to education?

The question was further delineated into these queries:

1. Why do women elect to return to school?

2. Why do some women choose a degree track while others enter occupational training (Boshier, 1976)?

3. Are there demographic variables common among groups of women who differ in the educational track selected?

4. Did these women experience a life-change event prior to re-entry (Rahé, 1974)?

5. Does a relationship exist between the re-entry process, certain personal characteristics, and environmental circumstances surrounding a woman's decision to return to school?

6. What degree of correlation exists between the Rahé Recent Life Changes Questionnaire and Boshier's

Education Participation Scale when examined with demographic data?

In other words, why do women of various ages and diverse backgrounds choose to return to school? The substance of the study, though, is in the comparisons of two groups of students. Not only is it important to examine motives and motivations, but the idea of choice is an important factor as well.

Conclusions

This study examined two groups of women: those women who re-entered school seeking a degree and those who re-entered because of a need or desire for occupational job training or retraining. Being aware of the motives and motivations of these women may help educators and institutions provide facilities and programs that facilitate and encourage this growing population.

The purpose of this study was to examine the reasons why a woman chooses to return to school. Through analyses of the motives and motivations of these particular students, instructors, institutions, and directors may guide these women toward individual goals and achievements.

In order to determine the identity of these women, they were surveyed by means of three instruments and in two groups. The groups consisted of community college women and

university women. The demographic data included age, marital status, number of children, family income, years out of school, ethnicity, goal for returning, and enrollment classification. The participants were surveyed by means of Boshier's Education Participation Scale which examines the amount of influence certain motivators have upon a person. The students were also surveyed on Rahé's Recent Life Changes Questionnaire, searching for the amount of motivation furnished by a life crisis. Through the EPS subscales totals and the adjusted total of the RLCQ, the two groups were observed.

Group differences were observed, but in a somewhat stable pattern:

1. The university group was motivated by cognitive interests.

2. The community college group appeared to be more motivated by social situation, community service, and external expectations.

3. The longer a woman is out of school, the more likely she is to return to the community college.

4. The university group had higher family incomes.

5. The university students indicated higher life stresses than did the community college group.

These findings were indicated by the demographic data as well as the regression analyses and the Chi square analyses.

Recommendations

Based on the discoveries made through this study, the following recommendation are submitted:

1. Institutions may wish to seriously consider designing curriculum plans to fit the particular group and the individual school. The data indicate that further study is necessary to examine the percentage of Hispanic re-entry women enrolled. Courses should be offered which will fulfill her needs for social contacts and external expectations.

2. For the re-entry graduate woman, the university must offer her courses which will fulfill her external expectations.

3. The courses must be cognitively stimulating.

4. Professors and instructors need to poll classes early in the term to measure the re-entry students' expectations.

5. There is a definite need for further research in the area of re-entry students. Because of the rather early legal retirement age and the growing life expectancy in the United States today, research should look closely and seriously at the older re-entry student. On the other hand, the young re-entry student, perhaps very young parents in need of job training, should be surveyed for motivations.

6. New surveys need to be developed which will examine the microcosm of the motivations of these re-entry students.

7. Questions need to be asked about particular stress situations; ideas and suggestions from the re-entry students must be heard and heeded.

8. There is a need for thorough planning and immediate implementation.

9. Every campus should have counseling programs for the re-entry woman (or any and all re-entry students).

10. There should be recreational and exercise facilities which are available for use at realistic times.

11. Institutions could consider taking classes to the neighborhood. If day-care is a problem, or if the young mother or the elderly man lacks transportation, an institution might examine interests and motivations and take the classroom to a neighborhood facility.

12. There is a need for research in the area of re-entry student needs.

Those things that need to be scrutinized are motives and motivations in tandem with demographic facts; but the research must come from the questioning of the individuals. In order for institutions to provide better services to the students, and therefore serve more people, the research must be conducted, absorbed, and acted upon.

APPENDICES

APPENDIX A

LETTERS OF PERMISSION

AND

PACKET OF TEST MATERIAL

DEPARTMENT OF THE NAVY
NAVAL REGIONAL MEDICAL CENTER
LONG BEACH, CALIFORNIA 90822

IN REPLY REFER TO:
Code 01:tmr
6000
4 June 1982

Ms. Kay Goad
1907 Signet
Euless, Texas 76039

Dear Ms. Goad:

You certainly have my permission to use the Schedule of Recent Experiences in your upcoming studies. I have enclosed a packet for researchers utilizing the most recent developments of that questionnaire, which is now called the Recent Life Changes Questionnaire. For additional guidance I have also enclosed an editorial on the topic.

Best of luck in your dissertation.

Sincerely,

[redacted]

Dissertation/Theses signature page is here.

To protect individuals we have covered their signatures.

The University of British Columbia
FACULTY OF EDUCATION
Department of Administrative, Adult and Higher Education
6298 Biological Sciences Road, Vancouver, B.C. V6T 1Z5 (604) 228-5357

May 6, 1982

Kay Goad
1907 Signet
Euless, Texas 76039
U.S.A.

Dear Kay,

It looks like you have a very interesting dissertation topic. The E.P.S. is now under copywright and available from Learningpress Ltd. (their address is on the enclosed flyer).

I will bring your letter to their attention. They will tell you how to get copies of the scale and scoring key.

Under separate cover I will send a packet of stuff that might be helpful.

Yours,

Roger Boshier
Associate Professor

RB/ka
encl.

Educational Administration Division
6298 Biological Sciences Road
Vancouver, B.C.
V6T 1Z5
(604) 228-5356

**Adult Education Division
5760 Toronto Road
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(604) 228-6349

TARRANT COUNTY JUNIOR COLLEGE DISTRICT
1400 THE ELECTRIC SERVICE BUILDING
FORT WORTH, TEXAS 76102
TEL. 817/336-7851

October 25, 1982

TO THE STUDENT:

TCJC has agreed to assist in this research project on women re-entering education.

Your cooperation is appreciated; separate instructions and a pencil for marking your responses are enclosed in this packet. If you have questions, Mrs. Goad has provided her home telephone number.

Please return your completed packet--please seal the envelope--to your instructor as quickly as possible, who will forward it on to me.

Finally, I assure you that your identity is not requested and that your responses will be aggregated with all the responses received from TCJC students.

Thank you again.

Dissertation/Theses signature page is here.

To protect individuals we have covered their signatures.

Dear Fellow Student,

In order to help complete a doctoral study in Adult and Continuing Education, you are being asked to participate by completing the enclosed test instruments. Instructions accompany each test.

Please be assured that your answers will be completely anonymous. The code numbers on each set of tests are for correlation purposes only; they are necessary in order to assure correct statistical results.

Thank you so much for taking your valuable time to help with this study. Re-entry women are important, and we hope that the answers we obtain will aid in furnishing better services for women who decide to return to school.

K.G.

INSTRUCTIONS:

The following tests were designed to examine the reasons why women decide to return to school. You are asked to complete the tests as accurately as you possibly can.

Tests One (1) and Two (2) are to be answered on the ScanTron card. (Choose the answer you wish, and blacken the corresponding letter-bubble.) Test Three (3) is preceeded by explicit instructions. Please read them carefully, and mark them on the test. Fill in the "adjusted" score according to the instructions.

If you have a problem with the test or the instructions, please call me at 267-6054 (metro) after 5 p.m.

Thank you for your time and effort.

FURTHER INSTRUCTIONS:

Tests One and Two:
Color-coded for clarification
Demographics Test (Test One) - Green
Education Participation Scale (Test Two) - Apricot

1. Do not fill in personal data asked for on ScanTron card.
2. Choose the answer that best suits your stiuation and blacken the answer in the correct space. (A,B,C, or D)
**3. Be sure that your number on the card correctly corresponds to the number on the test.
4. Mark the answers to Test Three directly on the test. (It is blue.)
5. Mark the "adjusted" score on Test Three according to the instructions at the end of the test.
6. Tests One and Two have been color-coded on the answer card.
7. Most gracious thanks.

K.G.

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DEMOGRAPHIC SCALE

TEST I.

1. Choose the answer that best suits your situation and pencil in the answer in the correct space on the card.
2. Be sure that your number on the card correctly corresponds to the number on the test.

---

1. AGE:

a. 25-34 b. 35-44 c. 45-54 d. 55-64 e. 65 and over

2. MARITAL STATUS:

a. Single b. Married c. Separated d. Divorced e. Widowed

3. NUMBER OF CHILDREN:

a. 0 b. 1-2 c. 3-4 d. 5-6 e. More than 6

4. INCOME: (If married, combine income)

a. Below $10,000 b. $10,000-$14,999 c. $15,000-$19,999
d. $20,000-24,999 e. Over $25,000

5. ETHNIC GROUP:

a. White b. Black c. Hispanic d. Oriental e. Other

(If other, please specify here: _____)

6. YEARS OUT OF SCHOOL BEFORE RETURNING:

a. 1-3 b. 4-6 c. 7-10 d. 11-15 e. More than 16

7. BASIC GOAL FOR RETURNING TO SCHOOL:

a. Vocational or occupational training

b. University degree

(Please specify your present degree goal: _____)

8. PRESENT ENROLLMENT:

a. Community College b. Undergraduate standing at university

c. Graduate standing at university

2)

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EDUCATION PARTICIPATION SCALE

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1982

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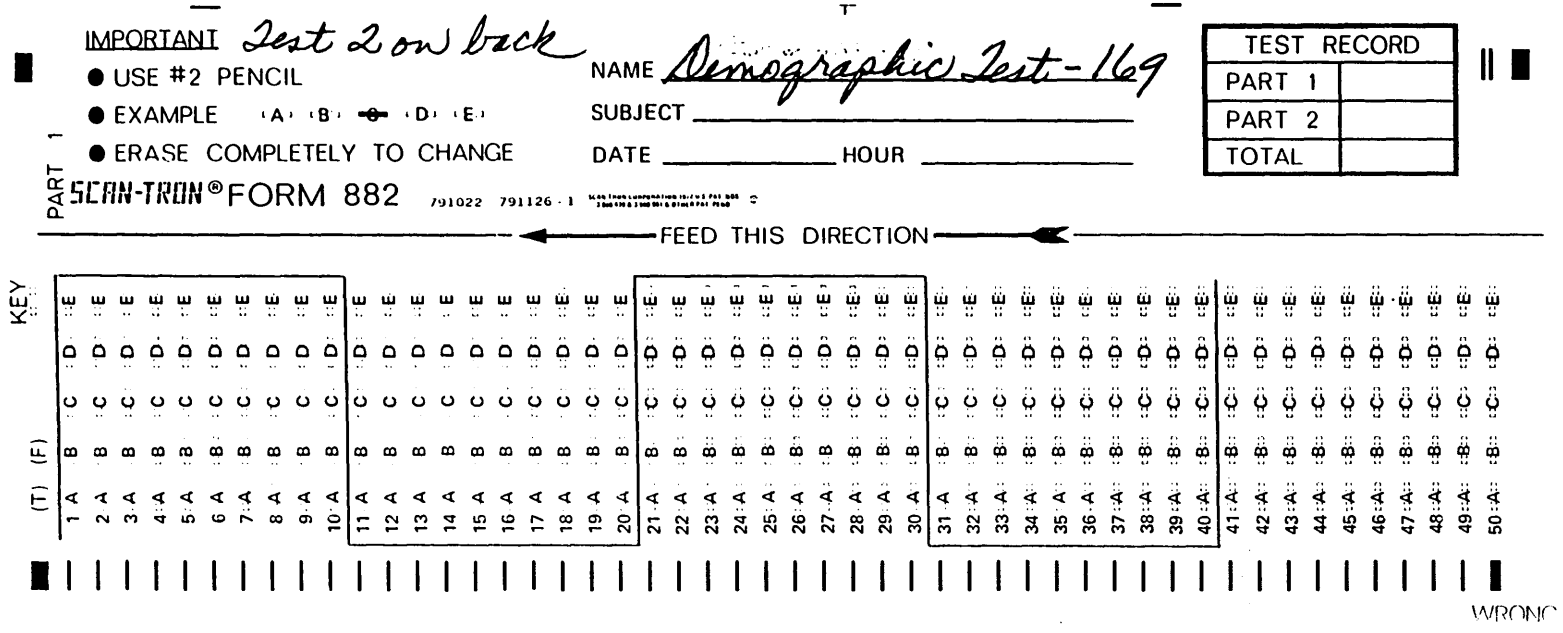
TO WHAT EXTENT DID THESE REASONS INFLUENCE YOU TO ENROLL IN YOUR ADULT EDUCATION CLASS?

Think back to when you enrolled for your course and indicate the extent to which each of the reasons listed below influenced you to participate. **Circle** the category which best reflects the extent to which each reason influenced you to enroll. There are 40 reasons listed. Circle **one** category for each reason. Please be **frank**. There are **no** right or wrong answers.

ANSWER ON CARD.

	A	B	C	D
1. **To seek knowledge for its own sake**	No influence	Little influence	Moderate influence	Much influence
2. **To share a common interest with my spouse or friend**	No influence	Little influence	Moderate influence	Much influence
3. **To secure professional advancement**	No influence	Little influence	Moderate influence	Much influence
4. **To become more effective as a citizen**	No influence	Little influence	Moderate influence	Much influence
5. **To get relief from boredom**	No influence	Little influence	Moderate influence	Much influence
6. **To carry out the recommendation of some authority**	No influence	Little influence	Moderate influence	Much influence
7. **To satisfy an enquiring mind**	No influence	Little influence	Moderate influence	Much influence
8. **To overcome the frustration of day to day living**	No influence	Little influence	Moderate influence	Much influence
9. **To be accepted by others**	No influence	Little influence	Moderate influence	Much influence
10. **To give me higher status in my job**	No influence	Little influence	Moderate influence	Much influence
11. **To supplement a narrow previous education**	No influence	Little influence	Moderate influence	Much influence
12. **To stop myself becoming a "vegetable"**	No influence	Little influence	Moderate influence	Much influence
13. **To acquire knowledge to help with other educational courses**	No influence	Little influence	Moderate influence	Much influence
14. **To fulfill a need for personal associations and friendships**	No influence	Little influence	Moderate influence	Much influence
15. **To keep up with competition**	No influence	Little influence	Moderate influence	Much influence
16. **To escape the intellectual narrowness of my occupation**	No influence	Little influence	Moderate influence	Much influence
17. **To participate in group activity**	No influence	Little influence	Moderate influence	Much influence
18. **To increase my job competence**	No influence	Little influence	Moderate influence	Much influence

	A	B	C	D
19. To gain insight into my personal problems	No influence	Little influence	Moderate influence	Much influence
20. To help me earn a degree, diploma or certificate	No influence	Little influence	Moderate influence	Much influence
21. To escape television	No influence	Little influence	Moderate influence	Much influence
22. To prepare for community service	No influence	Little influence	Moderate influence	Much influence
23. To gain insight into human relations	No influence	Little influence	Moderate influence	Much influence
24. To have a few hours away from responsibilities	No influence	Little influence	Moderate influence	Much influence
25. To learn just for the joy of learning	No influence	Little influence	Moderate influence	Much influence
26. To become acquainted with congenial people	No influence	Little influence	Moderate influence	Much influence
27. To provide a contrast to the rest of my life	No influence	Little influence	Moderate influence	Much influence
28. To get a break in the routine of of home or work	No influence	Little influence	Moderate influence	Much influence
29. To improve my ability to serve mankind	No influence	Little influence	Moderate influence	Much influence
30. To keep up with others	No influence	Little influence	Moderate influence	Much influence
31. To improve my social relationships	No influence	Little influence	Moderate influence	Much influence
32. To meet formal requirements	No influence	Little influence	Moderate influence	Much influence
33. To maintain or improve my social position	No influence	Little influence	Moderate influence	Much influence
34. To escape an unhappy relationship	No influence	Little influence	Moderate influence	Much influence
35. To provide a contrast to my previous education	No influence	Little influence	Moderate influence	Much influence
36. To comply with the suggestions of someone else	No influence	Little influence	Moderate influence	Much influence
37. To learn just for the sake of learning	No influence	Little influence	Moderate influence	Much influence
38. To make new friends	No influence	Little influence	Moderate influence	Much influence
39. To improve my ability to participate in community work	No influence	Little influence	Moderate influence	Much influence
40. To comply with instructions from someone else	No influence	Little influence	Moderate influence	Much influence


IMPORTANT Test 2 on back
● USE #2 PENCIL
● EXAMPLE (A) (B) (D) (E)
● ERASE COMPLETELY TO CHANGE
NAME Demographic Test-169
SUBJECT
DATE HOUR
TEST RECORD
PART 1
PART 2
TOTAL
PART 1
SCAN-TRON® FORM 882 791022 791126-1
FEED THIS DIRECTION
KEY
(T) (F)
WRONG

3

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RECENT LIFE CHANGES QUESTIONNAIRE

I. INSTRUCTIONS FOR MARKING YOUR RECENT LIFE CHANGES

To answer the questions below, mark an "X" in one or more of the columns to the right of each question. If the event in question has occurred to you within the past two years, indicate when it occurred by marking the appropriate column: 0-6 months ago, 7-12 months ago, etc. It may be the case with some of the events below that you experienced them over more than one of the time periods listed for the past two years. If so, mark all the appropriate columns. If the event has not occurred to you during the last two years (or has never occurred to you) leave all the columns empty.

Now go through the questionnaire and mark your recent life changes. The column marked "Your Adjustment Score" will be explained at the end of the questionnaire.

A. HEALTH

Within the time periods listed, have you experienced:	*19-24 mo. ago*	*13-18 mo. ago*	*7-12 mo. ago*	*0-6 mo. ago*	*Your Adjust. Score*
1. an illness or injury which:					
(a) kept you in bed a week or more, or took you to to the hospital?	___	___	___	___	___
(b) was less serious than described above?	___	___	___	___	___
2. a major change in eating habits?	___	___	___	___	___
3. a major change in sleeping habits?	___	___	___	___	___
4. a change in your usual type and/or amount of recreation?	___	___	___	___	___
5. major dental work?	___	___	___	___	___

B. WORK

Within the time periods listed, have you:	*19-24 mo. ago*	*13-18 mo. ago*	*7-12 mo. ago*	*0-6 mo. ago*	*Your Adjust. Score*
6. changed to a new type of work?	___	___	___	___	___
7. changed your work hours or conditions?	___	___	___	___	___
8. had a change in your responsibilities at work:					
(a) more responsibilities?	___	___	___	___	___
(b) less responsibilities?	___	___	___	___	___
(c) promotion?	___	___	___	___	___
(d) demotion?	___	___	___	___	___
(e) transfer?	___	___	___	___	___
9. experienced troubles at work:					
(a) with your boss?	___	___	___	___	___
(b) with co-workers?	___	___	___	___	___
(c) with persons under your supervision?	___	___	___	___	___
(d) other work troubles?	___	___	___	___	___
10. experienced a major business readjustment?	___	___	___	___	___
11. retired?	___	___	___	___	___
12. experienced being:					
(a) fired from work?	___	___	___	___	___
(b) laid off from work?	___	___	___	___	___
13. taken courses by mail or studied at home to help you in your work?	___	___	___	___	___

C. HOME AND FAMILY

Within the time periods listed, have you experienced:					
14. a change in residence:					
(a) a move within the same town or city?	___	___	___	___	___
(b) a move to a different town, city or state?	___	___	___	___	___
15. a change in family "get-togethers"?	___	___	___	___	___

	19-24 mo. ago	13-18 mo. ago	7-12 mo. ago	0-6 mo. ago	Your Adjust. Score
16. a major change in the health or behavior of a family member (illnesses, accidents, drug or disciplinary problems, etc.)?	___	___	___	___	___
17. major change in your living conditions (home improvements or a decline in your home or neighborhood)?	___	___	___	___	___
18. the death of a spouse?	___	___	___	___	___
19. the death of a:					
(a) child?	___	___	___	___	___
(b) brother or sister?	___	___	___	___	___
(c) parent?	___	___	___	___	___
(d) other close family member?	___	___	___	___	___
20. the death of a close friend?	___	___	___	___	___
21. a change in the marital status of your parents:					
(a) divorce?	___	___	___	___	___
(b) remarriage?	___	___	___	___	___
NOTE: (Questions 22-33 concern marriage. For persons never married, go to Item 34)					
22. marriage?	___	___	___	___	___
23. a change in arguments with your spouse?	___	___	___	___	___
24. in-law problems?	___	___	___	___	___
25. a separation from spouse:					
(a) due to work?	___	___	___	___	___
(b) due to marital problems?	___	___	___	___	___
26. a reconciliation with spouse?	___	___	___	___	___
27. a divorce?	___	___	___	___	___
28. a gain of a new family member:					
(a) birth of a child?	___	___	___	___	___
(b) adoption of a child?	___	___	___	___	___
(c) a relative moving in with you?	___	___	___	___	___
29. wife beginning or ceasing work outside the home?	___	___	___	___	___
30. wife becoming pregnant?	___	___	___	___	___
31. a child leaving home:					
(a) due to marriage?	___	___	___	___	___
(b) to attend college?	___	___	___	___	___
(c) for other reasons?	___	___	___	___	___
32. wife having a miscarriage or abortion?	___	___	___	___	___
33. birth of a grandchild?	___	___	___	___	___
D. PERSONAL AND SOCIAL					
Within the time periods listed, have you experienced:					
34. a major personal achievement?	___	___	___	___	___
35. a change in your personal habits (your dress, friends, life-style, etc.)?	___	___	___	___	___
36. sexual difficulties?	___	___	___	___	___
37. beginning or ceasing school or college?	___	___	___	___	___
38. a change of school or college?	___	___	___	___	___
39. a vacation?	___	___	___	___	___
40. a change in your religious beliefs?	___	___	___	___	___
41. a change in your social activities (clubs, movies, visiting)?	___	___	___	___	___
42. a minor violation of the law?	___	___	___	___	___
43. legal troubles resulting in your being held in jail?	___	___	___	___	___
44. a change in your political beliefs?	___	___	___	___	___
45. a new, close, personal relationship?	___	___	___	___	___
46. an engagement to marry?	___	___	___	___	___

	19-24 mo. ago	13-18 mo. ago	7-12 mo. ago	0-6 mo. ago	Your Adjust. Score
47. a "falling out" of a close personal relationship?	___	___	___	___	___
48. girlfriend (or boyfriend) problems?	___	___	___	___	___
49. a loss or damage of personal property?	___	___	___	___	___
50. an accident?	___	___	___	___	___
51. a major decision regarding your immediate future?	___	___	___	___	___
E. FINANCIAL					
Within the time periods listed, have you:					
52. taken on a moderate purchase, such as a T.V., car, freezer, etc.?	___	___	___	___	___
53. taken on a major purchase or a mortgage loan, such as a home, business, property, etc.?	___	___	___	___	___
54. experienced a foreclosure on a mortgage or loan?	___	___	___	___	___
55. experienced a major change in finances:					
(a) increased income?	___	___	___	___	___
(b) decreased income?	___	___	___	___	___
(c) credit rating difficulties?	___	___	___	___	___
Six-month LCU totals	___	___	___	___	
Six-month SLCU totals	___	___	___	___	

INSTRUCTIONS FOR SCORING YOUR ADJUSTMENT TO YOUR RECENT LIFE CHANGE

Persons adapt to their recent life changes in different ways. Some people find the adjustment to a residential move, for example, to be enormous, while others find very little life adjustment necessary. You are now requested to "score" each of the recent life changes that you marked with an "X" as to the amount of adjustment you needed to handle the event.

Your scores can range from 1 to 100 "points." If, for example, you experienced a recent residential move but felt it required very little life adjustment, you would choose a low number and place it in the blank to the right of the question's boxes. On the other hand, if you recently changed residence and felt it required a near maximal life adjustment, you would place a high number, toward 100, in the blank to the right of that question's boxes. For intermediate life adjustment scores you would choose intermediate numbers between 1 and 100.

Please go back through your questionnaire and for each recent life change you indicated with an "X," choose your personal life change adjustment score (between 1 and 100) which reflects what you saw to be the amount of life adjustment necessary to cope with or handle the event. Use both your estimates of the intensity of the life change and its duration to arrive at your scores.

APPENDIX B

COMPUTER PRINT-OUT

- - - - - - - - - - - - - - - - CANONICAL CORRELATION - - - - - - - - - -

Number	Eigenvalue	Canonical Correlation	Wilks' Lambda	Chi-square	D.F.	Significance
1	0.45783	0.56396	0.30723	169.35121	72	0.000
2	0.23475	0.45089	0.57733	78.83134	55	0.019
3	0.13022	0.35086	0.72961	45.23197	40	0.263
4	0.07462	0.27317	0.83888	25.21122	27	0.563
5	0.05303	0.25105	0.90652	14.08268	16	0.593
6	0.03259	0.18027	0.96750	4.74084	7	0.692

Coefficients for canonical variables of the second set

	CANVAR 1	CANVAR 2
DEM01	-0.02118	-0.19502
MDUM1	-0.00685	-0.27921
MDUM2	0.35069	-0.82385
MDUM3	0.22574	-0.72880
MDUM4	0.14134	-0.74271
DEM03	-0.11457	0.25657
DEM04	-0.13764	0.30343
RDUM1	-0.27391	0.09523
DEM06	0.13694	0.16501
DEM07	-0.07335	-0.18045
COLLEGE	-0.73330	-0.34971
ADJTOT	0.24582	-0.30450

Coefficients for canonical variables of the first set

	CANVAR 1	CANVAR 2
SOCCON	-0.02928	0.53893
SOCSTA	0.74410	0.19977
PROADV	0.40134	-0.96976
COMSER	-0.15116	-0.45482
EXTFAP	-0.73968	0.29155
COGLWT	-0.35969	-0.03176

* A N A L Y S I S   O F   V A R I A N C E * * * * * * * * * * * * * * * * * *

Effect: CONTEXT

*** ERROR *** The eigenvalue problem failed to converged.

Univariate F-tests with (1,160) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
SUCCOM	1.13951	18.62310	1.13951	0.30389	3.74370	0.055
SUCSTO	11.65392	55.36013	11.65392	0.34604	33.67811	0.000
PROADV	0.01041	63.10813	0.01041	0.39443	0.02639	0.871
CONSEP	0.20111	105.11042	0.20111	0.65698	0.30611	0.581
EXTEXT	10.46872	70.67128	10.46872	0.44170	23.70122	0.000
COGINT	0.43176	114.77650	0.43176	0.71737	0.60188	0.439
ADJTOT	197.77451	31216453.21932	197.77451	195102.83262	0.00655	0.981

Effect: Constant

Multivariate Tests of Significance (S = 1, M = 2 1/2, N = 76)

Test Name	Value	Approx. F	Hypoth. df	Error df	Sig. of F
Pillais	0.96787	662.66017	7.00	154.00	0.000
Hotellings	30.12119	662.66017	7.00	154.00	0.000
Wilks	0.03213	662.66017	7.00	154.00	0.000
Roys	0.96787				

- -

Eigenvalues and Canonical Correlations

Root No.	Eigenvalue	Pct.	Cum. Pct.	Canon. Cor.
1	30.12119	100.00000	100.00000	0.98380

- -

Dimension Reduction Analysis

Roots	Wilks Lambda	F	Hypoth. df	Error df	Sig. of F
1 TO 1	0.03213	662.66017	7.00	154.00	0.000

- -

Univariate F-tests with (1,160) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
SUCCOM	398.59541	18.62310	398.59541	0.30389	1311.62483	0.000
SUCSTO	465.31329	55.36013	465.31329	0.34604	1344.68729	0.000
PROADV	1370.11584	63.10813	1370.11584	0.39443	3473.69722	0.000
CONSEP	685.32247	105.11042	685.32247	0.65698	1043.14429	0.000
EXTEXT	535.62000	70.67128	535.62000	0.44170	1144.72532	0.000
COGINT	1290.60224	114.77650	1290.60224	0.71737	1799.08573	0.000
ADJTOT	59098984.00617	31216453.21932	59098984.00617	195102.83262	302.91197	0.000

STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

FUNCTION 1:

VARIABLE	1
SOCCON	0.05655
SOCSTR	-0.14567
PROADV	-0.69852
COMSER	0.02912
EXTEXP	-0.10523
COGLIT	-0.50046
ADJUDI	-0.05623

Estimates f[illegible]

Constant

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
1	1.5[illegible]	0.03365	46.17637	0.000	1.49283	1.66522

COLLEGE

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
2	0.[illegible]	0.01365	1.93611	0.055	-0.00168	0.17071

Estimates for SOCAT

Constant

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
1	1.728135257	0.01657	37.10591	0.000	1.63618	1.82013

COLLEGE

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
2	0.279279709	0.04657	5.80328	0.000	0.17830	0.36226

Estimates for PRSTAT

Constant

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
1	2.90417[illegible]212	0.01972	58.50726	0.000	2.81098	3.00737

COLLEGE

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
2	0.0[illegible]7311	0.04972	0.16245	0.871	-0.09012	0.10628

Estimates for [illegible]

Constant

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
1	2.052486[illegible]	0.06417	31.98236	0.000	1.92567	2.17914

COLLEGE

Parameter	Coeff.	Std. Err.	t-Value	Sig. of t	Lower .95 CL	Upper .95 CL
2	-0.[illegible]539	0.06417	-0.55327	0.581	-0.16224	0.09123

Estimates for [illegible]

Constant

Parameter	Coeff.	Std. Err.	T-Value	Sig. of T	Lower .95 CL	Upper .95 CL
1	1.735[illegible]615	0.05262	32.97392	0.000	1.63112	1.83896

COLLEGE

Parameter	Coeff.	Std. Err.	T-Value	Sig. of T	Lower .95 CL	Upper .95 CL
2	-0.256[illegible]775	0.05262	-4.86839	0.000	-0.36008	-0.15225

- -

Estimates for [illegible]

Constant

Parameter	Coeff.	Std. Err.	T-Value	Sig. of T	Lower .95 CL	Upper .95 CL
1	2.8161[illegible]188	0.06706	41.99537	0.000	2.68368	2.94854

COLLEGE

Parameter	Coeff.	Std. Err.	T-Value	Sig. of T	Lower .95 CL	Upper .95 CL
2	-0.052[illegible]631	0.06706	-0.77581	0.439	-0.18446	0.08041

- -

Estimates for [illegible]

Constant

Parameter	Coeff.	Std. Err.	T-Value	Sig. of T	Lower .95 CL	Upper .95 CL
1	603.892353125	34.97111	17.26832	0.000	534.82785	672.95686

COLLEGE

Parameter	Coeff.	Std. Err.	T-Value	Sig. of T	Lower .95 CL	Upper .95 CL
2	-0.821[illegible]1590	34.97111	-0.02350	0.981	-69.88643	68.24257

* A N A L Y S I S O F V A R I A N C E *

Effect: COLLEGE

Multivariate Tests of Significance (S = 1, M = 0, N = 76 1/2)

Test Name	Value	Approx. F	Hypoth. df	Error df	Sig. of F
Pillais	.00435	0.66915	2.00	159.00	0.514
Hotellings	.00842	0.66915	2.00	159.00	0.514
Wilks	.99165	0.66915	2.00	159.00	0.514
Roys	.00435				

Eigenvalues and Canonical Correlations

Root No.	Eigenvalue	Pct.	Cum. pct.	Canon. cor.
1	0.00842	100.00000	100.00000	0.09176

Dimension Reduction Analysis

Roots	Wilks Lambda	F	Hypoth. df	Error df	Sig. of F
1 TO 1	0.99165	0.66915	2.00	159.00	0.514

Univariate F-tests with (1,160) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
TOTEPS	.25239	31.41970	0.25239	0.19635	1.28587	0.259
ADJTOT	107.77451	31716453.21932	107.77451	198102.83262	0.00055	0.981

STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

	FUNCTION NO.
VARIABLE	1
TOTEPS	1.21889
ADJTOT	-0.21661

* A N A L Y S I S O F V A R I A N C E * * * * * * * * * * * * * * * *

Effect: Constant

Multivariate Tests of Significance (S = 1, M = 0, N = 78 1/2)

Test Name	Value	Approx. F	Hypoth. DF	Error DF	Sig. of F
Pillais	0.95736	1784.92881	2.00	159.00	0.000
Hotellings	22.45193	1784.92881	2.00	159.00	0.000
Wilks	0.04264	1784.92881	2.00	159.00	0.000
Roys	0.95736				

- -

Eigenvalues and Canonical Correlations

Root No.	Eigenvalue	Pct.	Cum. Pct.	Canon. Cor.
1	22.45193	100.00000	100.00000	0.97845

- -

Dimension Reduction Analysis

Roots	Wilks Lambda	F	Hypoth. DF	Error DF	Sig. of F
1 TO 1	0.04264	1784.92881	2.00	159.00	0.000

- -

Univariate F-tests with (1,160) D. F.

Variable	Hypoth. SS	Error SS	Hypoth. MS	Error MS	F	Sig. of F
TOTEPS	698.23769	31.41670	698.23769	0.19635	3556.00786	0.000
ADJIQI	59098984.00617	31216453.21932	59098984.00617	195102.83262	302.91197	0.000

- -

STANDARDIZED DISCRIMINANT FUNCTION COEFFICIENTS

FUNCTION NO.

VARIABLE	1
TOTEPS	0.97519
ADJIQI	0.10245

Estimates for [illegible]

Constant

Parameter	Coeff.	Std. Err.	T-value	Sig. of T	Lower .95 CL	Upper .95 CL
1	2.08099726	0.03508	59.31608	0.000	2.01171	2.15028

COLLEGE

Parameter	Coeff.	Std. Err.	T-value	Sig. of T	Lower .95 CL	Upper .95 CL
2	0.039732929	0.03508	1.13396	0.259	-0.02950	0.10907

- -

Estimates for [illegible]

Constant

Parameter	Coeff.	Std. Err.	T-value	Sig. of T	Lower .95 CL	Upper .95 CL
1	603.892354125	34.97111	17.26832	0.000	534.82785	672.95686

COLLEGE

Parameter	Coeff.	Std. Err.	T-value	Sig. of T	Lower .95 CL	Upper .95 CL
2	-0.821931590	34.97111	-0.02350	0.981	-69.88643	68.24257

GROUP 1 = [illegible]
GROUP 2 = [illegible]

Variable	Group	Number of Cases	Mean	Standard Deviation	Standard Error	F Value	2-tail Prob.	Pooled Variance estimate t Value	Pooled Variance estimate degrees of Freedom	Pooled Variance estimate 2-tail Prob.	Separate t Value
SUCCESS [illegible]	GROUP 1	71	1.0000	0.241	0.029	1.72	.376	1.94	160	.055	1.91
	GROUP 2	91	1.0549	0.227	0.024						
SUCSEA [illegible]	GROUP 1	71	1.0986	0.048	0.077	1.46	.092	5.80	160	0.060	5.67
	GROUP 2	91	1.0879	0.347	0.036						
PROADV [illegible]	GROUP 1	71	2.9174	0.342	0.041	1.61	.039	0.16	160	.871	0.17
	GROUP 2	91	2.9011	0.036	0.072						
COMSEP [illegible]	GROUP 1	71	2.0167	0.840	0.100	1.14	.562	-0.55	160	.581	-0.55
	GROUP 2	91	2.0879	0.787	0.083						
EXTEAP [illegible]	GROUP 1	71	1.9787	0.593	0.006	1.79	.012	-4.87	160	0.000	-5.04
	GROUP 2	91	1.9912	0.730	0.078						
COGLAP [illegible]	GROUP 1	71	2.7611	0.794	0.094	1.25	.438	-0.78	160	.439	-0.79
	GROUP 2	91	2.8681	0.846	0.093						
TOTEPS [illegible]	GROUP 1	71	2.1208	0.410	0.049	1.29	.261	1.13	160	.259	1.15
	GROUP 2	91	2.0412	0.397	0.049						
ADJINT [illegible]	GROUP 1	71	603.0709	421.753	50.054	1.17	.490	-0.02	160	.981	-0.02
	GROUP 2	91	611.7143	456.028	47.807						

- - - - - - - - - - - - - - P E A R S O N   C O R R E L A T I O N   C O E F F I C I E N T S - - - - - - - - - -

	[illegible]
SOCCUP	0.1[illegible] (71) P= .153
SOCSTA	0.1[illegible] (71) P= .1[illegible]
PROADV	0.1617 (71) P=0.0[illegible]
COMSER	0.0[illegible]1 (71) P= .2[illegible]
EXTEXP	0.1052 (71) P= .191
COGINT	-0.0[illegible]1 (71) P= .253
TOTEPS	0.2223 (71) P= .031

	ADJFET
SOCCUM	0.1384 (91) P= .095
SOCSTA	0.1145 (91) P= .139
PROADV	0.1[illegible] (91) P= .029
COMSER	0.2337 (91) P= .014
EXTEXP	0.0296 (91) P= .39[illegible]
COGINT	-0.0[illegible] (91) P= .[illegible]
TOTEPS	0.1711 (91) P= .04[illegible]

	ADJTOT
SOCCUM	0.0784 (167) P= .154
SOCSTA	0.1031 (167) P= .092
PROADV	0.2771 (167) P=0.000
COMSER	0.1593 (167) P= .020
EXTEXP	0.0369 (167) P= .318
COGINT	-0.0563 (167) P= .235
TOTEPS	0.1673 (167) P= .015

* *

VARIABLE LIST number 1. Listwise deletion of missing data.

Equation number 1.

Dependent Variable.. SOCIAL FES FACTOR SOCIAL CONTACT

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning Block number 1. method: STEPWISE DEMO1 MDUM1 MDUM2 MDUM3 MDUM4 DEMO3 DEMO4
RDUM3 RDUM1 DEMO6 DEMO7 COLLEGE ADJTOT

Variable(s) entered on step number 1.. RDUM3 WHETHER OR NOT HISPANIC

Multiple R	0.22082
R Square	0.04876
Adjusted R Square	0.04613
Standard Error	0.53891

Analysis of Variance

	Df	Sum of Squares	Mean Square
Regression	1	2.43644	2.43644
Residual	152	44.13267	0.29035

F = 8.39838 Signif F = .0043

---------- Variables in the Equation ----------

Variable	B	SE B	Beta	F	Sig F
RDUM3	0.71047	0.31417	0.22082	2.898	.0043
(CONSTANT)	1.57191	0.01385		35.327	0.0000

---------- Variables not in the equation

Variable	Beta In	Partial	Min Toler
DEMO1	-0.03081	-0.03145	0.987
MDUM1	-0.03846	-0.03940	0.994
MDUM2	0.05272	0.05394	0.992
MDUM3	-0.06094	-0.06259	0.999
MDUM4	-0.08016	-0.08210	0.994
DEMO3	0.05350	0.05481	0.994
DEMO4	-0.04034	-0.04109	0.983
RDUM1	-0.02138	-0.01753	0.637
RDUM2	0.01707	0.01753	0.999
DEMO6	0.07100	0.07245	0.986
DEMO7	-0.03667	-0.03732	0.981
COLLEGE	-0.18075	-0.18417	0.983
ADJTOT	0.11226	0.11531	0.999

* *

Variable(s) entered on step number 2.. COLLEGE WHETHER SUBJ IN COMM COLL OR DRIVER

Multiple R	0.24869
R Square	0.06184
Adjusted R Square	0.04718
Standard Error	0.53137

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	3.93536	1.96768
Residual	151	42.63574	0.28236

F = 6.96880 Signif F = .0013

---------- Variables in the equation ----------

Variable	B	SE B	Beta	F	Sig F
RDUM3	1.00131	0.31235	0.25176	3.207	.0016
COLLEGE	-0.12967	0.04641	-0.19975	-2.303	.0227
(CONSTANT)	1.57917	0.11875		13.352	0.0000

---------- Variables not in the equation ----------

Variable	Beta In	Partial	Min toler
DEMO1	-0.01828	-0.01894	0.969
RDUM1	-0.01837	-0.01903	0.971
RDUM2	0.06974	0.07230	0.974
RDUM3	-0.07195	-0.07505	0.980
RDUM4	-0.11316	-0.11628	0.956
DEMO3	0.04428	0.04609	0.979
DEMO4	0.04086	0.03860	0.817
RDUM1	0.02494	0.02036	0.605
RDUM2	-0.01992	-0.02038	0.973
DEMO6	0.00641	0.00620	0.854
DEMO7	0.02454	0.02404	0.878
ADJIDI	0.11766	0.12291	0.983

* *

Equation number 2.

Dependent Variable.. [illegible] EPS FACTOR SOCIAL STIMULATION

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning block number 1. Method: STEPWISE DEMO1 MDUM1 MDUM2 MDUM3 MDUM4 DEMO3 DEMO4
RDUM3 RDUM4 DEMO6 DEMO7 COLLEGE ADJTOT

Variable(s) entered on step number 1.. COLLEGE WHETHER SOMJ IN COMM COLL OR D-IVER

Multiple R	0.42361
R Square	0.17942
Adjusted R square	0.17601
Standard error	0.58750

Analysis of variance

	Df	Sum of squares	Mean square
Regression	1	11.67442	11.67442
Residual	152	52.46419	0.34516

F = 33.82329 Signif F = 0.0000

---------- Variables in the equation ----------

Variable	b	Se b	Beta	T	Sig T
COLLEGE	-0.55356	0.09520	-0.42361	-5.816	0.0000
(CONSTANT)	2.57137	0.15514		16.574	0.0000

---------- Variables not in the equati

Variable	Beta in	Partial	Min toler
DEMO1	0.05204	0.05745	0.997
MDUM1	-0.06347	-0.00966	0.985
MDUM2	0.12490	0.13766	0.993
MDUM3	-0.03650	-0.04028	0.996
MDUM4	-0.05120	-0.05593	0.976
DEMO3	0.02892	0.03192	0.996
DEMO4	0.06184	0.06303	0.849
RDUM1	-0.08458	-0.09320	0.993
RDUM2	-0.05130	-0.05554	0.958
RDUM3	0.20119	0.22065	0.983
DEMO6	0.09996	0.10260	0.861
DEMO7	0.06626	0.06901	0.887
ADJTOT	0.14807	0.10365	0.999

* *

Variable(s) entered on step number 2.. PDUM3 OWNERSHIP OR NOT HISPANIC

		Analysis of variance	Df	Sum of squares	Mean square
Multiple R	0.47190				
R Square	0.22268	Regression	2	14.22881	7.11441
Adjusted R square	0.21154	Residual	151	49.90980	0.33053
Standard error	0.57492				

F = 21.52431 Signif F = 0.0000

---------- Variables in the equation ----------

Variable	b	Se b	Beta	F	Sig F
COLLEGE	-0.58682	0.09892	-0.45219	-6.248	0.0000
RDUM3	0.23945	0.33795	0.20119	2.780	.0061
(CONSTANT)	7.60453	0.15229		17.103	0.0000

---------- Variables not in the equation ----------

Variable	Beta in	Partial	Min toler
DE101	0.07732	0.08668	0.969
RDUM1	-0.07544	-0.08475	0.971
RDUM2	0.14636	0.16458	0.974
RDUM3	-0.03409	-0.03856	0.980
RDUM4	-0.07176	-0.07998	0.956
DE103	0.04261	0.04811	0.979
DE104	0.10853	0.11121	0.817
RDUM1	0.06424	0.05694	0.605
RDUM2	-0.05130	-0.05694	0.943
DE106	0.11632	0.12206	0.854
DE107	0.04564	0.04849	0.878
AGE101	0.15073	0.17079	0.983

* *

Variable(s) entered on step number 3.. ADJTOT RECENT LIFE CHANGES ADJUSTED TOTAL

Multiple R	0.47151
R Square	0.22234
Adjusted R Square	0.20743
Standard Error	0.56835

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	3	15.08459	5.02820
Residual	150	48.45401	0.32303

F = 16.18503 Signif F = .0000

---------- Variables in the equation ----------

Variable	B	SE B	Beta	T	Sig T
COLLEGE	-0.59265	0.07289	-0.45668	-8.380	0.0000
RDUM3	0.34893	0.33412	0.20320	2.848	.0051
ADJTOT	0.223170-03	.105609-03	0.15073	2.123	.0354
(CONSTANT)	2.47950	0.16156		15.338	0.0000

---------- Variables not in the equati

Variable	Beta In	Partial	Min tol
DEMO1	0.10536	0.11850	0.955
RDUM1	-0.07289	-0.08309	0.970
RDUM2	0.17038	0.19260	0.965
RDUM3	-0.05214	-0.05947	0.979
RDUM4	-0.10616	-0.11772	0.928
DEMO3	0.05178	0.05923	0.979
DEMO4	0.16984	0.16930	0.750
RDUM1	0.05116	0.04591	0.605
RDUM2	-0.04086	-0.04591	0.943
DEMO6	0.14214	0.13989	0.840
DEMO7	0.01904	0.02024	0.853

* *

Variable(s) entered on step number 4.. MDUM2 WHETHER OR NOT MARRIED

Multiple R	0.52298
R Square	0.27356
Adjusted R Square	0.25304
Standard Error	0.55958

Analysis of variance

	DF	Sum of Squares	Mean Square
Regression	4	17.48194	4.37048
Residual	149	46.65667	0.31313

F = 13.95732 Signif F = .0000

---------- Variables in the equation ----------

Variable	B	SE B	Beta	T	Sig T
COLLEGE	-0.01342	0.00188	-0.47300	-6.681	0.0000
RDUM3	1.03018	0.33071	0.22062	3.115	.0022
ADJTOT	0.258530-03	.104960-03	0.17390	2.464	.0149
MDUM2	0.22857	0.09540	0.17038	2.396	.0178
(CONSTANT)	2.34475	0.16881		13.990	0.0000

---------- Variables not in the equati

Variable	Beta In	Partial	Min toler
DEMO1	0.09828	0.11254	0.953
RDUM1	0.03643	0.03461	0.645
RDUM3	-0.02386	-0.02733	0.936
RDUM4	-0.02186	-0.02111	0.678
DEMO3	0.00806	0.00907	0.898
DEMO4	0.08706	0.07204	0.498
RDUM1	0.03281	0.02990	0.603
RDUM2	-0.02620	-0.02990	0.937
DEMO6	0.10351	0.10792	0.789
DEMO7	-0.00395	-0.00425	0.839

* *

Equation number 1.

Dependent variable.. PROADV EPS FACTOR PROFESSIONAL ADVANCEMENT

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning block number 1. method: STEPWISE DEMO1 MDUM1 MDUM2 MDUM3 MDUM4 DEMO3 DEMO4
RDUM3 RDUM4 DEMO6 DEMO7 COLLEGE ADJTOT

Variable(s) entered on step number 1.. ADJTOT RECENT LIFE CHANGES ADJUSTED TOTAL

Multiple R	0.30729
R Square	0.09443
Adjusted R Square	0.08637
Standard Error	0.56787

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	5.10567	5.10567
Residual	152	48.96454	0.32214

F = 15.84948 Signif F = .0001

---------- Variables in the equation ----------

Variable	B	SE B	Beta	T	Sig T
ADJTOT	0.41961D-03	.10540D-03	0.30729	3.981	.0001
(CONSTANT)	2.68758	0.07781		34.540	0.0000

---------- Variables not in the equati

Variable	Beta In	Partial	Min Tol
DEMO1	-0.04182	-0.04337	0.974
MDUM1	0.00953	0.01002	0.999
MDUM2	0.00186	0.00194	0.982
MDUM3	0.13024	0.13598	0.987
MDUM4	0.02867	0.02959	0.964
DEMO3	-0.02946	-0.03084	0.996
DEMO4	0.04309	0.04391	0.940
RDUM1	-0.10637	-0.11155	0.995
RDUM2	0.06517	0.06829	0.994
RDUM3	0.08699	0.09140	0.999
DEMO6	-0.04560	-0.04744	0.980
DEMO7	0.07848	0.08132	0.972
COLLEGE	0.02154	0.02262	0.999

* *

Equation number 1.

Dependent Variable.. COLSEP EPS FACTOR COMMUNITY SERVICE

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning block number 1. Method: STEPWISE DEM01 RDUM1 RDUM2 RDUM3 RDUM4 DEM03 DEM04
RDUM5 RDUM6 DEM06 DEM07 COLLEGE ADMIT01

Variable(s) entered on step number 1.. RDUM3 WHETHER OR NOT HISPANIC

Multiple R	0.25196
R Square	0.06348
Adjusted R Square	0.05732
Standard Error	0.78744

Analysis of variance

	Df	Sum of squares	Mean square
Regression	1	6.38872	6.38872
Residual	152	94.25024	0.62007

F = 10.30326 Signif F = .0016

---------- Variables in the equation ----------

Variable	B	SE B	Beta	F	Sig F
RDUM3	1.47373	0.45912	0.25196	3.210	.0016
(CONSTANT)	2.05960	0.06408		32.140	0.0000

---------- Variables not in the equation ----------

Variable	Beta In	Partial	Min Toler
DEM01	0.06818	0.07000	0.987
RDUM1	-0.06898	-0.07109	0.994
RDUM2	0.03173	0.03266	0.992
RDUM3	0.05938	0.06134	0.999
RDUM4	-0.04584	-0.04722	0.994
DEM03	0.02035	0.02097	0.994
DEM04	-0.08135	-0.08335	0.983
RDUM1	0.09642	0.07955	0.637
RDUM2	-0.07701	-0.07955	0.999
DEM06	-0.00739	-0.00758	0.986
DEM07	0.14430	0.14774	0.981
COLLEGE	0.02483	0.02545	0.983
ADMIT01	0.18727	0.19351	0.999

* *

Variable(s) entered on step number 2.. ADJTOT RECENT LIFE CHANGES ADJUSTED TOTAL

Multiple R	0.41313
R Square	0.07065
Adjusted R square	0.05861
Standard error	0.77511

Analysis of variance

	Df	Sum of squares	Mean square
Regression	2	9.91791	4.95896
Residual	151	90.72105	0.60080

F = 8.25390 Signif F = .0004

---------- Variables in the equation ----------

Variable	B	Se B	Beta	T	Sig T
RDUM3	1.14415	0.45196	0.25474	3.284	.0013
ADJTOT	0.346860-03	.143950-03	0.18727	2.444	.0165
(CONSTANT)	1.25102	0.10670		17.347	0.0000

---------- Variables not in the equati

Variable	Beta in	Partial	Min toler
DEMO1	0.10156	0.10489	0.961
MDUM1	-0.06646	-0.06981	0.994
MDUM2	0.05790	0.06020	0.974
MDUM3	0.03870	0.04050	0.986
MDUM4	-0.08452	-0.08714	0.958
DEMO3	0.03189	0.03343	0.990
DEMO4	-0.03685	-0.03728	0.922
RDUM1	0.07957	0.08673	0.633
RDUM2	-0.06355	-0.06673	0.933
DEMO6	0.01984	0.02054	0.966
DEMO7	0.11562	0.11892	0.953
COLLEGE	0.01927	0.02012	0.983

* *

Equation number 5.

Dependent Variable.. EXTEXP EPS FACTOR EXTERNAL EXPECTATIONS

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning block number 1. method: STEPWISE DEMO1 MDUM1 MDUM2 MDUM3 MDUM4 DEMO3 DEMO4
RDUM3 RDUM4 DEMO6 DEMO7 COLLEGE ADJTOT

Variable(s) entered on step number 1.. COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER

Multiple R	0.36305
R Square	0.13180
Adjusted R square	0.12609
Standard error	0.66979

Analysis of variance

	Df	Sum of squares	Mean square
Regression	1	10.35212	10.35212
Residual	152	68.13944	0.44861

F = 23.07575 Signif F = 0.0000

---------- Variables in the equation ----------

Variable	B	Se B	beta	T	Sig T
COLLEGE	0.52136	0.10853	0.36305	4.804	0.0000
(CONSTANT)	0.97149	0.17687		5.492	0.0000

---------- Variables not in the equation ----------

Variable	Beta In	Partial	Min toler
DEMO1	0.02889	0.03096	0.997
MDUM1	0.10161	0.10825	0.985
MDUM2	-0.03819	-0.04065	0.993
MDUM3	-0.10565	-0.11316	0.996
MDUM4	0.01034	0.01097	0.976
DEMO3	-0.02204	-0.02361	0.996
DEMO4	0.09986	0.09880	0.849
RDUM1	0.07039	0.07528	0.993
RDUM2	-0.07833	-0.08231	0.958
RDUM3	-0.01621	-0.01725	0.983
DEMO6	-0.02796	-0.02785	0.661
DEMO7	-0.02334	-0.02360	0.887
ADJTOT	0.05026	0.05392	0.999

* *

Equation number ..

Dependent Variable.. COGINT EPS FACTOR COGNITIVE INTEREST

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning block number 1. Method: STEPWISE DEMO1 RDUM1 RDUM2 RDUM3 RDUM4 DEMO6 DEMO7 COLLEGE ADJTOT DEMO3 DEMO4

Variable(s) entered on step number 1.. DEMO7 BASIC GOAL FOR RETURNING

Multiple R	0.20568	Analysis of variance				
R Square	0.04230		Df	Sum of squares	Mean square	
Adjusted R square	0.03600	Regression	1	4.47569	4.47569	
Standard error	0.81645	Residual	152	101.32179	0.66659	
		F = 6.71430	Signif F = .0105			

---------- Variables in the equation ----------

Variable	B	SE B	Beta	T	Sig T
DEMO7	0.34142	0.13180	0.20568	2.591	.0105
(CONSTANT)	2.31757	0.21063		11.003	0.0000

---------- Variables not in the equation

Variable	Beta In	Partial	Min Tol
DEMO1	0.04605	0.04705	0.999
RDUM1	-0.04943	-0.05022	0.988
RDUM2	0.08116	0.08242	0.987
RDUM3	-0.02887	-0.02923	0.981
RDUM4	-0.02594	-0.02647	0.997
DEMO3	0.04269	0.04359	0.998
DEMO4	0.07507	0.07557	0.970
RDUM1	0.06362	0.06466	0.995
RDUM2	-0.13961	-0.14005	0.963
RDUM3	0.07218	0.07308	0.981
DEMO6	0.01941	0.01972	0.989
COLLEGE	0.00540	0.00520	0.887
ADJTOT	-0.04408	-0.04441	0.972

* *

Equation number 7.

Dependent Variable.. TOTSPS TOTAL SCORE ON SPS

The following 1 variables are constants or have missing correlations and can not be used:
RDUM4

Beginning block number 1. Method: STEPWISE DEMO1 MDUM1 MDUM2 MDUM3 MDUM4 DEMO3 DEMO4
RDUM3 PDUM4 DEMO6 DEMO7 COLLEGE ADJTOT

Variable(s) entered on step number 1.. RDUM3 WHETHER OR NOT HISPANIC

Multiple R	0.22275
R Square	0.04962
Adjusted R Square	0.04336
Standard Error	0.42065

Analysis of variance

	Df	Sum of squares	Mean square
Regression	1	1.40411	1.40411
Residual	152	26.89560	0.17694

F = 7.93529 Signif F = .0055

---------- Variables in the equation ----------

Variable	B	SE B	Beta	T	Sig T
RDUM3	0.09089	0.24526	0.22275	2.817	.0055
(CONSTANT)	2.08411	0.03423		60.882	0.0000

---------- Variables not in the equation ----------

Variable	Beta In	Partial	Min toler
DEMO1	0.02265	0.02309	0.987
MDUM1	-0.05556	-0.05664	0.994
MDUM2	0.06956	0.07107	0.992
MDUM3	0.01345	0.01380	0.999
MDUM4	-0.02901	-0.02967	0.994
DEMO3	0.03050	0.03120	0.994
DEMO4	0.00256	0.00261	0.983
RDUM1	0.06377	0.05223	0.637
RDUM2	-0.05093	-0.05223	0.999
DEMO6	0.05547	0.05652	0.986
DEMO7	0.07872	0.08001	0.981
COLLEGE	-0.10593	-0.10778	0.983
ADJTOT	0.21940	0.22505	0.999

* *

Variable(s) entered on step number 2.. ADJTOT RECENT LIFE CHANGES ADJUSTED TOTAL

Multiple R	0.31295
R Square	0.09795
Adjusted R Square	0.08540
Standard Error	0.41121

Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	2	2.76624	1.38312
Residual	151	25.53347	0.16910

F = 8.17952 Signif F = .0004

---------- Variables in the equation ----------

Variable	B	SE B	Beta	T	Sig T
RDUM3	0.69737	0.23977	0.22483	2.908	.0042
ADJTOT	0.216750D-03	.763680D-04	0.21940	2.838	.0052
(CONSTANT)	1.35452	0.05651		34.527	0.0000

---------- Variables not in the equati

Variable	Beta In	Partial	Min Toler
DEMO1	0.06023	0.06216	0.961
MDUM1	-0.05260	-0.05523	0.994
MDUM2	0.10081	0.10477	0.974
MDUM3	-0.01149	-0.01202	0.986
MDUM4	-0.07341	-0.07565	0.958
DEMO3	0.04405	0.04616	0.990
DEMO4	0.06110	0.06179	0.922
RDUM1	0.04376	0.03668	0.633
RDUM2	-0.03495	-0.03668	0.993
DEMO6	0.08869	0.09181	0.966
DEMO7	0.04246	0.04365	0.953
COLLEGE	-0.11257	-0.11750	0.983

* C R O S S T A B U L A T I O N OF * * * * * * * * * * * * * * * * * * *
DEMO1 AGE BY COLLEGE ONE PER SUBJ IN COMM COLL OR UNIVE
* *

DEMO1	Count / Row % / Col % / Total %	COLLEGE: COMMUNITY COLLEGE	COLLEGE: UNIVERSITY	Row Total
25-34	1.	24 / 49.0 / 33.8 / 14.9	25 / 51.0 / 27.8 / 15.5	49 / 30.4
35-44	2.	28 / 45.2 / 39.4 / 17.4	34 / 54.8 / 37.8 / 21.1	62 / 38.5
45-54	3.	15 / 36.6 / 21.1 / 9.3	26 / 63.4 / 28.9 / 16.1	41 / 25.5
55-64	4.	3 / 37.5 / 4.2 / 1.9	5 / 62.5 / 5.6 / 3.1	8 / 5.0
OVER 64	5.	1 / 100.0 / 1.4 / 0.6	0 / 0.0 / 0.0 / 0.0	1 / 0.6
	Column Total	71 / 44.1	90 / 55.9	161 / 100.0

4 out of 10 (40.0%) of the valid cells have expected cell frequency less than 5.0.
Minimum expected cell frequency = 0.441
Chi square = 2.84972 with 4 Degrees of Freedom Significance = 0.5833

Number of missing observations = 6

* C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * *
DEMOZ MARITAL STATUS by COLLEGE WHETHER SURJ IN COMM COLL OR UNIVER
* *

DEMOZ	Count / Row % / Col % / Total %	COLLEGE: 1. COLLEGE IT UNIVERSITY	2.	Row Total
1. SINGLE	1.	7 / 26.9 / 9.9 / 4.4	19 / 73.1 / 21.3 / 11.9	26 / 16.4
2. MARRIED	2.	42 / 42.0 / 59.2 / 26.3	58 / 58.0 / 65.2 / 36.3	100 / 62.5
3. SEPARATED	3.	2 / 66.7 / 2.8 / 1.3	1 / 33.3 / 1.1 / 0.6	3 / 1.9
4. DIVORCED	4.	15 / 65.2 / 21.1 / 9.4	8 / 34.8 / 9.0 / 5.0	23 / 14.4
5. WIDOWED	5.	5 / 62.5 / 7.0 / 3.1	3 / 37.5 / 3.4 / 1.9	8 / 5.0
Column Total		71 / 44.4	89 / 55.6	160 / 100.0

4 out of 10 (40.0%) of the valid cells have expected cell frequency less than 5.0.
Minimum expected cell frequency = 1.331
Chi square = 9.15307 with 4 Degrees of freedom Significance = 0.0574

Number of missing observations = 7

DEM03 NUMBER OF CHILDREN by COLLEGE WHETHER SUBJ IN COMA COLL OR UNIVER

DEM03	Count / Row % / Col % / Total %	COLLEGE: COMMUNITY COLLEGE	COLLEGE: UNIVERSITY	Row Total
0	1.	11	25	36
		30.6	69.4	22.2
		15.5	27.5	
		6.8	15.4	
1-2	2.	42	42	84
		50.0	50.0	51.9
		59.2	46.2	
		25.9	25.9	
3-4	3.	16	19	35
		45.7	54.3	21.6
		22.5	20.9	
		9.9	11.7	
5-6	4.	2	5	7
		28.6	71.4	4.3
		2.8	5.5	
		1.2	3.1	
Column Total		71	91	162
		43.8	56.2	100.0

2 out of 8 (25.0%) of the valid cells have expected cell frequency less than 5.0.
Minimum expected cell frequency = 3.068
Chi square = 4.58410 with 3 Degrees of freedom Significance = 0.2046

Number of missing observations = 5

* * * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * * *
DEM04 by COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER
* *

DEM04	Count / Row % / Col % / Total %	COLLEGE: 1. COMMUNITY COLLEGE	2. UNIVERSITY	Row Total
<10000	1.	13	1	14
		92.9	7.1	8.7
		18.6	1.1	
		8.1	0.6	
10000-14999	2.	12	7	19
		63.2	36.8	11.8
		17.1	7.7	
		7.5	4.3	
15000-19999	3.	7	7	14
		50.0	50.0	8.7
		10.0	7.7	
		4.3	4.3	
20000-24999	4.	12	9	21
		57.1	42.9	13.0
		17.1	9.9	
		7.5	5.6	
25000 & UP	5.	26	67	93
		28.0	72.0	57.8
		37.1	73.6	
		16.1	41.6	
	Column Total	70	91	161
		43.5	56.5	100.0

Chi square = 27.83985 with 4 degrees of freedom Significance = 0.0000

Number of missing observations = 6

* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * *
DE005 ETHNIC GROUP by COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER
* *

DE005	COLLEGE: Count / Row % / Col % / Total %	COMMUNIT Y COLLEG 1.	UNIVERSI TY 2.	Row Total
WHITE	1.	66 43.1 93.0 40.7	87 56.9 95.6 53.7	153 94.4
BLACK	2.	5 100.0 7.0 3.1	0 0.0 0.0 0.0	5 3.1
HISPANIC	3.	0 0.0 0.0 0.0	4 100.0 1.4 2.5	4 2.5
	Column Total	71 43.8	91 56.2	162 100.0

4 out of 6 (66.7%) of the valid cells have expected cell frequency less than 5.0.
Minimum expected cell frequency = 1.753
Chi square = 9.55491 with 2 Degrees of freedom Significance = 0.0084

Number of missing observations = 5

* * * * * * * * * * * * * * * * * * C R O S S T A B U L A T I O N O F * * * * * * * * * * * * * * * * *
DEM05 YEARS OUT OF SCHOOL BEFORE RETURN by COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER
* *

DEM06	COLLEGE → Count / Row % / Col % / Total %	COMMUNIT Y COLLEG 1.	UNIVERSI TY 2.	Row Total
1-3	1.	3 9.6 4.2 1.9	32 91.4 35.2 19.9	35 21.6
4-6	2.	11 55.0 15.5 6.8	9 45.0 9.9 5.6	20 12.3
7-10	3.	9 34.6 12.7 5.6	17 65.4 18.7 10.5	26 16.0
11-15	4.	15 45.5 21.1 9.3	18 54.5 19.8 11.1	33 20.4
>=16	5.	33 68.8 46.5 20.4	15 31.3 16.5 9.3	48 29.6
	Column Total	71 43.8	91 56.2	162 100.0

Chi square = 31.77727 with 4 Degrees of freedom Significance = 0.0000

Number of missing observations = 5

* C R O S S T A B U L A T I O N OF * * * * * * * * * * * * * * * * * * *
DE&U7 BASIC GOAL FOR RETHETING by COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER
* *

DE&U7	Count / Pct * / Col * / Total *	COLLEGE	UNIVERSITY	Row Total
		1.	2.	
VOC OR OCC TRAIN	1.	17	30	47
		61.9	39.0	48.7
		67.1	34.1	
		29.7	19.0	
UNIV DEGREE	2.	23	58	81
		28.4	71.6	51.3
		32.9	65.9	
		14.6	36.7	
Column Total		70	88	158
		44.3	55.7	100.0

Corrected chi square = 15.75005 with 1 degree of freedom. Significance = 0.0001
Mak chi square = 17.04732 with 1 degree of freedom. Significance = 0.0000

Number of missing observations = 9

FREQUENCY COUNTS FOR ALL SUBJECTS

ADJPUT RECEIVED SITE CHARGES ADJUSTED TOTAL

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
	1.	1	0.6	0.6	0.6
	5.	1	0.6	0.6	1.2
	10.	1	0.6	0.6	1.8
	22.	1	0.6	0.6	2.4
	30.	1	0.6	0.6	3.0
	35.	1	0.6	0.6	3.6
	50.	2	1.2	1.2	4.8
	58.	1	0.6	0.6	5.4
	63.	1	0.6	0.6	6.0
	70.	1	0.6	0.6	6.6
	85.	1	0.6	0.6	7.2
	100.	1	0.6	0.6	7.8
	101.	1	0.6	0.6	8.4
	108.	1	0.6	0.6	9.0
	110.	2	1.2	1.2	10.2
	125.	1	0.6	0.6	10.8
	130.	1	0.6	0.6	11.4
	132.	1	0.6	0.6	12.
	135.	1	0.6	0.6	12.6
	143.	1	0.6	0.6	13.2
	150.	1	0.6	0.6	13.8
	157.	2	1.2	1.2	15.0
	175.	1	0.6	0.6	15.6
	177.	1	0.6	0.6	16.2
	180.	1	0.6	0.6	16.8
	197.	1	0.6	0.6	17.4
	210.	3	1.8	1.8	19.2
	215.	1	0.6	0.6	19.8
	220.	1	0.6	0.6	20.4
	240.	1	0.6	0.6	21.0
	250.	2	1.2	1.2	22.2
	260.	2	1.2	1.2	23.4
	261.	1	0.6	0.6	24.0
	275.	1	0.6	0.6	24.6
	280.	1	0.6	0.6	25.1
	290.	1	0.6	0.6	25.7
	297.	1	0.6	0.6	26.3

295.	1	1.0	1.0	26.9
295.	1	1.0	0.0	27.3
305.	1	1.0	0.0	27.7
315.	1	1.0	0.0	28.1
320.	2	1.2	1.2	29.9
325.	1	1.0	0.0	30.3
330.	1	1.0	0.0	31.1
330.	1	1.0	1.0	31.7
335.	1	0.0	0.0	32.1
340.	1	0.0	1.0	32.4
340.	1	0.0	0.0	33.0
345.	1	1.0	0.0	34.1
347.	1	1.0	0.0	34.7
370.	2	1.2	1.2	35.7
330.	1	1.0	0.0	36.0
385.	1	1.0	1.0	37.1
395.	1	1.0	0.0	37.7
395.	1	1.0	0.0	38.3
407.	1	1.0	1.0	38.9
410.	1	1.0	0.0	39.3
415.	1	1.0	1.0	40.1
420.	1	1.0	0.0	40.7
430.	1	1.0	0.0	41.3
435.	1	1.0	0.0	41.9
440.	1	1.0	0.0	42.3
450.	2	1.2	1.2	43.1
455.	1	1.0	1.0	44.3
470.	1	1.0	1.0	44.7
470.	1	1.0	0.0	45.3
490.	1	1.0	0.0	46.1
491.	1	0.0	0.0	46.7
500.	2	1.2	1.2	47.9
505.	1	1.0	1.0	48.3
510.	2	1.2	1.2	49.1
517.	1	1.0	1.0	50.3
520.	2	1.2	1.2	51.5
523.	2	1.2	1.2	52.7
530.	1	1.0	0.0	53.3
532.	2	1.2	1.2	54.5
541.	1	1.0	1.0	55.1
545.	1	1.0	0.0	55.7

550.	1	1.0	0.0	50.3
560.	1	1.0	0.0	50.9
565.	2	1.2	1.2	53.1
568.	1	1.0	0.0	53.7
580.	2	1.2	1.2	59.9
590.	2	1.2	1.2	61.1
600.	1	1.0	0.0	61.7
620.	1	1.0	0.0	62.8
635.	1	1.0	0.0	64.4
640.	1	1.0	0.0	65.5
657.	2	1.2	1.2	67.7
667.	1	1.0	1.0	68.8
668.	1	1.0	1.0	69.4
681.	1	0.0	0.0	69.5
685.	1	0.0	0.0	69.1
694.	1	1.0	1.0	70.7
700.	4	1.4	1.4	72.5
755.	1	0.0	0.0	76.1
775.	2	1.2	1.2	77.3
780.	1	0.0	0.0	77.9
814.	1	0.0	0.0	78.5
830.	4	1.4	1.4	79.8
840.	1	0.0	0.0	80.4
843.	1	1.0	0.0	81.0
853.	1	0.0	0.0	81.6
857.	1	0.0	0.0	82.8
870.	1	0.0	0.0	83.4
895.	2	1.2	1.2	84.6
900.	1	1.0	0.0	85.2
927.	4	1.4	1.4	87.0
948.	1	1.0	0.0	87.6
975.	1	0.0	0.0	88.2

1000.	1	0.6	0.6	52.6
1010.	1	0.6	0.6	53.2
1020.	1	0.6	0.6	53.8
1024.	1	0.6	0.6	54.4
1130.	1	0.6	0.6	55.0
1150.	1	0.6	0.6	55.6
1155.	1	0.6	0.6	56.2
1160.	1	0.6	0.6	56.8
1165.	1	0.6	0.6	57.4
1195.	1	0.6	0.6	58.0
1197.	1	0.6	0.6	58.5
1200.	1	0.6	0.6	59.2
1215.	1	0.6	0.6	59.8
1220.	1	0.6	0.6	60.4
1220.	2	1.2	1.2	61.6
1225.	1	0.6	0.6	62.2
1265.	1	0.6	0.6	62.8
1305.	1	0.6	0.6	63.4
1325.	1	0.6	0.6	64.0
1350.	1	0.6	0.6	64.6
1500.	1	0.6	0.6	65.2
1515.	1	0.6	0.6	65.8
1525.	1	0.6	0.6	66.4
1590.	1	0.6	0.6	67.0
1750.	1	0.6	0.6	67.6
1775.	1	0.6	0.6	68.2
1950.	1	0.6	0.6	68.8
2040.	1	0.6	0.6	69.4
2195.	1	0.6	0.6	100.0
Total	167	100.0	100.0	

Mean	517.006	Std Err	33.765	Median	517.000
Mode	215.000	Std Dev	436.597	Variance	190617.330
Kurtosis	1.532	Skewness	1.143	Range	2194.000
Minimum	1.000	Maximum	2195.000		

Valid Cases 167 Missing Cases 0

FREQUENCY COUNTS ON AND SUBJECTS

DEM01 AGE

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
25-34	1.	51	30.5	30.7	30.7
35-44	2.	62	37.1	37.3	68.1
45-54	3.	44	26.3	26.5	94.6
55-64	4.	8	4.8	4.8	99.4
OVER 64	5.	1	0.6	0.6	100.0
NO ANSWER	0.	1	0.6	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.672	Std err	0.070	Median	2.616
Mode	2.000	Std dev	0.905	Variance	0.819
Kurtosis	-0.395	Skewness	0.452	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 166 Missing cases 1

DEM02 MARITAL STATUS

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
SINGLE	1.	26	15.6	15.8	15.8
MARRIED	2.	104	62.3	63.0	78.8
SEPARATED	3.	3	1.8	1.8	80.6
DIVORCED	4.	23	13.8	13.9	94.5
WIDOWED	5.	9	5.4	5.5	100.0
NO ANSWER	0.	2	1.2	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.303	Std err	0.083	Median	2.043
Mode	2.000	Std dev	1.067	Variance	1.139
Kurtosis	0.357	Skewness	1.105	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 165 Missing cases 2

DEM03 NUMBER OF CHILDREN

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
0	1.	38	22.8	22.8	22.8
1-2	2.	86	51.5	51.5	74.3
3-4	3.	36	21.6	21.6	95.8
5-6	4.	7	4.2	4.2	100.0
	Total	167	100.0	100.0	

Mean	2.072	Std err	0.060	Median	2.029
Mode	2.000	Std dev	0.781	Variance	0.609
Kurtosis	-0.134	Skewness	0.412	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid Cases 167 Missing Cases 0

DEM04 INCOME

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
<10000	1.	14	8.4	8.4	8.4
10000-14999	2.	19	11.4	11.4	19.9
15000-19999	3.	15	9.0	9.0	28.9
20000-24999	4.	21	12.6	12.7	41.6
25000 & UP	5.	97	58.1	58.4	100.0
NO ANSWER	0.	1	0.6	Missing	100.0
	Total	167	100.0	100.0	

Mean	4.014	Std err	0.107	Median	4.614
Mode	5.000	Std dev	1.379	Variance	1.903
Kurtosis	-0.327	Skewness	-1.074	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid Cases 166 Missing Cases 1

DEM05 ETHNIC GROUP

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
WHITE	1.	157	94.0	94.0	94.0
BLACK	2.	5	3.0	3.0	97.0
HISPANIC	3.	5	3.0	3.0	100.0
	Total	167	100.0	100.0	

Mean	1.090	Std err	0.027	Median	1.042
Mode	1.000	Std dev	0.377	Variance	0.142
Kurtosis	16.433	Skewness	4.365	Range	2.000
Minimum	1.000	Maximum	3.000		

Valid Cases 167 Missing Cases 0

DEM06 YEARS OUT OF SCHOOL BEFORE RETURN

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1-3	1.	37	22.2	22.2	22.2
4-6	2.	20	12.0	12.0	34.1
7-10	3.	27	16.2	16.2	50.3
11-15	4.	34	20.4	20.4	70.7
>=16	5.	49	29.3	29.3	100.0
	Total	167	100.0	100.0	

Mean	3.228	Std err	0.119	Median	3.481
Mode	5.000	Std dev	1.532	Variance	2.346
Kurtosis	-1.406	Skewness	-0.268	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 167 Missing cases 0

DEM07 BASIC GOAL FOR RETURNING

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
VOC OR OCC TRAINING	1.	81	48.5	50.0	50.0
UNIV DEGREE	2.	81	48.5	50.0	100.0
NO ANSWER	0.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.500	Std err	0.039	Median	1.500
Mode	1.000	Std dev	0.502	Variance	0.252
Kurtosis	-2.025	Skewness	0.000	Range	1.000
Minimum	1.000	Maximum	2.000		

Valid cases 162 Missing Cases 5

DEM08 PRESENT EMPLOYMENT CLASSIFICATION

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
COMM COLL	1.	71	42.5	43.8	43.8
UNDERGRAD	2.	4	2.4	2.5	46.3
GRAD	3.	87	52.1	53.7	100.0
NO ANSWER	0.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.099	Std err	0.077	Median	2.509
Mode	3.000	Std dev	0.980	Variance	0.972
Kurtosis	-1.958	Skewness	-0.209	Range	2.000
Minimum	1.000	Maximum	3.000		

Valid cases 162 Missing Cases 5

EPS1

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	14	8.4	8.4	8.4
LITTLE INFLUENCE	2.	17	10.2	10.2	18.7
MODERATE INFLUENCE	3.	63	37.7	38.0	56.6
MUCH INFLUENCE	4.	72	43.1	43.4	100.0
NO ANSWER	0.	1	0.5	Missing	100.0
	Total	167	100.0	100.0	

Mean	3.153	Std err	0.072	Median	3.325
Mode	4.000	Std dev	0.923	Variance	0.852
Kurtosis	0.171	Skewness	-0.985	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	166	Missing cases	1		

EPS2

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	99	59.3	59.6	59.6
LITTLE INFLUENCE	2.	28	16.8	16.9	76.5
MODERATE INFLUENCE	3.	24	14.4	14.5	91.0
MUCH INFLUENCE	4.	15	9.0	9.0	100.0
NO ANSWER	0.	1	0.6	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.729	Std err	0.079	Median	1.330
Mode	1.000	Std dev	1.017	Variance	1.035
Kurtosis	-0.143	Skewness	1.090	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	166	Missing cases	1		

EPS3

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	3	1.8	1.9	1.9
LITTLE INFLUENCE	2.	13	7.8	7.9	12.6
MODERATE INFLUENCE	3.	17	10.2	10.4	23.2
MUCH INFLUENCE	4.	126	75.4	76.8	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	3.541	Std err	0.065	Median	3.849
Mode	4.000	Std dev	0.835	Variance	0.697
Kurtosis	2.135	Skewness	-1.771	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	164	Missing cases	3		

EPS4

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	50	29.9	30.3	30.3
LITTLE INFLUENCE	2.	50	29.9	30.3	60.6
MODERATE INFLUENCE	3.	43	25.7	26.1	86.7
MUCH INFLUENCE	4.	22	13.2	13.3	100.0
NO ANSWER	0.	2	1.2	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.224	Std err	0.089	Median	2.150
Mode	1.000	Std dev	1.025	Variance	1.053
Kurtosis	-1.078	Skewness	0.291	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	165	Missing cases	2		

EPS5

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	93	55.7	56.4	56.4
LITTLE INFLUENCE	2.	33	19.8	20.0	76.4
MODERATE INFLUENCE	3.	23	13.8	13.9	90.3
MUCH INFLUENCE	4.	16	9.6	9.7	100.0
NO ANSWER	0.	2	1.2	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.779	Std err	0.080	Median	1.387
Mode	1.000	Std dev	1.022	Variance	1.044
Kurtosis	-0.254	Skewness	1.032	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	165	Missing cases	2		

EPS6

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	80	47.9	48.8	48.8
LITTLE INFLUENCE	2.	22	13.2	13.4	62.2
MODERATE INFLUENCE	3.	27	16.2	16.5	78.7
MUCH INFLUENCE	4.	35	21.0	21.3	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.195	Std err	0.096	Median	1.501
Mode	1.000	Std dev	1.227	Variance	1.505
Kurtosis	-1.191	Skewness	0.507	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	164	Missing cases	3		

EPS7

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	9	5.4	5.5	5.5
LITTLE INFLUENCE	2.	26	15.6	15.9	21.3
MODERATE INFLUENCE	3.	62	37.1	37.8	59.1
MUCH INFLUENCE	4.	67	40.1	40.9	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	3.140	Std err	0.069	Median	3.250
Mode	4.000	Std dev	0.878	Variance	0.772
Kurtosis	-0.176	Skewness	-0.773	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS8

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	91	54.5	55.2	55.2
LITTLE INFLUENCE	2.	34	20.4	20.6	75.8
MODERATE INFLUENCE	3.	26	15.6	15.8	91.5
MUCH INFLUENCE	4.	14	8.4	8.5	100.0
NO ANSWER	9.	2	1.2	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.770	Std err	0.078	Median	1.507
Mode	1.000	Std dev	1.002	Variance	1.004
Kurtosis	-0.333	Skewness	0.979	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 165 Missing cases 2

EPS9

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	110	65.9	67.1	67.1
LITTLE INFLUENCE	2.	33	19.8	20.1	87.2
MODERATE INFLUENCE	3.	15	9.0	9.1	96.3
MUCH INFLUENCE	4.	6	3.6	3.7	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.415	Std err	0.063	Median	1.245
Mode	1.000	Std dev	0.810	Variance	0.656
Kurtosis	1.709	Skewness	1.597	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 161 Missing cases 6

EPS10

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	30	18.0	18.3	18.3
LITTLE INFLUENCE	2.	20	12.0	12.2	30.5
MODERATE INFLUENCE	3.	31	18.6	18.9	49.4
MUCH INFLUENCE	4.	83	49.7	50.6	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	3.018	Std err	0.091	Median	3.512
Mode	4.000	Std dev	1.170	Variance	1.368
Kurtosis	-1.027	Skewness	-0.735	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS11

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	65	38.9	39.6	39.6
LITTLE INFLUENCE	2.	31	18.6	18.9	58.5
MODERATE INFLUENCE	3.	28	16.8	17.1	75.6
MUCH INFLUENCE	4.	40	24.0	24.4	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.262	Std err	0.095	Median	2.016
Mode	1.000	Std dev	1.218	Variance	1.483
Kurtosis	-1.196	Skewness	0.309	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS12

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	85	50.9	51.8	51.8
LITTLE INFLUENCE	2.	33	19.8	20.1	72.0
MODERATE INFLUENCE	3.	22	13.2	13.4	85.4
MUCH INFLUENCE	4.	24	14.4	14.6	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.909	Std err	0.087	Median	1.765
Mode	1.000	Std dev	1.112	Variance	1.237
Kurtosis	-0.775	Skewness	0.833	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS13

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	40	24.0	24.4	24.4
LITTLE INFLUENCE	2.	19	11.4	11.6	36.0
MODERATE INFLUENCE	3.	59	35.3	36.0	72.0
MUCH INFLUENCE	4.	46	27.5	28.0	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.677	Std err	0.088	Median	2.890
Mode	3.000	Std dev	1.129	Variance	1.275
Kurtosis	-1.248	Skewness	-0.371	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS14

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	87	52.1	53.0	53.0
LITTLE INFLUENCE	2.	42	25.1	25.6	78.7
MODERATE INFLUENCE	3.	24	14.4	14.6	93.3
MUCH INFLUENCE	4.	11	6.6	6.7	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.750	Std err	0.074	Median	1.443
Mode	1.000	Std dev	0.942	Variance	0.888
Kurtosis	-0.044	Skewness	1.019	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS15

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	43	25.7	26.2	26.2
LITTLE INFLUENCE	2.	40	24.0	24.4	50.6
MODERATE INFLUENCE	3.	41	24.6	25.0	75.6
MUCH INFLUENCE	4.	40	24.0	24.4	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.470	Std err	0.088	Median	2.475
Mode	1.000	Std dev	1.127	Variance	1.269
Kurtosis	-1.377	Skewness	0.022	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS16

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	71	42.5	43.8	43.8
LITTLE INFLUENCE	2.	29	17.4	17.9	61.7
MODERATE INFLUENCE	3.	36	21.6	22.2	84.0
MUCH INFLUENCE	4.	26	15.6	16.0	100.0
NO ANSWER	0.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.105	Std err	0.090	Median	1.845
Mode	1.000	Std dev	1.140	Variance	1.299
Kurtosis	-1.284	Skewness	0.454	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 162 Missing cases 5

EPS17

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	81	48.5	49.4	49.4
LITTLE INFLUENCE	2.	57	34.1	34.8	84.1
MODERATE INFLUENCE	3.	20	12.0	12.2	96.3
MUCH INFLUENCE	4.	6	3.6	3.7	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.701	Std err	0.064	Median	1.515
Mode	1.000	Std dev	0.823	Variance	0.677
Kurtosis	0.339	Skewness	1.007	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS18

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	13	7.8	7.9	7.9
LITTLE INFLUENCE	2.	9	5.4	5.5	13.4
MODERATE INFLUENCE	3.	24	14.4	14.6	28.0
MUCH INFLUENCE	4.	118	70.7	72.0	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	3.500	Std err	0.072	Median	3.665
Mode	4.000	Std dev	0.911	Variance	0.830
Kurtosis	2.252	Skewness	-1.696	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS19

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	122	73.1	74.4	74.4
LITTLE INFLUENCE	2.	22	13.2	13.4	87.8
MODERATE INFLUENCE	3.	12	7.2	7.3	95.1
MUCH INFLUENCE	4.	8	4.8	4.9	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.427	Std err	0.065	Median	1.172
Mode	1.000	Std dev	0.829	Variance	0.686
Kurtosis	2.737	Skewness	1.934	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing Cases 3

EPS20

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	30	18.0	18.3	18.3
LITTLE INFLUENCE	2.	11	6.6	6.7	25.0
MODERATE INFLUENCE	3.	16	9.6	9.8	34.8
MUCH INFLUENCE	4.	107	64.1	65.2	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	3.220	Std err	0.093	Median	3.734
Mode	4.000	Std dev	1.188	Variance	1.412
Kurtosis	-0.526	Skewness	-1.101	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing Cases 3

EPS21

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	139	83.2	84.8	84.8
LITTLE INFLUENCE	2.	13	7.8	7.9	92.7
MODERATE INFLUENCE	3.	2	1.2	1.2	97.0
MUCH INFLUENCE	4.	5	3.0	3.0	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.256	Std err	0.053	Median	1.000
Mode	1.000	Std dev	0.677	Variance	0.462
Kurtosis	7.181	Skewness	2.340	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing Cases 3

EPS22

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	97	58.1	59.1	59.1
LITTLE INFLUENCE	2.	29	17.4	17.7	76.8
MODERATE INFLUENCE	3.	20	12.0	12.2	89.0
MUCH INFLUENCE	4.	18	10.8	11.0	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.750	Std err	0.082	Median	1.345
Mode	1.000	Std dev	1.047	Variance	1.097
Kurtosis	-0.193	Skewness	1.101	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS23

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	61	36.5	37.4	37.4
LITTLE INFLUENCE	2.	35	21.0	21.5	58.9
MODERATE INFLUENCE	3.	39	23.4	23.9	82.8
MUCH INFLUENCE	4.	28	16.8	17.2	100.0
NO ANSWER	9.	4	2.4	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.429	Std err	0.088	Median	2.056
Mode	1.000	Std dev	1.125	Variance	1.265
Kurtosis	-1.319	Skewness	0.318	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 163 Missing cases 4

EPS24

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	146	87.4	89.0	89.0
LITTLE INFLUENCE	2.	3	1.8	1.8	90.9
MODERATE INFLUENCE	3.	7	4.2	4.3	95.1
MUCH INFLUENCE	4.	3	1.8	1.8	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.189	Std err	0.046	Median	1.002
Mode	1.000	Std dev	0.592	Variance	0.351
Kurtosis	10.734	Skewness	3.335	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS25

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	31	18.6	18.9	18.9
LITTLE INFLUENCE	2.	38	22.8	23.2	42.1
MODERATE INFLUENCE	3.	49	29.3	29.9	72.0
MUCH INFLUENCE	4.	46	27.5	28.0	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.671	Std err	0.084	Median	2.765
Mode	3.000	Std dev	1.080	Variance	1.167
Kurtosis	-1.217	Skewness	-0.228	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	164	Missing Cases	3		

EPS26

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	81	48.5	50.0	50.0
LITTLE INFLUENCE	2.	49	29.3	30.2	80.2
MODERATE INFLUENCE	3.	28	16.8	17.3	97.5
MUCH INFLUENCE	4.	4	2.4	2.5	100.0
NO ANSWER	0.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.724	Std err	0.066	Median	1.500
Mode	1.000	Std dev	0.835	Variance	0.697
Kurtosis	-0.355	Skewness	0.821	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	162	Missing Cases	5		

EPS27

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	81	48.5	50.4	50.4
LITTLE INFLUENCE	2.	42	25.1	25.9	76.4
MODERATE INFLUENCE	3.	20	12.0	12.2	87.2
MUCH INFLUENCE	4.	21	12.6	12.8	100.0
NO ANSWER	0.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.[illegible]	Std err	0.083	Median	1.524
Mode	1.000	Std dev	1.054	Variance	1.121
Kurtosis	-0.[illegible]	Skewness	0.[illegible]	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	164	Missing Cases	3		

EPS26

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	106	63.5	65.4	65.4
LITTLE INFLUENCE	2.	33	19.8	20.4	85.8
MODERATE INFLUENCE	3.	14	8.4	8.6	94.4
MUCH INFLUENCE	4.	9	5.4	5.6	100.0
NO ANSWER	9.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.543	Std err	0.068	Median	1.264
Mode	1.000	Std dev	0.871	Variance	0.759
Kurtosis	1.436	Skewness	1.549	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid Cases 162 Missing Cases 5

EPS29

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	42	25.1	25.9	25.9
LITTLE INFLUENCE	2.	38	22.8	23.5	49.4
MODERATE INFLUENCE	3.	42	25.1	25.9	74.4
MUCH INFLUENCE	4.	42	25.1	25.9	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.512	Std err	0.068	Median	2.541
Mode	1.000	Std dev	1.132	Variance	1.282
Kurtosis	-1.349	Skewness	-0.031	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid Cases 164 Missing Cases 3

EPS30

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	60	35.9	36.8	36.8
LITTLE INFLUENCE	2.	37	22.2	22.7	59.5
MODERATE INFLUENCE	3.	42	25.1	25.8	85.3
MUCH INFLUENCE	4.	24	14.4	14.7	100.0
NO ANSWER	9.	4	2.4	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.196	Std err	0.085	Median	2.141
Mode	1.000	Std dev	1.090	Variance	1.188
Kurtosis	-1.252	Skewness	0.342	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid Cases 163 Missing Cases 4

EPS31

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	106	63.5	64.6	64.6
LITTLE INFLUENCE	2.	37	22.2	22.6	87.2
MODERATE INFLUENCE	3.	17	10.2	10.4	97.6
MUCH INFLUENCE	4.	4	2.4	2.4	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.506	Std err	0.061	Median	1.274
Mode	1.000	Std dev	0.779	Variance	0.607
Kurtosis	1.233	Skewness	1.436	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS32

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	45	26.9	27.4	27.4
LITTLE INFLUENCE	2.	27	16.2	16.5	43.9
MODERATE INFLUENCE	3.	25	15.0	15.2	59.8
MUCH INFLUENCE	4.	66	39.5	40.2	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.659	Std err	0.098	Median	2.635
Mode	4.000	Std dev	1.255	Variance	1.574
Kurtosis	-1.315	Skewness	-0.239	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS33

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	112	67.1	68.3	68.3
LITTLE INFLUENCE	2.	31	18.6	18.9	87.2
MODERATE INFLUENCE	3.	15	9.0	9.1	96.3
MUCH INFLUENCE	4.	6	3.6	3.7	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.476	Std err	0.083	Median	1.232
Mode	1.000	Std dev	0.819	Variance	0.670
Kurtosis	1.153	Skewness	1.637	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPS34

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	144	86.2	90.0	90.0
LITTLE INFLUENCE	2.	4	2.4	2.5	92.5
MODERATE INFLUENCE	3.	8	4.8	5.0	97.5
MUCH INFLUENCE	4.	4	2.4	2.5	100.0
NO ANSWER	0.	7	4.2	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.200	Std err	0.031	Median	1.056
Mode	1.000	Std dev	0.402	Variance	0.413
Kurtosis	9.079	Skewness	3.253	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 160 Missing Cases 7

EPS35

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	72	43.1	44.2	44.2
LITTLE INFLUENCE	2.	25	15.0	15.4	59.5
MODERATE INFLUENCE	3.	32	19.2	19.6	79.1
MUCH INFLUENCE	4.	34	20.4	20.9	100.0
NO ANSWER	0.	4	2.4	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.174	Std err	0.094	Median	1.880
Mode	1.000	Std dev	1.205	Variance	1.452
Kurtosis	-1.044	Skewness	0.393	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 163 Missing Cases 4

EPS36

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	85	50.9	52.5	52.5
LITTLE INFLUENCE	2.	34	20.4	21.1	73.9
MODERATE INFLUENCE	3.	20	12.0	12.4	86.3
MUCH INFLUENCE	4.	22	13.2	13.7	100.0
NO ANSWER	0.	6	3.6	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.874	Std err	0.086	Median	1.417
Mode	1.000	Std dev	1.090	Variance	1.189
Kurtosis	-0.653	Skewness	0.907	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 161 Missing Cases 6

EPS37

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	41	24.6	25.2	25.2
LITTLE INFLUENCE	2.	37	22.2	22.7	47.9
MODERATE INFLUENCE	3.	41	24.6	25.2	73.0
MUCH INFLUENCE	4.	44	26.3	27.0	100.0
NO ANSWER	9.	4	2.4	Missing	100.0
	Total	167	100.0	100.0	

Mean	2.540	Std err	0.089	Median	2.585
Mode	4.000	Std dev	1.140	Variance	1.299
Kurtosis	-1.404	Skewness	-0.001	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 163 Missing cases 4

EPS38

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	91	54.5	56.2	56.2
LITTLE INFLUENCE	2.	50	29.9	30.9	87.0
MODERATE INFLUENCE	3.	17	10.2	10.5	97.5
MUCH INFLUENCE	4.	4	2.4	2.5	100.0
NO ANSWER	9.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.593	Std err	0.061	Median	1.340
Mode	1.000	Std dev	0.777	Variance	0.603
Kurtosis	0.729	Skewness	1.177	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 162 Missing cases 5

EPS39

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	92	55.1	55.1	55.1
LITTLE INFLUENCE	2.	35	21.0	21.3	77.4
MODERATE INFLUENCE	3.	25	15.0	15.2	92.7
MUCH INFLUENCE	4.	12	7.2	7.3	100.0
NO ANSWER	9.	3	1.8	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.733	Std err	0.079	Median	1.501
Mode	1.000	Std dev	1.011	Variance	0.743
Kurtosis	-0.157	Skewness	1.137	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 164 Missing cases 3

EPSIP

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	101	60.5	62.0	62.0
LITTLE INFLUENCE	2.	27	16.2	16.6	78.5
MODERATE INFLUENCE	3.	17	10.2	10.4	89.0
MUCH INFLUENCE	4.	18	10.8	11.0	100.0
NO ANSWER	0.	4	2.4	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.700	Std err	0.062	Median	1.397
Mode	1.000	Std dev	1.042	Variance	1.086
Kurtosis	0.652	Skewness	1.213	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 163 Missing cases 4

COLLEGE WHETHER R HAD IN COMM COLL OR UNIVER

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
COMMUNITY COLLEGE	1.	71	42.5	43.8	43.8
UNIVERSITY	2.	91	54.5	56.2	100.0
MISSING	0.	5	3.0	Missing	100.0
	Total	167	100.0	100.0	

Mean	1.562	Std err	0.039	Median	1.610
Mode	2.000	Std dev	0.498	Variance	0.248
Kurtosis	-1.951	Skewness	-0.251	Range	1.000
Minimum	1.000	Maximum	2.000		

Valid cases 162 Missing cases 5

FREQUENCY COUNTS ON COMMUNITY COLLEGE SUBJECTS ONLY

ADJTOT RECENT LIFE CHANGES ADJUSTED TOTAL

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
	1.	1	1.4	1.4	1.4
	13.	1	1.4	1.4	2.8
	24.	1	1.4	1.4	4.2
	35.	1	1.4	1.4	5.6
	141.	1	1.4	1.4	7.0
	146.	1	1.4	1.4	8.5
	11[illegible].	2	2.8	2.8	11.3
	132.	1	1.4	1.4	12.7
	139.	1	1.4	1.4	14.1
	155.	1	1.4	1.4	15.5
	1[illegible]7.	2	2.8	2.8	18.3
	177.	1	1.4	1.4	19.7
	199.	1	1.4	1.4	21.1
	210.	1	1.4	1.4	22.5
	213.	1	1.4	1.4	23.9
	230.	1	1.4	1.4	25.4
	250.	1	1.4	1.4	26.8
	299.	1	1.4	1.4	28.2
	320.	2	2.8	2.8	31.0
	341.	1	1.4	1.4	32.4
	350.	1	1.4	1.4	33.8
	367.	1	1.4	1.4	35.2
	370.	2	2.8	2.8	38.0
	391.	1	1.4	1.4	39.4
	395.	1	1.4	1.4	40.8
	403.	1	1.4	1.4	42.3
	414.	1	1.4	1.4	43.7
	415.	1	1.4	1.4	45.1
	456.	1	1.4	1.4	46.5
	470.	1	1.4	1.4	47.9
	476.	1	1.4	1.4	49.3
	500.	1	1.4	1.4	50.7
	530.	1	1.4	1.4	52.1
	565.	1	1.4	1.4	53.5
	586.	1	1.4	1.4	54.9
	591.	1	1.4	1.4	56.4
	616.	1	1.4	1.4	57.7
	648.	1	1.4	1.4	59.2
	65[illegible].	1	1.4	1.4	60.6
	66[illegible].	1	1.4	1.4	62.0
	703.	1	1.4	1.4	63.4

830.	1	1.4	1.4	54.6
840.	1	1.4	1.4	56.2
845.	1	1.4	1.4	57.8
855.	1	1.4	1.4	59.0
857.	1	1.4	1.4	70.4
895.	2	2.8	2.8	73.2
920.	1	1.4	1.4	74.6
934.	1	1.4	1.4	76.1
975.	1	1.4	1.4	77.5
1000.	1	1.4	1.4	78.9
1029.	1	1.4	1.4	80.3
1035.	1	1.4	1.4	81.7
1060.	1	1.4	1.4	83.1
1080.	1	1.4	1.4	84.5
1085.	1	1.4	1.4	85.9
1095.	1	1.4	1.4	87.3
1110.	1	1.4	1.4	88.7
1195.	1	1.4	1.4	90.1
1200.	1	1.4	1.4	91.5
1220.	1	1.4	1.4	93.0
1225.	1	1.4	1.4	94.4
1255.	1	1.4	1.4	95.8
1345.	1	1.4	1.4	97.2
1534.	1	1.4	1.4	98.6
1755.	1	1.4	1.4	100.0
Total	71	100.0	100.0	

Mean	993.070	Std err	31.053	Median	980.000
Mode	110.000	Std dev	261.753	Variance	77879.510
Kurtosis	-0.319	Skewness	0.551	Range	1751.000
Minimum	1.000	Maximum	1755.000		

Valid cases 71 Missing cases 0

FREQUENCY COUNTS ON COMMUNITY COLLEGE SUBJECTS DATA

DEMO1 AGE

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
25-34	1.	24	33.8	33.8	33.8
35-44	2.	28	39.4	39.4	73.2
45-54	3.	15	21.1	21.1	94.4
55-64	4.	3	4.2	4.2	98.6
OVER 64	5.	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Mean	2.690	Std err	0.110	Median	1.911
Mode	2.000	Std dev	0.926	Variance	0.857
Kurtosis	0.920	Skewness	0.778	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 71 Missing cases 0

DEMO2 MARITAL STATUS

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
SINGLE	1.	7	9.9	9.9	9.9
MARRIED	2.	42	59.2	59.2	69.0
SEPARATED	3.	2	2.8	2.8	71.8
DIVORCED	4.	15	21.1	21.1	93.0
WIDOWED	5.	5	7.0	7.0	100.0
	Total	71	100.0	100.0	

Mean	2.303	Std err	0.139	Median	2.179
Mode	2.000	Std dev	1.143	Variance	1.307
Kurtosis	-0.913	Skewness	0.813	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 71 Missing cases 0

DEMO3 NUMBER OF CHILDREN

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
0	1.	11	15.5	15.5	15.5
1-2	2.	42	59.2	59.2	74.6
3-4	3.	16	22.5	22.5	97.2
5-6	4.	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Mean	2.127	Std err	0.103	Median	2.093
Mode	2.000	Std dev	0.865	Variance	0.748
Kurtosis	0.384	Skewness	0.849	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 71 Missing cases 0

DEMO4 [illegible]

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
<10000	1.	13	18.3	18.6	18.6
10000-14999	2.	12	16.9	17.1	35.7
15000-19999	3.	7	9.9	10.0	45.7
20000-24999	4.	12	16.9	17.1	62.9
25000 & UP	5.	26	36.6	37.1	100.0
NO ANSWER	9.	1	1.4	Missing	100.0
	Total	71	100.0	100.0	

Mean	3.571	Std err	0.188	Median	3.750
Mode	5.000	Std dev	1.571	Variance	2.469
Kurtosis	-1.479	Skewness	-0.344	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 71 Missing Cases 1

DEMO5 ETHNIC GROUP

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
WHITE	1.	66	93.0	93.0	93.0
BLACK	2.	5	7.0	7.0	100.0
	Total	71	100.0	100.0	

Mean	1.070	Std err	0.031	Median	1.036
Mode	1.000	Std dev	0.259	Variance	0.066
Kurtosis	10.953	Skewness	3.431	Range	1.000
Minimum	1.000	Maximum	2.000		

Valid cases 71 Missing Cases 0

DEMO6 [illegible] SCHOOL BEFORE RETURN

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1-3	1.	3	4.2	4.2	4.2
4-6	2.	11	15.5	15.5	19.7
7-10	3.	9	12.7	12.7	32.4
11-15	4.	15	21.1	21.1	53.5
>=16	5.	33	46.5	46.5	100.0
	Total	71	100.0	100.0	

Mean	3.901	Std err	0.150	Median	4.333
Mode	5.000	Std dev	1.267	Variance	1.605
Kurtosis	-0.952	Skewness	-0.408	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 71 Missing Cases 0

DEM07 BASIC GOAL FOR RETURNING

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
VOC OR OCC TRAINING	1.	47	66.2	67.1	67.1
UNIV DEGREE	2.	23	32.4	32.9	100.0
NO ANSWER	0.	1	1.4	Missing	100.0
	Total	71	100.0	100.0	

Mean	1.329	Std err	0.057	Median	1.245
Mode	1.000	Std dev	0.473	Variance	0.224
Kurtosis	-1.487	Skewness	0.740	Range	1.000
Minimum	1.000	Maximum	2.000		

Valid cases 70 Missing cases 1

DEM08 PRESENT EMPLOYMENT CLASSIFICATION

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
COMM COLL	1.	71	100.0	100.0	100.0
	Total	71	100.0	100.0	

Mean	1.000	Std err	0.000	Median	1.000
Mode	1.000	Std dev	0.000	Variance	0.000
Range	0.000	Minimum	1.000	Maximum	1.000

Valid cases 71 Missing cases 0

EPS1

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	8	11.3	11.3	11.3
LITTLE INFLUENCE	2.	9	12.7	12.7	23.9
MODERATE INFLUENCE	3.	25	35.2	35.2	59.2
MUCH INFLUENCE	4.	29	40.8	40.8	100.0
	Total	71	100.0	100.0	

Mean	3.056	Std err	0.118	Median	3.240
Mode	4.000	Std dev	0.994	Variance	0.987
Kurtosis	-0.350	Skewness	-0.824	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 71 Missing cases 0

EPS2

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	48	67.6	67.6	67.6
LITTLE INFLUENCE	2.	9	12.7	12.7	80.3
MODERATE INFLUENCE	3.	4	5.6	5.6	85.9
MUCH INFLUENCE	4.	10	14.1	14.1	100.0
	Total	71	100.0	100.0	

Mean	1.296	Std err	0.133	Median	1.240
Mode	1.000	Std dev	1.095	Variance	1.198
Kurtosis	0.340	Skewness	1.387	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS3

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	4	5.6	5.7	5.7
LITTLE INFLUENCE	2.	5	7.0	7.1	12.9
MODERATE INFLUENCE	3.	6	8.5	8.6	21.4
MUCH INFLUENCE	4.	55	77.5	78.6	100.0
NO ANSWER	9.	1	1.4	Missing	100.0
	Total	71	100.0	100.0	

Mean	3.696	Std err	0.104	Median	3.854
Mode	4.000	Std dev	0.858	Variance	0.736
Kurtosis	3.210	Skewness	-2.091	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	70	Missing cases	1		

EPS4

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	22	31.0	31.0	31.0
LITTLE INFLUENCE	2.	22	31.0	31.0	62.0
MODERATE INFLUENCE	3.	21	29.6	29.6	91.5
MUCH INFLUENCE	4.	6	8.5	8.5	100.0
	Total	71	100.0	100.0	

Mean	2.155	Std err	0.115	Median	2.114
Mode	1.000	Std dev	0.969	Variance	0.938
Kurtosis	-0.597	Skewness	0.297	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS5

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	29	40.8	40.8	40.8
LITTLE INFLUENCE	2.	16	22.5	22.5	63.4
MODERATE INFLUENCE	3.	17	23.9	23.9	87.3
MUCH INFLUENCE	4.	9	12.7	12.7	100.0
	Total	71	100.0	100.0	

Mean	2.085	Std err	0.145	Median	1.906
Mode	1.000	Std dev	1.079	Variance	1.164
Kurtosis	-1.114	Skewness	0.460	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS6

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	53	74.6	74.6	74.6
LITTLE INFLUENCE	2.	9	12.7	12.7	87.3
MODERATE INFLUENCE	3.	5	7.0	7.0	94.4
MUCH INFLUENCE	4.	4	5.6	5.6	100.0
	Total	71	100.0	100.0	

Mean	1.437	Std err	0.102	Median	1.170
Mode	1.000	Std dev	0.857	Variance	0.735
Kurtosis	2.732	Skewness	1.951	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS7

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	4	5.6	5.6	5.6
LITTLE INFLUENCE	2.	13	18.3	18.3	23.9
MODERATE INFLUENCE	3.	24	33.8	33.8	57.7
MUCH INFLUENCE	4.	30	42.3	42.3	100.0
	Total	71	100.0	100.0	

Mean	3.127	Std err	0.108	Median	3.271
Mode	4.000	Std dev	0.909	Variance	0.827
Kurtosis	-0.394	Skewness	-0.727	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EP58

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	30	42.3	42.3	42.3
LITTLE INFLUENCE	2.	17	23.9	23.9	66.2
MODERATE INFLUENCE	3.	17	23.9	23.9	90.1
MUCH INFLUENCE	4.	7	9.9	9.9	100.0
	Total	71	100.0	100.0	

Mean	2.014	Std err	0.123	Median	1.824
Mode	1.000	Std dev	1.035	Variance	1.071
Kurtosis	-1.008	Skewness	0.528	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EP59

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	45	63.4	63.4	63.4
LITTLE INFLUENCE	2.	14	19.7	19.7	83.1
MODERATE INFLUENCE	3.	9	12.7	12.7	95.8
MUCH INFLUENCE	4.	3	4.2	4.2	100.0
	Total	71	100.0	100.0	

Mean	1.577	Std err	0.104	Median	1.289
Mode	1.000	Std dev	0.873	Variance	0.762
Kurtosis	0.773	Skewness	1.348	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EP510

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	18	25.4	25.4	25.4
LITTLE INFLUENCE	2.	7	9.9	9.9	35.2
MODERATE INFLUENCE	3.	11	15.5	15.5	50.7
MUCH INFLUENCE	4.	35	49.3	49.3	100.0
	Total	71	100.0	100.0	

Mean	2.957	Std err	0.151	Median	3.455
Mode	4.000	Std dev	1.271	Variance	1.616
Kurtosis	-1.420	Skewness	-0.550	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS11

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	18	25.4	25.4	25.4
LITTLE INFLUENCE	2.	9	12.7	12.7	38.0
MODERATE INFLUENCE	3.	18	25.4	25.4	63.4
MUCH INFLUENCE	4.	26	36.6	36.6	100.0
	Total	71	100.0	100.0	

Mean	2.732	Std err	0.143	Median	2.972
Mode	4.000	Std dev	1.207	Variance	1.456
Kurtosis	-1.430	Skewness	-0.367	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS12

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	29	40.8	40.8	40.8
LITTLE INFLUENCE	2.	17	23.9	23.9	64.8
MODERATE INFLUENCE	3.	9	12.7	12.7	77.5
MUCH INFLUENCE	4.	16	22.5	22.5	100.0
	Total	71	100.0	100.0	

Mean	2.169	Std err	0.142	Median	1.832
Mode	1.000	Std dev	1.195	Variance	1.428
Kurtosis	-1.315	Skewness	0.491	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS13

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	20	28.2	28.2	28.2
LITTLE INFLUENCE	2.	12	16.9	16.9	45.1
MODERATE INFLUENCE	3.	20	28.2	28.2	73.2
MUCH INFLUENCE	4.	19	26.8	26.8	100.0
	Total	71	100.0	100.0	

Mean	2.535	Std err	0.134	Median	2.675
Mode	1.000	Std dev	1.134	Variance	1.287
Kurtosis	-1.362	Skewness	-0.115	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS14

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	37	52.1	52.1	52.1
LITTLE INFLUENCE	2.	17	23.9	23.9	76.1
MODERATE INFLUENCE	3.	9	12.7	12.7	88.7
MUCH INFLUENCE	4.	8	11.3	11.3	100.0
	Total	71	100.0	100.0	

Mean	1.831	Std err	0.124	Median	1.459
Mode	1.000	Std dev	1.042	Variance	1.085
Kurtosis	-0.336	Skewness	0.973	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS15

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	23	32.4	32.4	32.4
LITTLE INFLUENCE	2.	18	25.4	25.4	57.7
MODERATE INFLUENCE	3.	15	21.1	21.1	78.9
MUCH INFLUENCE	4.	15	21.1	21.1	100.0
	Total	71	100.0	100.0	

Mean	2.310	Std err	0.135	Median	2.194
Mode	1.000	Std dev	1.141	Variance	1.303
Kurtosis	-1.356	Skewness	0.248	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS16

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	22	31.0	31.4	31.4
LITTLE INFLUENCE	2.	14	19.7	20.0	51.4
MODERATE INFLUENCE	3.	19	26.8	27.1	78.6
MUCH INFLUENCE	4.	15	21.1	21.4	100.0
NO ANSWER	9.	1	1.4	Missing	100.0
	Total	71	100.0	100.0	

Mean	2.386	Std err	0.137	Median	2.429
Mode	1.000	Std dev	1.146	Variance	1.313
Kurtosis	-1.225	Skewness	0.061	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	70	Missing cases	1		

EPS17

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	35	49.3	49.3	49.3
LITTLE INFLUENCE	2.	19	26.8	26.8	76.1
MODERATE INFLUENCE	3.	13	18.3	18.3	94.4
MUCH INFLUENCE	4.	4	5.6	5.6	100.0
	Total	71	100.0	100.0	

Mean	1.803	Std err	0.111	Median	1.526
Mode	1.000	Std dev	0.935	Variance	0.875
Kurtosis	-0.396	Skewness	0.840	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS18

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	11	15.5	15.5	15.5
LITTLE INFLUENCE	2.	5	7.0	7.0	22.5
MODERATE INFLUENCE	3.	8	11.3	11.3	33.8
MUCH INFLUENCE	4.	47	66.2	66.2	100.0
	Total	71	100.0	100.0	

Mean	3.242	Std err	0.135	Median	3.745
Mode	4.000	Std dev	1.136	Variance	1.291
Kurtosis	-0.185	Skewness	-1.292	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS19

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	51	71.8	71.8	71.8
LITTLE INFLUENCE	2.	7	9.9	9.9	81.7
MODERATE INFLUENCE	3.	8	11.3	11.3	93.0
MUCH INFLUENCE	4.	5	7.0	7.0	100.0
	Total	71	100.0	100.0	

Mean	1.535	Std err	0.114	Median	1.190
Mode	1.000	Std dev	0.954	Variance	0.909
Kurtosis	1.116	Skewness	1.574	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS20

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	4	5.6	5.6	5.6
LITTLE INFLUENCE	2.	2	2.8	2.8	8.5
MODERATE INFLUENCE	3.	10	14.1	14.1	22.5
MUCH INFLUENCE	4.	55	77.5	77.5	100.0
	Total	71	100.0	100.0	

Mean	3.634	Std err	0.095	Median	3.855
Mode	4.000	Std dev	0.797	Variance	0.635
Kurtosis	4.937	Skewness	-2.377	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing Cases	0		

EPS21

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	52	73.2	73.2	73.2
LITTLE INFLUENCE	2.	9	12.7	12.7	85.9
MODERATE INFLUENCE	3.	6	8.5	8.5	94.4
MUCH INFLUENCE	4.	4	5.6	5.6	100.0
	Total	71	100.0	100.0	

Mean	1.465	Std err	0.104	Median	1.183
Mode	1.000	Std dev	0.876	Variance	0.767
Kurtosis	2.219	Skewness	1.811	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing Cases	0		

EPS22

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	40	56.3	56.3	56.3
LITTLE INFLUENCE	2.	14	19.7	19.7	76.1
MODERATE INFLUENCE	3.	8	11.3	11.3	87.3
MUCH INFLUENCE	4.	9	12.7	12.7	100.0
	Total	71	100.0	100.0	

Mean	1.873	Std err	0.124	Median	1.338
Mode	1.000	Std dev	1.047	Variance	1.161
Kurtosis	-0.327	Skewness	1.342	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing Cases	0		

EPS23

Category Label	Code	Absolut freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	34	47.9	47.9	47.9
LITTLE INFLUENCE	2.	13	18.3	18.3	66.2
MODERATE INFLUENCE	3.	15	21.1	21.1	87.3
MUCH INFLUENCE	4.	9	12.7	12.7	100.0
	Total	71	100.0	100.0	

Mean	1.986	Std err	0	51	Median		1.615
Mode	1.000	Std dev	1	22	Variance		1.214
Kurtosis	-1.052	Skewness	0	72	Range		3.000
Minimum	1.000	Maximum	4	00			
Valid cases	71	Missing Cases		0			

EPS24

Category Label	Code	Absolu freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	61	85.9	85.9	85.9
LITTLE INFLUENCE	2.	4	5.6	5.6	91.5
MODERATE INFLUENCE	3.	4	5.6	5.6	97.2
MUCH INFLUENCE	4.	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Mean	1.254	Std err		42	Median		1.082
Mode	1.000	Std dev		91	Variance		0.478
Kurtosis	7.270	Skewness	2	24	Range		3.000
Minimum	1.000	Maximum		00			
Valid cases	71	Missing Cases		0			

EPS25

Category Label	Code	Absolu freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	16	22.5	22.5	22.5
LITTLE INFLUENCE	2.	20	28.2	28.2	50.7
MODERATE INFLUENCE	3.	18	25.4	25.4	76.1
MUCH INFLUENCE	4.	17	23.9	23.9	100.0
	Total	71	100.0	100.0	

Mean	2.577	Std err		30	Median		2.475
Mode	2.000	Std dev	1	94	Variance		1.136
Kurtosis	-1.491	Skewness		15	Range		3.000
Minimum	1.000	Maximum		00			
Valid cases	71	Missing Cases		0			

EPS26

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	31	43.7	43.7	43.7
LITTLE INFLUENCE	2.	28	39.4	39.4	83.1
MODERATE INFLUENCE	3.	11	15.5	15.5	98.6
MUCH INFLUENCE	4.	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Mean	1.746	Std err	0.091	Median	1.691
Mode	1.000	Std dev	0.769	Variance	0.592
Kurtosis	-0.316	Skewness	0.867	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS27

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	21	29.6	29.6	29.6
LITTLE INFLUENCE	2.	22	31.0	31.0	60.6
MODERATE INFLUENCE	3.	14	19.7	19.7	80.3
MUCH INFLUENCE	4.	14	19.7	19.7	100.0
	Total	71	100.0	100.0	

Mean	2.296	Std err	0.151	Median	2.159
Mode	2.000	Std dev	1.101	Variance	1.211
Kurtosis	-1.215	Skewness	0.368	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS28

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	35	49.3	50.0	50.0
LITTLE INFLUENCE	2.	20	28.2	28.6	78.6
MODERATE INFLUENCE	3.	10	14.1	14.3	92.9
MUCH INFLUENCE	4.	5	7.0	7.1	100.0
NO ANSWER	9.	1	1.4	Missing	100.0
	Total	71	100.0	100.0	

Mean	1.729	Std err	0.114	Median	1.500
Mode	1.000	Std dev	0.960	Variance	0.922
Kurtosis	-0.272	Skewness	0.975	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	70	Missing cases	1		

EPS29

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	25	35.2	35.2	35.2
LITTLE INFLUENCE	2.	19	26.8	26.8	62.0
MODERATE INFLUENCE	3.	12	16.9	16.9	78.9
MUCH INFLUENCE	4.	15	21.1	21.1	100.0
	Total	71	100.0	100.0	

Mean	2.437	Std err	0.137	Median	2.053
Mode	1.000	Std dev	1.152	Variance	1.328
Kurtosis	-1.303	Skewness	0.377	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS30

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	35	49.3	49.3	49.3
LITTLE INFLUENCE	2.	14	19.7	19.7	69.0
MODERATE INFLUENCE	3.	16	22.5	22.5	91.5
MUCH INFLUENCE	4.	6	8.5	8.5	100.0
	Total	71	100.0	100.0	

Mean	1.901	Std err	0.122	Median	1.538
Mode	1.000	Std dev	1.030	Variance	1.062
Kurtosis	-0.635	Skewness	0.986	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS31

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	42	59.2	59.2	59.2
LITTLE INFLUENCE	2.	19	26.8	26.8	86.0
MODERATE INFLUENCE	3.	9	12.7	12.7	98.6
MUCH INFLUENCE	4.	1	1.4	1.4	100.0
	Total	71	100.0	100.0	

Mean	1.563	Std err	0.091	Median	1.315
Mode	1.000	Std dev	0.770	Variance	0.592
Kurtosis	0.310	Skewness	1.136	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS32

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	24	33.8	33.8	33.8
LITTLE INFLUENCE	2.	15	21.1	21.1	54.9
MODERATE INFLUENCE	3.	11	15.5	15.5	70.4
MUCH INFLUENCE	4.	21	29.6	29.6	100.0
	Total	71	100.0	100.0	

Mean	2.408	Std err	0.147	Median	2.267
Mode	1.000	Std dev	1.237	Variance	1.531
Kurtosis	-1.529	Skewness	0.146	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing Cases	0		

EPS33

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	46	64.8	64.8	64.8
LITTLE INFLUENCE	2.	14	19.7	19.7	84.5
MODERATE INFLUENCE	3.	9	12.7	12.7	97.2
MUCH INFLUENCE	4.	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Mean	1.535	Std err	0.098	Median	1.272
Mode	1.000	Std dev	0.825	Variance	0.681
Kurtosis	0.465	Skewness	1.370	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing Cases	0		

EPS34

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	61	85.9	87.1	87.1
LITTLE INFLUENCE	2.	2	2.8	2.9	90.0
MODERATE INFLUENCE	3.	5	7.0	7.1	97.1
MUCH INFLUENCE	4.	2	2.8	2.9	100.0
NO ANSWER	9.	1	1.4	Missing	100.0
	Total	71	100.0	100.0	

Mean	1.457	Std err	0.100	Median	1.274
Mode	1.000	Std dev	0.715	Variance	0.513
Kurtosis	0.504	Skewness	2.745	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	70	Missing Cases	1		

EPS35

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	20	28.2	28.2	28.2
LITTLE INFLUENCE	2.	12	16.9	16.9	45.1
MODERATE INFLUENCE	3.	16	22.5	22.5	67.6
MUCH INFLUENCE	4.	23	32.4	32.4	100.0
	Total	71	100.0	100.0	

Mean	2.592	Std err	0.144	Median	2.719
Mode	4.000	Std dev	1.214	Variance	1.474
Kurtosis	-1.551	Skewness	-0.146	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS36

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	49	69.0	69.0	69.0
LITTLE INFLUENCE	2.	12	16.9	16.9	85.9
MODERATE INFLUENCE	3.	5	7.0	7.0	93.0
MUCH INFLUENCE	4.	5	7.0	7.0	100.0
	Total	71	100.0	100.0	

Mean	1.521	Std err	0.108	Median	1.224
Mode	1.000	Std dev	0.903	Variance	0.825
Kurtosis	1.234	Skewness	1.703	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EPS37

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
NO INFLUENCE	1.	23	32.4	32.4	32.4
LITTLE INFLUENCE	2.	15	21.1	21.1	53.5
MODERATE INFLUENCE	3.	17	23.9	23.9	77.5
MUCH INFLUENCE	4.	16	22.5	22.5	100.0
	Total	71	100.0	100.0	

Mean	2.394	Std err	0.138	Median	2.343
Mode	1.000	Std dev	1.162	Variance	1.351
Kurtosis	-1.449	Skewness	0.134	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	71	Missing cases	0		

EP538

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	35	49.3	49.3	49.3
LITTLE INFLUENCE	2.	23	32.4	32.4	81.7
MODERATE INFLUENCE	3.	11	15.5	15.5	97.2
MUCH INFLUENCE	4.	2	2.8	2.8	100.0
	Total	71	100.0	100.0	

Mean	1.715	Std err	0.094	Median	1.522
Mode	1.000	Std dev	0.791	Variance	0.691
Kurtosis	-0.859	Skewness	0.882	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 71 Missing cases 0

EP539

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	35	49.3	49.3	49.3
LITTLE INFLUENCE	2.	15	21.1	21.1	70.4
MODERATE INFLUENCE	3.	14	19.7	19.7	90.1
MUCH INFLUENCE	4.	7	9.9	9.9	100.0
	Total	71	100.0	100.0	

Mean	1.761	Std err	0.124	Median	1.533
Mode	1.000	Std dev	1.044	Variance	1.090
Kurtosis	-0.759	Skewness	0.741	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 71 Missing cases 0

EP540

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	37	52.1	52.1	52.1
LITTLE INFLUENCE	2.	9	12.7	12.7	64.8
MODERATE INFLUENCE	3.	3	4.2	4.2	69.0
MUCH INFLUENCE	4.	22	31.0	31.0	100.0
	Total	71	100.0	100.0	

Mean	2.437	Std err	0.181	Median	1.125
Mode	1.000	Std dev	1.524	Variance	2.322
Kurtosis	-0.917	Skewness	0.971	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 71 Missing cases 0

COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
COMMUNITY COLLEGE	1.	71	100.0	100.0	100.0
	Total	71	100.0	100.0	

Mean	1.000	Std err	0.000	Median	1.000
Mode	1.000	Std dev	0.000	Variance	0.000
Range	0.000	Minimum	1.000	Maximum	1.000
Valid cases	71	Missing cases	0		

FREQUENCY COUNTS ON UNIVERSITY SUBJECTS ONLY

ADJTOT RECENT LIFE CHANGES ADJUSTED TOTAL

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
	5.	1	1.1	1.1	1.1
	30.	1	1.1	1.1	2.2
	50.	2	2.2	2.2	4.4
	85.	1	1.1	1.1	5.5
	90.	1	1.1	1.1	6.6
	95.	1	1.1	1.1	7.7
	100.	1	1.1	1.1	8.8
	125.	1	1.1	1.1	9.9
	130.	1	1.1	1.1	11.0
	135.	1	1.1	1.1	12.1
	175.	1	1.1	1.1	13.2
	207.	1	1.1	1.1	14.3
	210.	2	2.2	2.2	16.5
	220.	1	1.1	1.1	17.6
	250.	1	1.1	1.1	18.7
	260.	1	1.1	1.1	19.8
	261.	1	1.1	1.1	20.9
	275.	1	1.1	1.1	22.0
	280.	1	1.1	1.1	23.1
	285.	1	1.1	1.1	24.2
	287.	1	1.1	1.1	25.3
	290.	1	1.1	1.1	26.4
	295.	1	1.1	1.1	27.5
	315.	1	1.1	1.1	28.6
	325.	1	1.1	1.1	29.7
	340.	1	1.1	1.1	30.8
	350.	1	1.1	1.1	31.9
	450.	1	1.1	1.1	33.0
	505.	1	1.1	1.1	34.1
	595.	1	1.1	1.1	35.2
	620.	1	1.1	1.1	36.3
	640.	1	1.1	1.1	37.4
	645.	1	1.1	1.1	38.5
	650.	1	1.1	1.1	39.6
	650.	1	1.1	1.1	40.7
	655.	1	1.1	1.1	41.8

[illegible]	1	1.1	1.1	42.9
471.	1	1.1	1.1	44.0
500.	1	1.1	1.1	45.1
512.	1	1.1	1.1	46.2
516.	2	2.2	2.2	48.4
517.	1	1.1	1.1	49.5
524.	2	2.2	2.2	51.6
529.	2	2.2	2.2	53.8
530.	2	2.2	2.2	56.0
541.	1	1.1	1.1	57.1
545.	1	1.1	1.1	58.2
550.	1	1.1	1.1	59.3
560.	1	1.1	1.1	60.4
565.	1	1.1	1.1	61.5
568.	2	2.2	2.2	63.7
570.	1	1.1	1.1	64.8
574.	1	1.1	1.1	65.9
580.	1	1.1	1.1	67.0
581.	1	1.1	1.1	68.1
585.	1	1.1	1.1	69.2
598.	1	1.1	1.1	70.3
600.	3	3.3	3.3	73.6
775.	2	2.2	2.2	75.8
780.	1	1.1	1.1	76.9
810.	1	1.1	1.1	78.0
830.	2	2.2	2.2	80.2
870.	1	1.1	1.1	81.3
900.	1	1.1	1.1	82.4
920.	2	2.2	2.2	84.6
1010.	1	1.1	1.1	85.7
1020.	1	1.1	1.1	86.8
1065.	1	1.1	1.1	87.9
1140.	1	1.1	1.1	89.0
1220.	1	1.1	1.1	90.1
1260.	1	1.1	1.1	91.2
1320.	1	1.1	1.1	92.3
1390.	1	1.1	1.1	93.4
1515.	1	1.1	1.1	94.5
1540.	1	1.1	1.1	95.6
1770.	1	1.1	1.1	96.7
1950.	1	1.1	1.1	97.8
2080.	1	1.1	1.1	98.9
2190.	1	1.1	1.1	100.0
Total	91	100.0	100.0	

Mean	[illegible]	Median	513.750
Mode	[illegible]	Variance	204501.920
Kurtosis	[illegible]	Range	2190.000
Skewness	[illegible]		

Valid cases 91 Missing Cases 0

FREQUENCY COUNTS OF UNIVERSITY SUBJECTS ONLY

DEM01 AGE

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
25-34	1.	25	27.5	27.8	27.8
35-44	2.	34	37.4	37.8	65.6
45-54	3.	26	28.6	28.9	94.4
55-64	4.	5	5.5	5.6	100.0
NO ANSWER	9.	1	1.1	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.122	Std err	0.093	Median	2.080
Mode	2.000	Std dev	0.865	Variance	0.783
Kurtosis	-0.813	Skewness	0.254	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 90 Missing cases 1

DEM02 MARITAL STATUS

Category Label	Code	Absolute Freq	Relative Freq (%)	Adjusted Freq (%)	Cum Freq (%)
SINGLE	1.	19	20.9	21.3	21.3
MARRIED	2.	58	63.7	65.2	86.5
SEPARATED	3.	1	1.1	1.1	87.6
DIVORCED	4.	2	2.2	2.2	89.9
WIDOWED	5.	3	3.3	3.4	93.3
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.079	Std err	0.109	Median	1.940
Mode	2.000	Std dev	0.944	Variance	0.891
Kurtosis	2.313	Skewness	1.498	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 89 Missing cases 2

DEM03 [illegible]

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
0	1.	25	27.5	27.5	27.5
1-2	2.	42	46.2	46.2	73.6
3-4	3.	19	20.9	20.9	94.5
5-6	4.	5	5.5	5.5	100.0
	Total	91	100.0	100.0	

Mean	2.044	Std err	0.088	Median	1.988
Mode	2.000	Std dev	0.842	Variance	0.709
Kurtosis	-0.296	Skewness	0.187	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 91 Missing cases 0

DEM04 [illegible]

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
<10000	1.	1	1.1	1.1	1.1
10000-14999	2.	7	7.7	7.7	8.8
15000-19999	3.	7	7.7	7.7	16.5
20000-24999	4.	9	9.9	9.9	26.4
25000 & UP	5.	67	73.6	73.6	100.0
	Total	91	100.0	100.0	

Mean	4.473	Std err	0.105	Median	4.621
Mode	5.000	Std dev	1.004	Variance	1.008
Kurtosis	2.110	Skewness	-1.810	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 91 Missing cases 0

DEM05 [illegible]

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
WHITE	1.	87	95.6	95.6	95.6
HISPANIC	3.	4	4.4	4.4	100.0
	Total	91	100.0	100.0	

Mean	1.044	Std err	0.043	Median	1.044
Mode	1.000	Std dev	0.412	Variance	0.170
Kurtosis	16.593	Skewness	4.524	Range	2.000
Minimum	1.000	Maximum	3.000		

Valid cases 91 Missing cases 1

DEM06 YEARS OUT OF SCHOOL BEFORE RETURN

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
1-3	1.	32	35.2	35.2	35.2
4-6	2.	9	9.9	9.9	45.1
7-10	3.	17	18.7	18.7	63.7
11-15	4.	18	19.8	19.8	83.5
>=16	5.	15	16.5	16.5	100.0
	Total	91	100.0	100.0	

Mean	4.725	Std err	0.159	Median	2.765
Mode	1.000	Std dev	1.521	Variance	2.313
Kurtosis	-1.470	Skewness	0.150	Range	4.000
Minimum	1.000	Maximum	5.000		

Valid cases 91 Missing Cases 0

DEM07 BASIC GOAL FOR RETURNING

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
VOC OR OCC TRAINING	1.	30	33.0	34.1	34.1
UNIV DEGREE	2.	58	63.7	65.9	100.0
NO ANSWER	0.	3	3.3	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.659	Std err	0.051	Median	1.741
Mode	2.000	Std dev	0.477	Variance	0.227
Kurtosis	-1.574	Skewness	-0.583	Range	1.000
Minimum	1.000	Maximum	2.000		

Valid cases 88 Missing Cases 3

DEM08 PRESENT EMPLOYMENT CLASSIFICATION

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
UNDERGRAD	2.	4	4.4	4.4	4.4
GRAD	3.	87	95.6	95.6	100.0
	Total	91	100.0	100.0	

Mean	2.956	Std err	0.022	Median	2.977
Mode	3.000	Std dev	0.208	Variance	0.043
Kurtosis	18.643	Skewness	-4.524	Range	1.000
Minimum	2.000	Maximum	3.000		

Valid cases 91 Missing Cases 0

EPS1

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	6	6.6	6.7	6.7
LITTLE INFLUENCE	2.	8	8.8	8.9	15.6
MODERATE INFLUENCE	3.	37	40.7	41.1	56.7
MUCH INFLUENCE	4.	39	42.9	43.3	100.0
NO ANSWER	9.	1	1.1	Missing	100.0
	Total	91	100.0	100.0	

Mean	3.711	Std err	0.091	Median	4.000
Mode	4.000	Std dev	0.868	Variance	0.753
Kurtosis	5.029	Skewness	-1.861	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	90	Missing Cases	1		

EPS2

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	49	53.8	54.4	54.4
LITTLE INFLUENCE	2.	18	19.8	20.0	74.4
MODERATE INFLUENCE	3.	18	19.8	20.0	94.4
MUCH INFLUENCE	4.	5	5.5	5.6	100.0
NO ANSWER	9.	1	1.1	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.767	Std err	0.101	Median	1.416
Mode	1.000	Std dev	0.960	Variance	0.922
Kurtosis	-0.919	Skewness	0.877	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	90	Missing Cases	1		

EPS3

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	4	4.4	4.5	4.5
LITTLE INFLUENCE	2.	6	6.6	6.7	11.2
MODERATE INFLUENCE	3.	9	9.9	10.1	21.3
MUCH INFLUENCE	4.	70	76.9	78.7	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	3.629	Std err	0.085	Median	3.884
Mode	4.000	Std dev	0.804	Variance	0.646
Kurtosis	3.911	Skewness	-2.164	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing Cases	2		

EPS4

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	27	29.7	30.0	30.0
LITTLE INFLUENCE	2.	26	28.6	28.9	58.9
MODERATE INFLUENCE	3.	22	24.2	24.4	83.3
MUCH INFLUENCE	4.	15	16.5	16.7	100.0
NO ANSWER	9.	1	1.1	missing	100.0
	Total	91	100.0	100.0	

Mean	2.278	Std err	0.113	Median	2.192
Mode	1.000	Std dev	1.071	Variance	1.147
Kurtosis	-1.153	Skewness	0.262	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	90	Missing cases	1		

EPS5

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	62	68.1	69.7	69.7
LITTLE INFLUENCE	2.	16	17.6	18.0	87.6
MODERATE INFLUENCE	3.	5	5.5	5.6	93.3
MUCH INFLUENCE	4.	6	6.6	6.7	100.0
NO ANSWER	9.	2	2.2	missing	100.0
	Total	91	100.0	100.0	

Mean	1.416	Std err	0.093	Median	1.218
Mode	1.000	Std dev	0.881	Variance	0.776
Kurtosis	2.439	Skewness	1.805	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS6

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	25	27.5	28.4	28.4
LITTLE INFLUENCE	2.	13	14.3	14.8	43.2
MODERATE INFLUENCE	3.	21	23.1	23.9	67.0
MUCH INFLUENCE	4.	29	31.9	33.0	100.0
NO ANSWER	9.	3	3.3	missing	100.0
	Total	91	100.0	100.0	

Mean	2.614	Std err	0.130	Median	2.786
Mode	4.000	Std dev	1.217	Variance	1.481
Kurtosis	-1.541	Skewness	-0.194	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	88	Missing cases	3		

EPS7

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	4	4.4	4.5	4.5
LITTLE INFLUENCE	2.	13	14.3	14.6	19.1
MODERATE INFLUENCE	3.	37	40.7	41.6	60.7
MUCH INFLUENCE	4.	35	38.5	39.3	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	3.157	Std err	0.088	Median	3.243
Mode	3.000	Std dev	0.834	Variance	0.702
Kurtosis	0.343	Skewness	-0.789	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS8

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	59	64.8	66.3	66.3
LITTLE INFLUENCE	2.	15	16.5	16.9	83.1
MODERATE INFLUENCE	3.	4	3.8	4.0	92.1
MUCH INFLUENCE	4.	7	7.7	7.9	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.584	Std err	0.161	Median	1.254
Mode	1.000	Std dev	0.951	Variance	0.905
Kurtosis	1.324	Skewness	1.695	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS9

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	63	69.2	70.8	70.8
LITTLE INFLUENCE	2.	17	18.7	19.1	89.9
MODERATE INFLUENCE	3.	6	6.6	6.7	96.6
MUCH INFLUENCE	4.	3	3.3	3.4	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.494	Std err	0.091	Median	1.239
Mode	1.000	Std dev	0.767	Variance	0.588
Kurtosis	4.760	Skewness	1.971	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS10

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	10	11.0	11.2	11.2
LITTLE INFLUENCE	2.	11	12.1	12.4	23.6
MODERATE INFLUENCE	3.	20	22.0	22.5	46.1
MUCH INFLUENCE	4.	48	52.7	53.9	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	3.191	Std err	0.111	Median	3.573
Mode	4.000	Std dev	1.043	Variance	1.088
Kurtosis	-0.296	Skewness	-1.069	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS11

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	45	49.5	50.6	50.6
LITTLE INFLUENCE	2.	22	24.2	24.7	75.3
MODERATE INFLUENCE	3.	9	9.9	10.1	85.4
MUCH INFLUENCE	4.	13	14.3	14.6	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.685	Std err	0.116	Median	1.449
Mode	1.000	Std dev	1.092	Variance	1.192
Kurtosis	-0.831	Skewness	0.925	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS12

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	55	60.4	61.8	61.8
LITTLE INFLUENCE	2.	14	15.4	15.7	77.5
MODERATE INFLUENCE	3.	12	13.2	13.5	91.0
MUCH INFLUENCE	4.	8	8.8	9.0	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.607	Std err	0.108	Median	1.379
Mode	1.000	Std dev	1.016	Variance	1.032
Kurtosis	0.713	Skewness	1.177	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS13

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	18	19.8	20.2	20.2
LITTLE INFLUENCE	2.	7	7.7	7.9	28.1
MODERATE INFLUENCE	3.	38	41.8	42.7	70.8
MUCH INFLUENCE	4.	26	28.6	29.2	100.0
NO ANSWER	0.	2	2.2	missing	100.0
	Total	91	100.0	100.0	

Mean	2.809	Std err	0.114	Median	3.013
Mode	3.000	Std dev	1.075	Variance	1.156
Kurtosis	-0.647	Skewness	-0.618	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS14

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	50	54.9	56.2	56.2
LITTLE INFLUENCE	2.	22	24.2	24.7	80.9
MODERATE INFLUENCE	3.	15	16.5	16.9	97.8
MUCH INFLUENCE	4.	2	2.2	2.2	100.0
NO ANSWER	0.	2	2.2	missing	100.0
	Total	91	100.0	100.0	

Mean	1.652	Std err	0.089	Median	1.396
Mode	1.000	Std dev	0.841	Variance	0.707
Kurtosis	-0.190	Skewness	0.973	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS15

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	18	19.8	20.2	20.2
LITTLE INFLUENCE	2.	22	24.2	24.7	44.9
MODERATE INFLUENCE	3.	25	27.5	28.1	73.0
MUCH INFLUENCE	4.	24	26.4	27.0	100.0
NO ANSWER	0.	2	2.2	missing	100.0
	Total	91	100.0	100.0	

Mean	2.618	Std err	0.119	Median	2.680
Mode	3.000	Std dev	1.092	Variance	1.193
Kurtosis	-1.271	Skewness	-0.149	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS16

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	47	51.6	53.4	53.4
LITTLE INFLUENCE	2.	15	16.5	17.0	70.5
MODERATE INFLUENCE	3.	17	18.7	19.3	89.8
MUCH INFLUENCE	4.	9	9.9	10.2	100.0
NO ANSWER	0.	3	3.3	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.864	Std err	0.113	Median	1.436
Mode	1.000	Std dev	1.063	Variance	1.131
Kurtosis	-0.775	Skewness	0.807	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	88	Missing Cases	3		

EPS17

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	46	50.5	51.7	51.7
LITTLE INFLUENCE	2.	36	39.6	40.4	92.1
MODERATE INFLUENCE	3.	6	6.6	6.7	98.9
MUCH INFLUENCE	4.	1	1.1	1.1	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.573	Std err	0.071	Median	1.407
Mode	1.000	Std dev	0.672	Variance	0.452
Kurtosis	0.609	Skewness	0.999	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing Cases	2		

EPS18

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	1	1.1	1.1	1.1
LITTLE INFLUENCE	2.	4	4.4	4.5	5.6
MODERATE INFLUENCE	3.	15	17.6	18.0	23.6
MUCH INFLUENCE	4.	64	71.7	76.4	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	3.607	Std err	0.065	Median	3.840
Mode	4.000	Std dev	0.611	Variance	0.373
Kurtosis	4.213	Skewness	-2.178	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	87	Missing Cases	4		

EPS19

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	67	73.6	75.3	75.3
LITTLE INFLUENCE	2.	15	16.5	16.9	92.1
MODERATE INFLUENCE	3.	4	4.4	4.5	96.6
MUCH INFLUENCE	4.	3	3.3	3.4	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.360	Std err	0.077	Median	1.164
Mode	1.000	Std dev	0.727	Variance	0.528
Kurtosis	4.671	Skewness	2.231	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS20

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	24	26.4	27.0	27.0
LITTLE INFLUENCE	2.	8	8.8	9.0	36.0
MODERATE INFLUENCE	3.	6	6.6	6.7	42.7
MUCH INFLUENCE	4.	51	56.0	57.3	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.944	Std err	0.141	Median	3.027
Mode	4.000	Std dev	1.325	Variance	1.756
Kurtosis	-1.432	Skewness	-0.613	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS21

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	84	92.3	94.4	94.4
LITTLE INFLUENCE	2.	4	4.4	4.5	98.9
MUCH INFLUENCE	4.	1	1.1	1.1	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.079	Std err	0.040	Median	1.038
Mode	1.000	Std dev	0.376	Variance	0.141
Kurtosis	+2.421	Skewness	2.141	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS22

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	55	60.4	61.8	61.8
LITTLE INFLUENCE	2.	15	16.5	16.9	78.7
MODERATE INFLUENCE	3.	11	12.1	12.4	91.0
MUCH INFLUENCE	4.	8	8.8	9.0	100.0
NO ANSWER	0.	2	2.2	missing	100.0
	Total	91	100.0	100.0	

Mean	1.685	Std err	0.107	Median	1.304
Mode	1.000	Std dev	1.007	Variance	1.014
Kurtosis	0.119	Skewness	1.218	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS23

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	25	27.5	28.1	28.1
LITTLE INFLUENCE	2.	22	24.2	25.0	53.4
MODERATE INFLUENCE	3.	24	26.4	27.3	80.7
MUCH INFLUENCE	4.	17	18.7	19.3	100.0
NO ANSWER	0.	3	3.3	missing	100.0
	Total	91	100.0	100.0	

Mean	2.375	Std err	0.117	Median	2.364
Mode	1.000	Std dev	1.097	Variance	1.203
Kurtosis	-1.301	Skewness	0.113	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	88	Missing cases	3		

EPS24

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	83	91.2	93.3	93.3
LITTLE INFLUENCE	2.	4	4.4	4.5	97.8
MODERATE INFLUENCE	3.	2	2.2	2.2	100.0
NO ANSWER	0.	2	2.2	missing	100.0
	Total	91	100.0	100.0	

Mean	1.090	Std err	0.038	Median	1.038
Mode	1.000	Std dev	0.358	Variance	0.128
Kurtosis	10.859	Skewness	3.274	Range	2.000
Minimum	1.000	Maximum	3.000		
Valid cases	89	Missing cases	2		

EPS25

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	15	16.5	16.9	16.9
LITTLE INFLUENCE	2.	18	19.8	20.2	37.1
MODERATE INFLUENCE	3.	31	34.1	34.8	71.9
MUCH INFLUENCE	4.	25	27.5	28.1	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.742	Std err	0.111	Median	2.871
Mode	3.000	Std dev	1.050	Variance	1.103
Kurtosis	-1.042	Skewness	-0.363	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS26

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	50	54.9	56.8	56.8
LITTLE INFLUENCE	2.	21	23.1	23.9	80.7
MODERATE INFLUENCE	3.	15	16.5	17.0	97.7
MUCH INFLUENCE	4.	2	2.2	2.3	100.0
NO ANSWER	0.	3	3.3	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.648	Std err	0.099	Median	1.380
Mode	1.000	Std dev	0.845	Variance	0.714
Kurtosis	-0.191	Skewness	0.964	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 88 Missing cases 3

EPS27

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	59	64.8	66.3	66.3
LITTLE INFLUENCE	2.	19	20.9	21.3	87.6
MODERATE INFLUENCE	3.	6	6.6	6.7	94.4
MUCH INFLUENCE	4.	5	5.5	5.6	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.517	Std err	0.091	Median	1.254
Mode	1.000	Std dev	0.854	Variance	0.730
Kurtosis	2.020	Skewness	1.689	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS28

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	70	76.9	78.7	78.7
LITTLE INFLUENCE	2.	13	14.3	14.6	93.3
MODERATE INFLUENCE	3.	3	3.3	3.4	96.6
MUCH INFLUENCE	4.	3	3.3	3.4	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.315	Std err	0.074	Median	1.130
Mode	1.000	Std dev	0.701	Variance	0.491
Kurtosis	6.176	Skewness	2.517	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS29

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	16	17.6	18.0	18.0
LITTLE INFLUENCE	2.	18	19.8	20.2	38.2
MODERATE INFLUENCE	3.	29	31.9	32.6	70.8
MUCH INFLUENCE	4.	26	28.6	29.2	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.730	Std err	0.114	Median	2.864
Mode	3.000	Std dev	1.074	Variance	1.153
Kurtosis	-1.126	Skewness	-0.339	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS30

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	24	26.4	27.3	27.3
LITTLE INFLUENCE	2.	22	24.2	25.0	52.3
MODERATE INFLUENCE	3.	25	27.5	28.4	80.7
MUCH INFLUENCE	4.	17	18.7	19.3	100.0
NO ANSWER	9.	3	3.3	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.534	Std err	0.115	Median	2.409
Mode	3.000	Std dev	1.048	Variance	1.145
Kurtosis	-1.270	Skewness	0.077	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	88	Missing cases	3		

EPS31

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	61	67.0	68.5	68.5
LITTLE INFLUENCE	2.	17	18.7	19.1	87.6
MODERATE INFLUENCE	3.	8	8.8	9.0	96.6
MUCH INFLUENCE	4.	3	3.3	3.4	100.0
NO ANSWER	6.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.472	Std err	0.085	Median	1.230
Mode	1.000	Std dev	0.799	Variance	0.638
Kurtosis	1.985	Skewness	1.660	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing Cases	2		

EPS32

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	18	19.8	20.2	20.2
LITTLE INFLUENCE	2.	12	13.2	13.5	33.7
MODERATE INFLUENCE	3.	15	16.5	16.9	50.6
MUCH INFLUENCE	4.	44	48.4	49.4	100.0
NO ANSWER	6.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.955	Std err	0.128	Median	3.407
Mode	4.000	Std dev	1.205	Variance	1.453
Kurtosis	-1.229	Skewness	-0.629	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing Cases	2		

EPS33

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	62	68.1	69.7	69.7
LITTLE INFLUENCE	2.	17	18.7	19.1	88.8
MODERATE INFLUENCE	3.	6	6.6	6.7	95.5
MUCH INFLUENCE	4.	4	4.4	4.5	100.0
NO ANSWER	6.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.461	Std err	0.085	Median	1.218
Mode	1.000	Std dev	0.813	Variance	0.660
Kurtosis	2.513	Skewness	1.814	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing Cases	2		

EPS34

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	79	86.8	91.9	91.9
LITTLE INFLUENCE	2.	2	2.2	2.3	94.2
MODERATE INFLUENCE	3.	3	3.3	3.5	97.7
MUCH INFLUENCE	4.	2	2.2	2.3	100.0
NO ANSWER	0.	5	5.5	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.163	Std err	0.064	Median	1.044
Mode	1.000	Std dev	0.591	Variance	0.350
Kurtosis	13.911	Skewness	3.793	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 86 Missing cases 5

EPS35

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	52	57.1	58.4	58.4
LITTLE INFLUENCE	2.	12	13.2	13.5	71.9
MODERATE INFLUENCE	3.	16	17.6	18.0	89.9
MUCH INFLUENCE	4.	9	9.9	10.1	100.0
NO ANSWER	0.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.798	Std err	0.113	Median	1.350
Mode	1.000	Std dev	1.068	Variance	1.140
Kurtosis	-0.815	Skewness	0.932	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 89 Missing cases 2

EPS36

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	34	37.4	39.5	39.5
LITTLE INFLUENCE	2.	22	24.2	25.6	65.1
MODERATE INFLUENCE	3.	14	15.4	16.3	81.4
MUCH INFLUENCE	4.	16	17.6	18.6	100.0
NO ANSWER	0.	5	5.5	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.186	Std err	0.123	Median	1.909
Mode	1.000	Std dev	1.139	Variance	1.296
Kurtosis	-1.165	Skewness	0.542	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 86 Missing cases 5

EPS37

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	18	19.8	20.5	20.5
LITTLE INFLUENCE	2.	22	24.2	25.0	45.5
MODERATE INFLUENCE	3.	24	26.4	27.3	72.7
MUCH INFLUENCE	4.	24	26.4	27.3	100.0
NO ANSWER	9.	3	3.3	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.614	Std err	0.117	Median	2.667
Mode	3.000	Std dev	1.094	Variance	1.205
Kurtosis	-1.289	Skewness	-0.137	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	88	Missing cases	3		

EPS38

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	56	61.5	64.4	64.4
LITTLE INFLUENCE	2.	26	28.6	29.9	94.3
MODERATE INFLUENCE	3.	4	4.4	4.6	98.9
MUCH INFLUENCE	4.	1	1.1	1.1	100.0
NO ANSWER	9.	4	4.4	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.425	Std err	0.109	Median	1.277
Mode	1.000	Std dev	0.940	Variance	0.416
Kurtosis	2.321	Skewness	1.511	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	87	Missing cases	4		

EPS39

Category Label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	55	60.4	61.8	61.8
LITTLE INFLUENCE	2.	19	20.9	21.3	83.1
MODERATE INFLUENCE	3.	10	11.0	11.2	94.4
MUCH INFLUENCE	4.	5	5.5	5.6	100.0
NO ANSWER	9.	2	2.2	Missing	100.0
	Total	91	100.0	100.0	

Mean	1.607	Std err	0.095	Median	1.500
Mode	1.000	Std dev	0.900	Variance	0.810
Kurtosis	0.787	Skewness	1.348	Range	3.000
Minimum	1.000	Maximum	4.000		
Valid cases	89	Missing cases	2		

EPS40

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
NO INFLUENCE	1.	41	45.1	46.6	46.6
LITTLE INFLUENCE	2.	17	18.7	19.3	65.9
MODERATE INFLUENCE	3.	14	15.4	15.9	81.8
MUCH INFLUENCE	4.	16	17.6	18.2	100.0
NO ANSWER	9.	3	3.3	Missing	100.0
	Total	91	100.0	100.0	

Mean	2.057	Std err	0.125	Median	1.676
Mode	1.000	Std dev	1.188	Variance	1.365
Kurtosis	-1.186	Skewness	0.596	Range	3.000
Minimum	1.000	Maximum	4.000		

Valid cases 88 Missing cases 3

COLLEGE WHETHER SUBJ IN COMM COLL OR UNIVER

Category label	Code	Absolute freq	Relative freq (%)	Adjusted freq (%)	Cum freq (%)
UNIVERSITY	2.	91	100.0	100.0	100.0
	Total	91	100.0	100.0	

Mean	2.000	Std err	0.000	Median	2.000
Mode	2.000	Std dev	0.000	Variance	0.000
Range	0.000	Minimum	2.000	Maximum	2.000

Valid cases 91 Missing cases 0

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