

Office of Educational Assessment

University of Washington

August, 1990

90-4-A

**Survey Of Older Than Average Students  
At The University Of Washington**

**Appendix D.  
Verbatim Comments**

Nana Lowell  
Gerald M. Gillmore

Survey of Older than Average Students  
At the University of Washington

COMMENTS

These comments were made in response to the following:

**Please briefly describe any age discrimination you have experienced and/or comment on any question.**

- 002 g Office hours to see faculty are too limiting - 2 hrs. a week during business hours - not very realistic for a self-supporting person. Classes are not offered at very accommodating times for working people. Office people: some are very helpful and some are darn rude. Coming back to the University after being away for 10 years was a frightening and aggravating experience that I still resent. Free 1 hr. parking on campus should be made available and monitored.
- 005 g No problems whatsoever. It's simply hard to attend daytime classes and maintain a daytime job, but all classes can't be offered evenings. The most difficult problem is that of finding study partners. One needs to have more time to spend on campus to get acquainted with fellow classmates. Other than that, I've been very satisfied.
- 008 g 1) Faculty should bring all class materials to class for distribution. Working students do not have time to stand in lines at copy centers.  
2) Faculty should teach from material in textbooks. Off-campus students don't have time to hang around campus for assistance from profs at their convenience.  
3) The biggest problem is that all instruction is geared toward the on-campus student. Don't assume I hang around here all day! Campus resources are irrelevant. Provide options!
- 010 g My only complaint, and it is minor, is that classes in my program are offered at inconvenient times, such as the middle of the day. More evening classes would be appreciated.
- 011 u The System does not take into account special circumstances of older students who must schedule courses around work and family obligations. More night courses would be very helpful and Professors could take these considerations into account when assigning the work load for a particular class. For example, four term papers and six books to read for just one course alone is excessive for a student who works full time and/or has a family to care for.
- 016 u Faculty like to "joke" about events that were "before your time." I really resent this, since it makes me feel unnoticed, uncounted, misunderstood. I do remember JFK, the 60's etc. I am 35, and I am graduating and glad to be done. I look forward to graduate school someday where I won't be part of the "masses"!
- 025 u The lower division courses' discussion sections are awkward in that the experience gap prevents real discussion with my fellow students.  
In upper division courses the more numerous graduate students make the classroom more comfortable.
- 026 g Hey - I'm not really that old!
- 028 g None I can think of.

- 029 g I am an adult. Yes, at 38 I finally admit it. While the student life isn't a holiday cruise I count myself among the privileged because I'm not 9 to 5'ing it.  
My age group may be discriminated against but this is lost on me because I am more aware of the subtle discrimination against students in general. I am appalled at the way some of my coevals treat the young adults. I only hope my graying presence minimizes this elitist bullying.  
Good luck America. Up the revolution.
- 030 g I have 4 children and a working wife so I spent all my time either studying or raising my family. I don't require nor have I sought University assistance or contacts except for financial aid.
- 031 g Those who are of the opinion that an advanced degree must result in a greater income or "higher" position have often expressed doubts about the benefits forthcoming to a student over 40. Money is a serious concern to this type of person. Agism seems to depend on personal values.
- 034 u In regards to the faculty advice - my program requires yearly contact with a faculty member. I dislike this, but feel that by being an older student I "generate" a more respectful and appreciative attitude on the part of the faculty.
- 036 g Not discrimination - but I'd like to make a comment: As an adult, working in the "real world" I have come to expect consideration & respect in my dealings with other persons - & of course give them in return. However, at the UW (from various staff i.e. - library, Schmitz Hall) this has not always been my experience. If, in the "real world" I or anyone else were to experience this, my business would be taken elsewhere - Thankfully these instances are few and far between, but still are amazing to me that they occur at all!
- 038 u People say the average age on campus is about 27 or so. Judging by my experience, this is because there is one retiree for every 5-6 eighteen year olds. The statistic is misleading. Students in my age group are the biggest minority on campus & it would be nice if some social events were geared toward us. We are so rare that we seldom cross paths otherwise.
- 039 g Family Housing unit staff are very unkind. I was very frustrated when I applied for family housing and gave up applying for it.
- 042 g I've been at the U since I was an undergrad so I "grew up" in the system. I was a TA during my grad school years and am currently employed by the UW so my relationship to the U and student body is probably very different than other older students.
- 043 u Instructors are sometimes condescending to the students in general as to their knowledge and/or motivation to learn. Also material presented assumes little historical background which many of the older students possess. This isn't a big problem, it's more an attitude than a hindrance.  
Adequate low cost private housing for older students is a big problem. Very difficult to find and/or afford.
- 044 g - lack of special funding  
- career counseling/financial aid counseling  
- special scholarships/loan programs  
- daycare for kids  
- daycare for off campus jobs
- 045 u Age discrimination only in the scheduling and lack of flexibility of class hours and offerings.

- 047 g The classes required are not set up for people that also have to work.
- 048 u Resources need to be made available & presented to reach our attention regarding making adjustments from a working situation/environment to university level expectation about changes to expect and meet in home life once enrolled in a full-time program such as nursing. Also having an orientation geared towards older students would be of some benefit. Especially for those whose family members never entered college & who were "breaking ground." For those of us who weren't able to begin college at age 18 due to lack of financing, knowledge of the "system" & encouragement from our families - This is important.
- 053 u People estimate my age as 25 yrs so I fit in well w/younger group.
- 057 u Questions 26-42 did not apply to me or I honestly didn't know the answer, so I responded as neutral! I suspect that I am an exception to the rule, regarding older students, since my husband is supporting me and my education, and I am able to attend full-time, without the responsibility of a job or the financial worries many older students must face!
- 059 u I have had two TA's behave toward me in a manner which made me feel inferior because I could not respond fast enough (to learning). They have actually been humiliating!
- 065 u I can't recall a single instance where I felt my age was a problem in contacts with faculty, other students or financial aid officers. And I feel comfortable with and well accepted by the students and faculty in the School of Communications. I'm very happy with my experience as an OTA student at UW all around.
- 070 g I enrolled over the phone. I was very impressed with the professionalism of those I spoke with and with the way the whole procedure was handled. It was very easy. I liked that a lot! I was interested in a graduate program. But - the way the classes were scheduled I'd have to quit my job for one year. That doesn't make economic sense for me. Thus - I'm not going to pursue it.
- 074 g I observe fewer older students here than I did for my BS degree or masters. This may or may not be true but, the rigor your University offers may partly be responsible (esp for senior citizens). Thank you for this opportunity.
- 080 g I feel that older students have a great deal of life experience which often goes beyond the academic experience. These life experiences don't seem to be allowed to be expressed by older students and, a great deal of knowledge is lost to younger students when they don't get a chance to explore the experiences and knowledge of older students. Need more programs for older students that have to work for a living and are unable to attend full-time programs. Need non-traditional programs to take advantage of older students life experience.
- 082 u I have definitely not experienced any age discrimination.
- 085 g It is not uncommon for college to be oriented toward youth and at times kids. There is an anonymous student body comprised of young to middle aged adults i.e., 25-40 yrs. And, there seems to be little student body assoc. resource allocated toward such students at the U. Wash. Ideally, older students could meet and strengthen the learning process for all students. A GPSS program that is much more than a private interest or special interest pet project group would be a good start.

- 086 u Lack of variety for evening courses (the only time I can go).  
Lack of financial aid for anyone taking less than, I believe, 12 credits.  
What do you mean "Older Than Average Students"!?!?  
I'm average (with respect to years) in my classes. How 'bout, if you really have to label me, just call me a student.
- 087 u I was told when I auditioned for a music instructor that I was too old to be a performance major (he later retracted the statement).  
I find the patriarchy of this institution to be disrespectful of individual differences, needs, and development potential, particularly those of older students, who are more resistant to being treated like sheep.
- 088 g Not really experienced discrimination, but lack many common interests with younger students. Feel a little "out of it" at times.
- 091 u There is discrimination that is based on the attitude that students have all day to go to school and study and pick up papers, older students have to work and sometimes it is almost impossible to do basic tasks - such as get time schedules, they should be available somewhere at night like the libraries or the Hub; add or drop after week one, change to audit or C/NC or S/NS - after 1st week. Why can't that be done thru STAR? It is very difficult to get on campus before 5 pm to go to Sections - or why can't Sections be open late till 8 pm after 1st week?  
Another almost impossible project for older students working full time is to get special permission to take a class when there is not a schedule line # in the catalog and you have to go get an entry card from the professor. They are never around - have very limited office hours. Why can't their secretaries handle that? Why can't they be given over the phone if the student is a senior or junior w/high grade point average? It wastes so much time for working student running around the campus.  
There should be more classes that meet MWF or TuesTh for 2 hours or 1 1/2 instead of 50 minutes 5 days a week, these classes are very difficult to get to, for working students - yet many are required for the major and not offered at night.  
Why are extension college, correspondence, and time schedule classes all treated differently? It's ridiculous! I pay twice as much in registration fees because I am forced to go to extension college classes that meet at night and day classes but each group acts like the other one does not exist. If I am registered already with University of Wa. day programs, why do I have to pay more fees for going to extension? Why can't extension classes be listed in time schedule as night classes as well?  
Finally, the parking situation is horrendous, too expensive and extremely inconvenient. I was shocked when I was told (I am supposed to rush to school from work, skip lunch, find parking, drive back) I could not park in Burke Museum area parking lot - it was not for students? Then who the hell is it for? How can someone waste 1/2 hour walking each way from Montlake parking? Why are parking permits so expensive?
- 092 u Have experienced none to my knowledge.
- 096 g It was very difficult to get into the system initially - I had to wait almost a full year to the summer quarter to enroll - No one was particularly interested in my gaining entrance. It was an extremely frustrating experience.
- 099 g I have felt no age discrimination. I confess I'm somewhat baffled by the concept. You don't really think 32 is old for a masters student, do you?

- 102 u Myself & the other older students in our program feel that the faculty don't take us seriously - they don't believe we are seriously committed to becoming professionals in our field. Ironically, this discrimination has been most apparent from a female faculty member who has been discouraging the older women who after raising their families have returned to school & want to become jewelers - she views these women as hobbyists even though they've tried to make their goals clear to her - usually the final result is that these people stop taking classes with her and study with the male faculty member in our department. I don't think she is aware that she is doing this.
- 103 g Older students need more support groups, especially for older women students, and older single parents. The University should find a way to more fully subsidize childcare costs for all students.
- 105 u Though I am "only" about ten years older than most students, I am made to feel that the gulf is much wider. I often feel that my presence is merely tolerated by students, and that my input is unwelcome. On an intellectual level, I realize this hostility arises because younger students feel threatened by my experience; nevertheless, I find their attitude difficult to bear. On the other hand, all of my professors have been extremely helpful and encouraging. On #50, I indicated that I felt there was systemic discrimination because I do not feel the university has done enough for older students. The younger students need sensitivity training.
- 107 g I have encountered more events of sexism, or a combination of sexism and agism, than agism alone.
- 113 g Seems to be an unstated assumption that as an experienced adult, we have no need for guidance (we already know what we want), that we don't need clear expectations (we have our own agenda), and that we don't need lots of feedback (we can self-assess) or positive reinforcement/encouragement (we're not grade-schoolers anymore, so unnecessary to say we're doing well). Yet I'm no longer acquainted with academia after an absence of 16 years - so I'm not experienced in that arena, I'm not sure how I'm measuring up, or whether I'm doing what's expected. And it would certainly help to have professors to verbally indicate that I'm doing well. Very hard on confidence - on the one hand, we're adults, so need no special attention - on the other hand, we're treated as idiots "you're only a grad student, you don't have the experience to understand." I'd rather have my intellect treated as adult, with more care for my emotional state, instead of the reverse!
- 116 g Hopefully, most students returning as older students have reached some degree of maturity and do not require "hand-holding." However, we often do need specific advice on classes and programs. My observation is that we know less than the regular student about the system, yet people think we know the answers already because we are older. Specific, logical advice is what we need. It is very difficult to go back, but for some, it is our only chance. Some of us "older than average" people might have something to offer if given the chance. Specific incident - went to advisor for help in planning program and it was a waste of time - no specific advice.
- 117 g Older students are more likely to have children. The university should provide a quality drop-in center for preschoolers & babies so that parents can keep appointments with faculty etc. more easily. Childcare should be provided at the IMA building so that parents can utilize its important offerings in exercise and recreation
- 118 u Not much discrimination - just passing comments about my age. I do feel some understanding needs to be there for those of us who not only have the same amount of school work but are also self-supporting and trying to keep a family intact.

- 122 g Although I consider it commendable that UW admits older students to its professional programs, and although there are individuals within the system who are sensitive and supportive, there are still serious gaps in the financial and academic services necessary to see the older student through the process. The emphasis on short-term-memory-based examinations and the "keeping-up-appearances" games inherent in professional training are especially difficult for the older student. The quandary of spouse's income disqualifying the older student from eligibility for financial aid yet still inadequate to pay for tuition and other expenses produces more obstacles.
- 123 u - I have heard a few comments by students, but most seem to accept others for who they are, not their age.  
 - Most faculty have been supportive.  
 - The one who isn't doesn't seem to be supportive of younger students, either.  
 I don't fit into the system at the school of Music because I preferred "popular" music, and went that route after high school. At age 18, I could read music much better, and played many "classical" pieces, but after years of making my own arrangements, using both knowledge of harmony, and developing an "ear," I don't fit the requirement of the "classically" oriented U. of W. despite having a possible talent for composition and arranging.
- 124 g None that I am aware of!
- 125 g I've lived in Seattle for 8 years, and have built up my own social network outside of law school. I wish I had more involvement with main campus (e.g. non-law) students, but haven't attempted too many times to join groups.  
 I'm about as alienated from school as I was as an 18-21 year old undergrad, so my age is not a "burden" I'm living under.
- 133 g Generally older students are much more mature. If there has been any age discrimination against me I have not let it bother me. I am secure in myself and therefore less affected by others in a negative way, plus I just do not take crap from ignorant people.  
 Money is the biggest problem -- financial aid isn't (in my limited experience) geared to the older student with a family. The following are not considered: 1) pregnancy insurance 2) auto insurance 3) life insurance. We are insurance poor, but continue to keep our policies intact because we feel it is the responsible thing to do. It would be well if these things were considered in calculating financial aid! Most of the questions in this survey are not too important to me. I have a family, etc and am not too concerned about the typical undergrad activities -- money is the biggest concern of this "older than average student."
- 135 u Nine years ago, I was discouraged by an advisor to pursue an architecture degree based on length of time to attain it and the fact that it was a "man's field."  
 Hard to believe we were so unenlightened at that time - Had I ignored him, I might be an architect today.
- 137 g Average current MBA age is (I think) 30. I'm 31. I don't feel particularly "older," because my peers are approx. the same age.
- 139 g The only age discrimination I fear is in the future...e.g. - that I will apply for jobs & people will say, "Must not be too goal-oriented if it took him so long to get a PhD" (Though I haven't experienced it yet...)

- 141 u The students have been very supportive, although I often feel isolated merely by the difference of interests & experience between 18 and 34. Surprisingly, it is the faculty who seem to be most discouraging of, and uncomfortable with, older students. They often, I think, are worried by the different way in which older students question what they are being taught. They also seem often to feel threatened when a student is someone who may have more information in some areas than they do. The university experience and system as a whole are simply not even aware of the existence of the older student population & are, therefore, largely irrelevant.
- 142 g The acceptance process in the law school fails to take into consideration distinctions between older & younger students in terms of entrance qualifications etc. Scheduling similarly seems to take place in an environment free of consideration that some of us have children and other non-school responsibilities. Having been a college professor in my previous life, I have found the intellectual poverty and the administrative ineptness that seems to characterize student life here, particularly frustrating. Simple procedures, like easy access to a nearby parking space or easier procedures for picking up a loan check would have improved my life immeasurably. Nothing in my experience here will lead me to want to contribute as an alum.
- 143 g I've had not one thought about the fact I'm older except the mailings I get from OTAS.
- 145 g Can't say as I've experienced any age discrimination, though I may not be aware of it... The faculty in the Dept. treat me as the students in their mid-20's; I think we're all worked by the faculty & push ourselves equally hard!
- 146 g This does not apply generally to graduate students.
- 149 g In general I have enjoyed U. of W. very much and did not expect particular support. I have however felt isolated at times and would have enjoyed more contact. I have felt especially frustrated just getting information in my own Dept. about particular requirements for my degree. I sense a great deal of isolation & competition on this campus. A mentor program might be helpful - I have never gotten any information on any organization sponsoring this questionnaire.
- 150 u Older students have less stamina, less ability to do "all-nighters." It takes us longer to do our work. Yet teachers and TA's have often accused me of procrastination if I have difficulty accomplishing my work on time. Taking into consideration that my GPA is 3.7 (I am obviously not lazy!) and that as a grandmother I have family duties, I consider this an insult. I do not spend time socializing. I spend all my time studying. More often than not, a professor in a 3 credit class will assign 30 or more hours of homework. That is too much. As an "older" student, I need more than 3 hours of sleep a night in order to function! Another problem is professors who write tests that should take 3 hours and expect you to do it in 50 minutes. As I grow older, it takes me longer to work things out than it did when I was in my twenties. Since almost all classes are graded on a curve, this puts the older students at a disadvantage. Young students are faster - but not necessarily smarter or better! I am mostly ignored by the younger students. I've made friendships but I must always take the initiative. The young students seem to keep at a distance from me, as if they don't know how to relate to someone my age (and they probably don't). The professors, however, treat me with the same disdain they treat all the students with. 'Tis a lonely life.
- 151 g Perhaps because the average time for completing a PhD in science is >6 yrs, I've found little age-related discrimination (I also look a good deal younger than I am, which may help or hurt). I've found far more discrimination, both blatant and subtle, as a woman in science than anything based on age.

- 152 g I tend to look much younger than my age indicates. Students are shocked when they hear that I am 10 years older than they are. I suppose TA's and faculty would feel somewhat uncomfortable if I looked older (my age), however, age is not discussed. I am a little more aggressive about what I want than I used to be, but there are only a few occasions when I rattled a professor's cage and they growled back. The University does discriminate against students who will not be graduating with a B.A. or other degree (in my case, I am getting credits for state endorsements) and I am denied certain privileges in the placement office; for instance, I was told I was not a real student - my money is real, my grades come in the mail, it beats living in a third world country I guess.
- 156 g In my program I do not feel like an older student. I am older than those who start in the program but not as compared to those who complete the program. Your questions seem to assume that I work outside of school or that I have a special schedule because I am an "older than average" student. I am a full time student who has never worked outside of school; I don't feel that I belong to your target population. It seems to me you should have questions discriminating between students like me and older students who have worked and have decided to come back to school. I'm graduating in June 90! And that's it as a student for me!
- 158 u One of the most irksome things to me are lecture courses with required attendance. I am a student, by my own choice, and I am paying for it. Literally I/we are hiring the instructors and the university - therefore, it is up to me how I utilize the services I have purchased. If my time prioritizing dictates going to only some lectures, that is my choice as the consumer. Attendance requirements are for children and employees. If I am able to do the required work, reading, assignments and exams - attendance at over-large lecture classes should be at my discretion!
- 162 g I have no need of student support programs; however, the doctoral program does provide for networking and support if a student wants to avail themselves (himself/herself).
- 164 g I received by BSEE from the UW in 85 and returned in 88 to work on my MSEE. I have received encouragement and equitable treatment from all of the faculty and advisers of the EE department.
- 167 u I was quite surprised to find a rather hostile attitude among very few of the students (younger) I've met in discussion groups. I have attended evening classes for years without this feeling but day classes provide a higher percentage of younger students hence discrimination? Never anticipated encountering unkind behavior.
- 169 g It would be interesting to see what percentage of students are Vietnam Veterans. The school should consider this in the next survey.
- 171 g Education is expected to be a lifelong process. People now have multiple careers in their lifetimes. I want to see more attention to specific post graduate degree programs (especially PhD, JD, and MBA) which accommodate the full-time, working adult student. (Social interaction activities are desirable but secondary.) Existing personal enrichment classes & short refreshers (e.g. through the Extension) do not address this need. It is a shame that working, productive people must go outside the U. of W. system to obtain advanced degrees, especially when they can often finance their own education fully this way.

- 172 u \*\*More important than merely being older than the traditional college student is being faced with balancing school work and classes into an already busy life of family life and employment. The hardest part of being a college student is trying to do it along with working and being a mom. College life is not at all forgiving when it comes to taking secondary place when a child must come first. Too many times I have taken an exam the day after my child kept me up all night with an illness. To be judged and graded on the same basis as a kid who is 10 years younger than I who only has his classes to study for or perhaps work part time, seems highly inequitable. A second problem to the college student who is a parent is the unavailability of childcare that is as flexible as the class schedules. In my opinion, these are symptoms of a faulty system, not the direct result of our faculty or administration.
- 174 g I think it was "status discrimination" rather than "age discrimination."  
 Quarter one = as an "Independent study student" paying with credit - Extension used someone else's credit card number. Never did register for the quarter (although this was only part of the problem; rest was medical)  
 Quarter two = paid for 4 credits - recorded as 3 credits.  
 Quarter three = who could "sign off" on "what" changed. Three trips from & to Extension in order to register.
- 183 u Lack of flexible class scheduling, mostly. For example, Marketing 301 is always only offered early in the morning. With young children to get off to school, I was forced to take it by correspondence. This method is not preferable to classroom instruction.
- 186 g Faculty Quality: The professors in my program have been away from the real job for so long that I feel their comments are almost useless. The best instruction & information comes when people are brought in from outside the University, who are presently employed as school principals, superintendents, etc.
- 189 g The UW Administrative Bureaucracy is appallingly insensitive, even inhumane, to students young and old alike. Thank God for STAR! It may likewise be insensitive and inhumane but at least it's not maliciously so. Some of the bureaucratic hoops through which one must occasionally jump are most inconvenient for working students and perhaps therefore disproportionately so for older students.
- 190 g Not so much age discrimination as status - GNM and 5th year students as I have been counselled "fall through the cracks" of your university system. Particularly in the area of correct, much less adequate, counsel at the Financial Aid Office. It took from April of 1988 to April/March of 1990 to secure positive action from the U. of W. with respect to loan moneys forthcoming. Not because the "system" would not grant the loan request but because no one knew (your first come first served counter system) or had proper training which would allow me securing a loan. As a result after 4 quarters of possible loan period I was eligible only during this last quarter; completely draining my personal financial reserves unnecessarily. This has not left me with a favorable attitude towards the institution!
- 192 g I do not feel I have experienced age discrimination, but the department I'm in (English) does not value work experience I have gained when it comes to TA-ships.
- 194 g I am not interested in support programs or student government. More placement (job) would be great - for non-entry level jobs.

- 195 u I work full time - require and expect no financial assistance - pay full tuition and books - But, the courses I need are never offered at night. The explanation is that nursing courses are so hard and the schedule so heavy that students supposedly cannot cope with working and the course. Nonsense - Many of our older students are almost as qualified as the instructors and many of the courses are simply review and are easy. I am going to school full time now - But in order to do so I have to be enrolled at 2 different colleges! Please give me nursing classes at night.
- 200 u Faculty fails to allow more of the "real world" into the classroom. Textbooks don't tell the whole story, and often don't come close to reality. Prof's seem to dislike interjections by older students with valuable info.
- 202 u It is a major sacrifice to go back and complete a degree. The responsibilities and commitments are more numerous and complex - It is very difficult to deal with arrogance at any stage of your life. It is even more so when in the context of the sacrifices required at this point of my life. I feel I am paying a high price for my education and do not appreciate faculty who know little or nothing about teaching but have total control of the situation and flaunt it with arrogance. It would be appreciated to pay for education and receive instruction that benefits my education instead of paying for credits and learning from the book.
- 205 u I feel no pains about being an older student. The only beef I have is that the quality of learning is far less than I expected for the U of W. For years I wished to come and now I wish I would have gone to a school with real teachers; but of course there are a few good teachers here -- N. Koblitz, Dr. Critchlow are the only two real teachers I have found out here so far though.
- 210 u \*\*There has not been any overt discrimination that I have personally experienced. This system though, is geared to the younger student, e.g., Test reviews are scheduled in the afternoons - or 6:00 p.m., not allowing for those of us with families to truly attend. This is only one example. Due to family life - I have a husband and son - I have chosen not, by necessity, to be very involved in the campus. My time is very limited. Faculty is very understanding though!
- 211 g Would like aerobic exercise program geared for older people - low impact, more stretching time - less bouncy instructors.  
Campus paper, Daily, is almost irrelevant to older students.
- 212 u It's hard being an older student because you have your own life also and school priorities don't seem to take that into consideration. For example we had an exam the day after Easter which makes it difficult to study when most people like to go to church and have dinner on Easter. I think it was inconsiderate exam scheduling.
- 224 g Social activities with students in my program are difficult because they don't want to deal with me when I bring my daughter (8 years old) along. They definitely avoid me. For example in one field trip we took, they preferred to be jammed 6 of them in one car than come with me and my daughter in another car even though I waited 'till the end to leave. Throughout the three days on the trip they never notify me of the group activities they were organizing. When experiments have not work, some faculty have pointed out that it must be me not making the experiment work. One time I tried this experiment 3 times and the faculty member could not believe me until a younger student tried it and get the same results as I did.
- 225 u \*\*I have had very few problems with just being older than average. I have felt a great deal more discrimination because I am a night student. Facilities & services available to day students usually close at 5:00 pm which makes it difficult to see counselors, go to Schmitz Hall, etc.

- 253 g The most blatant ignorance I've encountered at the university regarding age is this questionnaire. The questions are poorly written for they assume that most "older than average students" are undergraduates. The average age for the Ph.D. students the last time I checked was 32-34. Secondly, most of these questions have little or nothing to do with the experiences of a graduate or professional student. (Note questions 8, 18, and to some extent 16.) You will have validity problems with the results.
- 254 u
- more afternoon classes are needed for graveyard & swingshift workers.
  - some instructors are insulted that older students must work and cannot give 100% to classes. They grade accordingly and are insensitive (Of course, it's not true, I give 100% to my school work.)
  - final exams should be made available to be taken early for working students when only 1 out of 3 exams is scheduled on finals week.
  - administrators treat older students with the same belittling and insincerity as they do younger students. It's insulting, because experience accounts for something.
  - recreation programs should include activities & teams just for older students.
  - we need support groups, extra counseling and more info.
  - career counseling is not geared toward us as much as to mainly the Japanese.
  - scholarships would be helpful, esp. for Masters & higher degrees.
  - more & a more variety of night courses with the same caliber of professor.
  - work/study that pays more.
  - paying \$647 for a class with a graduate student teaching is a waste of my money.
  - student govt does not include older students.
  - we need someone to listen when professors are unfair, unreasonable and just plain bad... still to not know where to go in such a "good old boy" network to speak my piece.
- Thanks for this opportunity. It's a great idea!! Let's do something with it.
- 257 u I would like to express my concerns about the type of class scheduling available at the U. Both the quarter system and the lack of a quality evening program indicate to me that the U is a university which has geared itself to the young, single student. I am a single parent who has until this quarter worked part time. For personal reasons, I'm now in a position where I need to attend the U full time. Due to class availability, I have been forced to quit my job in order that I might attend day classes which are only offered on a daily basis. This has produced a huge financial strain upon my son and I. I feel that it would have been unnecessary, had the U offered a quality evening program or classes based on a semester system. I have attended other universities that operated on a semester schedule and it offers many benefits to both the student and the university:
- 1) It provides "off" days, whereby the student can schedule part time employment. If you're only attending class on a MWF for example, it leaves you T and TH for work.
  - 2) Material is not forced down your throat in a rushed or stressed manner. A student actually has time to absorb material. Professors have time for questions and even class discussions. Daily classes that don't even go a full hour are wasteful and extremely inconvenient!
  - 3) Transportation is less expensive for students and reduces some of the parking stress for the university as well.
- I am grateful that I am in a position whereby I can return to the U under the conditions which now exist. I only question the amount of other single parents who are not able to do so. Please re-evaluate the schedule you are now offering. You could open some doors that are now closed.
- 259 u Not age discrimination, but sex discrimination by faculty.

- 260 u I have been associated with the Native American student groups. They tend to be older, but also are more open to all ages, including the children of fellow students. This has been a pleasurable aspect of my time at the U of W.  
Because my studies so closely relate to my occupation, I have felt a good support from faculty.  
My best support network is outside the U of W context. Although getting encouragement here is desirable, it is not essential to me.
- 263 u Financial aid is geared to parents supporting kids. It's hard to get any support while being married and returning to school.  
Counseling needed to help adapt personal life around school - very hard to coordinate the rest of my life.
- 260 u I personally don't think that there is enough support for the older student. I also believe that the university is aware of the situation, this just proves the point at hand.  
I have experienced discrimination in some of my classes, it was by the way of quiet comments about wasting time and money.  
Hopefully this study will solve some of the problems that we have to deal with. I would like to thank you for your concern.
- 269 g I think it might be useful to distinguish between older students who went to college previously and the older students who are entering the U.W. as freshmen.
- 270 u I have not felt the need for any special treatment/counseling. I am amongst people of similar age-range at school.  
Question #28 - I haven't found inadequacy in recreational programs/facilities due to age, but I certainly have found them inadequate for all ages concerned (> 18 years).
- 271 g If anything, being older has been an advantage.
- 274 u The Univ. of WA is geared almost exclusively towards a full-time 18-24 year old undergraduate program. The discrimination exists in the system itself. As demographics change so must the University. In Economics there are virtually no evening courses. In Business there are few upper division evening courses. Also the use of group projects is hard for working students as little time is available for group meetings.
- 276 u I have attended four major research Universities, UW, UCLA, Purdue, and Rochester, and know what I'm talking about. The U of W has nothing to apologize for in the way it treats older students. Although I think the UW should look closely at the night school programs offered at UCLA.  
This discrimination stuff is nothing but a witch hunt and a disgraceful waste of tax payer money that could be used to improve the quality of academics rather than to pacify a very loud, ill or uninformed minority of bellyachers. Frankly, I find the university's efforts in these areas to be embarrassing to the community and very counter productive.
- 278 u The University system of admission and enrollment makes it very difficult for a fifth year student like myself to feel secure. If I take a quarter off to work so I can pay my own way without loans etc there is no problem, but if I have to take more than one quarter off I lose my student status and must re-apply with no guarantee of acceptance. This has been a problem. Second, there are not enough evening classes, and half of those which do appear in the quarter schedule are cancelled by the beginning of the quarter. It is always the more specialized and therefore more needed classes that get cancelled. The process is a trauma every quarter, although STAR is great. The overload system does not work for an older, part-time, working student.

- 279 u My main problem has been finding financial aid support. Because of previous jobs or the part-time job I hold at the present, I have never qualified for financial aid to relieve some of the pressure.  
One other comment - the quality of faculty for the Math and Chemistry departments could be better.
- 280 g Question 17: The quality of the teachers is very good, however, the quality of the teaching is not as good. I suspect the problem is that if you want to be a first class researcher (which most health science depts. require) then you don't have much time left to spend at developing your teaching skills. The two goals appear for the most part to be mutually exclusive. The solution may be difficult to find, especially since it keeps getting harder to secure research funding.  
In general, I am not sure that this questionnaire was useful for evaluating older students who are graduate students.
- 282 u With two children I have less time for study than younger students but that's not agism.
- 283 g I wish I had known about a group such as OTAS before receiving this survey. I feel very supported by the Nursing faculty and classmates, but it would be nice to know more about activities around the campus. I must admit that I don't always read the Daily or GPSS publications so I am sure I am missing much of the information if it is provided in those available sources.  
It is difficult to go to school full-time and work 20 hrs/week. There are activities I would be interested in (such as student government) but I do not have much free time which would grant active participation.  
Information about financial support would be appreciated although I'm not sure the "news" would be different. Since most scholarships, grants, etc look at previous years' income, it is difficult to receive funding.
- 284 g 1) When the ASUW elections are held, candidates and campaign workers never approach me with literature or whatever (guess I look too much like faculty or something).  
2) The system tends to be geared toward traditional college students. 8-5 office hours, often closed for lunch, make it difficult on working students.  
3) The money I pay for student activities (particularly the Student Activities Office and Daily portions) would be more useful to me in my pocket.  
4) I'm not really aware of the need for additional student services. Longer weekend library hours and another ERIC terminal would be the main ones.
- 289 g I feel because of my age I am fairly self sufficient and stable in my educational goals. I am able, and do, take care of my emotional needs. My educational goals are firmly established and, at this time I feel adequate without school support systems. I believe that if I have difficulties it would be in the area of scheduling and relevant courses needed/offered.
- 290 u The only overt action of age discrimination I can recall was during the entry process of admittance into the U.W. Business School. An academic counselor advised me to attend a community college or technical school. She commented that at my age I just needed to know how to keep books (bookkeeping). I didn't need to know the theoretical background of business that the U.W. School of Business taught. When I explained that the reason I applied to the U.W. was to learn theory as well as application, she replied that I should realize a younger student will not be able to study business because I am filling that space.  
I noticed the counselor was not an academic counselor at the Business School for much longer after my encounter with her.

- 295 g Note: I graduated with my masters in June 1988. I was 28 years old. I have worked full-time since. I'm currently enrolled in an extension class but have not attended between Aug 1988-March 1990.
- 296 g As an older student, my life is very busy. Trying to keep up with my studies as well as my baby, my job, my partner, and my mortgage is difficult. I don't need more activities, but flexibility in University office schedules (e.g., Schmitz) would be helpful.
- 298 u When I went to Arts & Sciences counseling to get advice on how to get into P.T. school, I was essentially told - don't bother to apply - nobody gets in. 1 1/2 years later I began the P.T. program -- it's a good thing I didn't listen to them!
- 300 u Your questions seem to presume a slight bias in your perspective of what an older student's profile might be. (#6 & #11). Also, regarding student government, it has never seemed to me to be anything more than just another thing for fraternity/sorority members to fart around with. No one else can afford the time; studies are just too important. Last, my accumulated years at the U.W. is over 7.
- 303 g I don't think older students need as much support - they're usually a little clearer on their goals & themselves. Also, most of us tend to cluster by age (at least in the MBA program) anyway.
- 304 u - We would like to have children soon. The university program is designed for younger students and does not seem to offer support systems for students with children, jobs, life outside UW.  
We live quite a distance from UW. This has been my biggest problem. I am unable to participate fully in UW activities and my scheduling (availability) is limited.  
- Faculty are more concerned with research than with teaching. This has been frustrating.
- 307 g I am, for the most part, independent and prefer to have information on my program (written), set my own pace, and seek my advisor only occasionally. I like it that way. I have heard that some would like (need) more direction, supervision - but I'm comfortable. I can get help when I need it.  
Thanks for asking.
- 309 g The main problem that I have experienced is that there seems to be no adjustment to the way the mature mind changes in its learning style & learning need, i.e., as one ages fluid memory is in decline while cognitive ability increases. Our professors' teaching style remains glued to teaching young people. Mature students not only have different learning needs they bring a wealth of information with them into the classroom. This sometimes seems to threaten the instructors and at other times is ignored. It could be used to the benefit of the entire class.
- 310 u Most older students are living off-campus in permanent home settings, so getting to classes on campus can be the biggest hassle of attending the U. of W. because of inadequate & remote parking. The parking on campus has been restricted to people who are not attending a class. Walking long distances & climbing steep hillsides or flight after flight of stairs is not only time consuming but drains an older person's energy.  
From what I've seen here and as a grad. instructor at the U. of Illinois, older students are usually more serious, more highly motivated & hard-working, i.e., better "students" than younger students who have just "left the nest." I think older students deserve some special considerations, such as older student on-campus parking permits or areas or allowing students over 40 to park on-campus for their class(es).

- 311 g The response to Question #12 may give you two very distinct sets of data. I work full time & must handle Univ. work & family on the side. I have no time to concern myself w. student gov't, being isolated, recreation, etc. (In summer I went full time to Univ.) There is a possibility that if I were not working off campus, some of this might concern me. I feel actually respected by the faculty for my experience that comes w. age!
- 314 u Scholarship requirements sometimes are geared toward new high school graduates. Get some more family activities to integrate the family and student with UW.
- 317 g The largest hurdle as a graduate student was the financial aide. Even with a large discrepancy between income & expenses it amazed me how the university felt there was no need for financial aide. Many of my classmates were barely able to stay in school due to financial difficulties! Those of us married were the most fortunate in not having much financial difficulties.
- 318 u Some of these questions aren't relevant to me because I'm currently taking on 2 courses. One through the U.W. correspondence and another at night.
- 319 u I must respond with statements to emphasize my agreement to no's 35 & 37. There are almost no options for older students with a normal work schedule and family life to complete a university degree (from UW) in the evening. Considering the great need to provide education to meet the demand for qualified people in our job markets, now & in the future, this should be of utmost priority.
- 320 g A support system or group that meets at flexible hours for students who must support themselves would be a welcome addition. Also, some funding options would be nice - there are hardly any! In my particular department (English) there are students of all ages, but almost all teaching assistants are newly graduated from their four-year degree programs, and very young.
- 321 g There is a feeling derived from the financial structure of "the system" that graduate students are completely on their own. There are no grants available at the graduate level, yet the tuition is more burdensome than at the undergraduate levels. This causes added burdens on young families and is a serious deterrent for serious, continuing studies.
- 322 g No discrimination.
- 324 u I attended North Seattle Community College for two years and felt much more comfortable and accepted there. Community colleges seem to want older students, and especially returning women. My dream has always been to attend the University of Washington, but I now feel very fortunate to have had my first two years of college at N.S.C.C. Personally, I think a college education is wasted on half of the 18-22 year olds at the U. They are too young to appreciate the advantages they are receiving! (Is this alienation or what?)
- 325 u It is very difficult to be in a study group, the younger students see me more as a parent, overseer, too smart, not smart enough, anything but equal. I understand their feelings but it makes the homework and learning much more difficult than necessary. Balancing school and family is much more difficult than I ever imagined. There is barely enough time to be a parent & wife and absolutely not enough time to be the student I could be.