

A STUDY OF STUDENT AFFAIR PROGRAM INFLUENCE ON NONTRADITIONAL,
LOW-INCOME, FEMALE UNDERGRADUATE STUDENTS

APPROVED

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DATE

A STUDY OF STUDENT AFFAIR PROGRAM INFLUENCE ON NONTRADITIONAL,
LOW-INCOME, FEMALE UNDERGRADUATE STUDENTS

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ABSTRACT

A STUDY OF STUDENT AFFAIR PROGRAM INFLUENCE ON NONTRADITIONAL, LOW-INCOME, FEMALE UNDERGRADUATE STUDENTS

Teresa Green

Under the Supervision of Tom Lo Guidice, PhD, Faculty Emeritus

The purpose of this study is to provide a review of student affairs offices, and an examination of the influence of student affairs programming with academic progression, which supports university mission statements and retention rates, on the low-income, nontraditional, female student population, while also identifying possible barriers for participation within this population. Studies have shown that students that participate in various organizations and clubs during their college experience demonstrate greater levels of growth and development in many different areas.

All female nontraditional students seem to have a higher grade point average with participation in student affairs programs and events discussed. However students are not failing college if they do not participate. It may be that failing students have problems that are not addressed here, or followed a pattern by not responding to the questionnaire.

The study shows that a majority of female nontraditional student populations consist of students that are enrolled fulltime in an undergraduate program and are working, possibly caring for dependents under the age of 18, and participating in student affairs programs and activities on campus.

To conduct this study a survey was administered to 1,162 students. One hundred and fifty five student responses were received. This study as well as supported literature suggests that student service programs make a difference.

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CHAPTER 1: INTRODUCTION

"Because of our social circumstances, male and female are really two cultures, and their life experiences are utterly different" (Millett, 2000 p.31). The era of stay at home mothers, single income families, and being able to support a family on only minimum wage is ceasing to exist. Costs continue to rise, but the minimum wage does not. As a female trying to survive off of limited employment opportunities, most of which pay only minimum wage, higher education is necessary for even entry level employment positions that provide sustainable income.

The shifting economy of the 20th and early 21st centuries resulted in significant changes in family. The change to a mass higher education system, in the late twentieth century, caused a significant increase in the number of students historically considered nontraditional, making them the majority in higher education today (Schuetze, 2002). Students that are referred to as “nontraditional” are becoming more the common “traditional” student. Research shows that 47% of college students no longer fit into the traditional student model; This follows the nontraditional definition, whereas nontraditional is identified as 24 years or older, working at least 20 hours per week, or responsible for dependents (Schumacher 2013).

There has been a significant shift in recent years in the make-up of college and university student enrollment. For example, all but one of the comprehensive universities in Wisconsin has

a majority female enrollment. Clearly, colleges and universities are directly affected by the projected increase of nontraditional, female student population enrollments. This increase in student population is also affecting student affairs in the way program developers and providers improve programs offered through their campus. Successful program completion, which is already challenging for the nontraditional adult learner, is even more difficult for females with the numerous increasing barriers experienced by low-income nontraditional students. With current projections, student affairs will play an important role in influencing positive academic progression and retention.

Although nontraditional student populations are becoming more common, barriers to receiving a higher education still affect the ability to successfully obtain a four year degree. When looking at female, low income, nontraditional students, there are barriers associated with financial difficulties, possible child care issues, time constraints, course difficulty and availability, as well as times offered. Course completion is an essential measure of student success, as many students are lost when they put effort into courses, but fail to complete them. Regardless of the reason, a withdrawal or an incomplete grade will cause financial aid issues, as well as limitations for further enrollment in classes. Students, who withdraw from a course in the middle of the semester, or past the allowed drop date, run the risk of never returning to successfully complete the course. Many core courses have prerequisite classes that need to be completed before a student is able to move on to that next class (Bailey, 2010). Although there is somewhat of a divide between colleges that offer programs that are flexible for female nontraditional student success, and colleges that specifically focus on nontraditional program planning, there is also a need to review student affairs programming yearly, as nontraditional enrollment continues to increase.

At a personal level, a low-income, nontraditional, female student's experience, many barriers in regards to attending or being involved with the different student affairs programs available while attaining an undergraduate degree. These barriers are due to time of services offered, availability, employment/scheduling conflicts, as well as day care limitations and cost. Other limitations of availability are the result of being a mother of young children, low-income, and working part-time. These barriers caused some setbacks with the stress of attendance at college, getting involved with campus activities, visiting different student affairs offices on campus, length of time taken to graduate, which in turn caused an increase in student loan debt. These are just some of the different issues associated with being female nontraditional students as well as the significant reality of making wages that are at or below the poverty line. There are many programs offered through student affairs, and it is import to review those programs, and the possible positive influences they have on academic progression, and retention rates, if that female student is able to overcome barriers.

Purpose of the Study

The purpose of this study is to provide a review of student affairs offices, and an examination of the influence of student affairs programming with academic progression, which supports university mission statements and retention rates, on the low-income, nontraditional, female student population, while also identifying possible barriers for participation within this population. Studies have shown that students that participate in various organizations and clubs during their college experience demonstrate greater levels of growth and development in many different areas. For an example, a study conducted by Foubert & Grainger showed a significant positive relationship between involvement and development. The authors believed that their

study showed a clear implication that student affair professionals need to work to create “meaningful involvement opportunities for students” (Foubert, 2006).

Significance of the Study

The study of female nontraditional undergraduate students who are considered low-income and how student affairs can influence academic progression is important to the practice of teaching improvements by faculty, program development and outreach with student affairs and staff, and to the development of the whole student. Reviewing percentages of female students that were positively influenced, examining common factors, and looking into further research needed in this area, can make an impact on educational best practices, funding, program development, programs and services offered, positive retention rates, and possible hours of operation available to students in the future, and should be of importance to others seeking information related to best practices.

Statement of the Problem

What influence does student affair programs have on the low-income nontraditional female student? Are programs offered by student affairs department accessible and used by this student population, and is that use measurable in terms of positive influence; or are there other common measurable factors useful for best practice? Out of the student affairs programs offered at the University of Wisconsin-Platteville Campus, selected for the purpose of this study, which are more commonly utilized? There are several ways to communicate with students and provide information; which of these are preferred, to increase participation amongst this population?

Definition of Terms

Nontraditional Female Student: What constitutes a nontraditional student is most often characterized by age, usually over the age of 24 years old. Age acts as a surrogate variable that captures a large, heterogeneous population of adult students who often have family and work responsibilities as well as other life circumstances that can interfere with successful completion of educational objectives (National Center For Education Statistics, 1996). The Robert and James Wright Center for Non-Traditional and Veteran Students defines this as student that delay enrollment; attend part time, for at least part of the academic year; work full time, 35 hours or more per week, while enrolled as a student; are considered financially independent for eligibility purposes when filing their financial aid; have dependents other than a spouse; or are a single parent, either not married or married but separated with dependents; and or does not have a high school diploma, but completed high school with a GED or other completion certificate (University of Wisconsin-Platteville and The Board of Regents, 2014).

Low-income: Low income refers to insufficient income able to meet one's basic needs. It also refers to falling below the poverty line of \$22,350 (U.S. Department of Commerce, 2013).

Higher Education or Four-year institution: An institution that is authorized to offer at least a 4-year program of college-level studies to be used towards a bachelor's degree. A university is a postsecondary institution that typically includes one or more graduate professional schools for a Masters or Doctorate degree.

Two Year Institutions: An institution legally authorized to offer and offering at least a 2-year program of college-level studies that terminates in an associate's degree or is principally creditable toward a baccalaureate transfer degree (U.S. Department of Education, 2012).

Bachelor's degree: An award baccalaureate or equivalent degree, as determined by the Secretary, U.S. Department of Education that requires at least 4 years of full-time equivalent college-level work obtained from a college or university (U.S. Department of Education, 2012).

College or University: A postsecondary school that offers a general or liberal arts education, usually leading to an associate's, bachelors, masters, doctors, or first-professional degree.

Junior colleges, technical, and community colleges are included in this term.

Student Affairs: Student affairs can be responsible for various roles on campus, such as enrollment management, financial aid, housing, counseling, student health, judicial programs, career services, recreational sports, and student activities. Student affairs may include campus services such as transportation, security, child care, and student academic support (Sandeem, 2004).

Student Affairs Programs Discussed in this Study:

TRiO/ Support Services: TRiO is a government funded student affairs program, funded by the U.S. Department of Education. Funds are awarded to institutions of higher education based on a competitive grant writing process. Participation in this program is limited to students who meet qualifying criteria; first-generation college students (neither parent currently has a four-year college degree); income eligible students (based on taxable income); or, students with documented disabilities. TRiO services offer student's opportunities for support services related to academic development, assistance with basic college requirements, counseling and advising, tutoring, and support towards successful postsecondary education completion (U.S. Department of Education, 2013).

Career Center: Career Counseling Centers are designed to provide services and programs that address the needs of enrolled undergraduates, graduates, and distant education students.

Services were created to provide assistance with career exploration and management, resume building, improving interviewing skills, strengthening job seeking skills, making connections with community businesses, as well as provided continued alumni connection and interaction for professional development (University of Wisconsin, 2011).

Learning Center/Academic Support & Success Center: These are programs developed to assist students with academic recovery, tutoring, mentoring, and writing skills. There are programs that provide programs specific to assisting students with disabilities as well, sometimes called a Disability services or Center.

Counseling & Life Services: A counseling center strives to provide opportunities for personal growth and to assistance for students who have emotional, social, academic, spiritual, vocational, or personal concerns. Counseling services will confidentially assist the student with various life issues and concerns at no cost to the student. Or if needed the counselor can find appropriate referrals for students needing long-term personal counseling and/or other psychiatric services (University of Dubuque, 2013).

Women's Support Center: Information on women and gender issues, including publication lists, local and national information on women's services, books, videos, magazines and journals. Resources for students, faculty and staff on gender related issues that can be used in teaching, learning and enjoyment. Involvement and information on events such as Breast Cancer Awareness, Take Back the Night, Healthy Relationships, Resume Building, Career Choices, Self Defense, Community programs, Women's History Month and Women's Night Out (Wisconsin, 2010).

Residence Life: The residence halls at the University of Wisconsin-Platteville Campus provide on campus living environments and opportunity for student participation within a living

environment conducive to academic success plus social and personal growth. Students are encouraged to get involved with important decision-making and in self-discipline through student government in wings, floors, halls, and hall complexes. (University of Wisconsin-Platteville, 2014)

Delimitations of Research

A brief review of literature through EBSCO host, ERIC, and UW Minds, will look at research, survey's, and studies surrounding low income female students, student affairs, and nontraditional students. Due to the scope of this thesis paper, not all programs or areas of student affairs will be included in the influence of academic progression. The student affairs offices available at the University of Wisconsin-Platteville Campus differ from other campus within Wisconsin, as well nationally. The data collected from the IRB could differ from the research collected from larger or smaller institutions. The sample amount of students will be considerably smaller, but will contain demographics needed to be reliable.

Method of Approach

A descriptive study approach was used. Details are provided in Chapter 3.

CHAPTER 2: REVIEW OF LITERATURE

Literature surrounding low-income female nontraditional students

When reviewing research and information available that discusses issues surrounding the female, low income, nontraditional college students, the review of the literature can be broken into the sub categories that relate to nontraditional students; recent history and progression of female college students, barriers associated with income, and student affairs programming as a support for program progression. Current literature and research data indicates the importance of acknowledging the rising growth of nontraditional students, economic factors surrounding enrollment, and the need to continue to design student affairs programs that assist with successful growth and development of this population. Many scholars refer to nontraditional students as becoming the more common “traditional” student.

Recent History and Progression of Female College Students

There is an image or preconception that exists when discussing female roles in a college setting, and within the workplace. Throughout history females have had lower paying positions in the workplace, while men with equal or less experience, training, and education have higher

rates of pay. Although there have been conflicting findings on whether women receive more or fewer pay-offs than men for attaining a college education, women tend, generally, to have lower economic status than men at all levels of education (Schmertz, 2011). A college degree is essential to meet credential requirements for entry level positions. A quick search through the help wanted section in a local newspaper will show over half the companies looking for a qualified individual, are also requiring a degree. Having a lower income, or below poverty line already puts the females looking for employment at a disposition. From the clothes you wear to an interview, to the ability to have consistent transportation, having a lower income is a barrier to employment. Beginning in 2006 welfare reforms required young, single mothers, to actively participate in the labor force. Single parent breadwinners are forced into low-paying jobs that are insufficient for supporting their families (Albers, 2006).

Many mothers working in today's economy find that they are still unable to meet financial stability, and consequently need welfare assistance. Before the federal welfare reform legislation was enacted in 1995, research showed that 29% of single mothers working at least part time, no less than 20 hours per week, had low incomes, below the poverty line. That same research showed that 34% of two-parent families, working at least 35 hours per week, had incomes below the poverty line. And a year after the reform of Temporary Assistance for Needy Families in 1998, these figures rose. Single mothers increased to 36%, and two-parent families rose to 42%, all still working but living below the poverty line (Wertheimer, 2001).

Between the years 1995 and 2005, enrollment of students 25 years and older increased by 14%; "the U.S. Department of Education predicts a continued upward trend in this same age demographic as it is expected to increase 20% between the years 2007-2018" (National Center for Education Statistics, 2010). When looking at rate increases between 1996 through 2010,

research showed rates in postsecondary degree granting institutions increased 45% over the fourteen years. Looking at these increases there is a clear upward progression. The projections of education statistics provide a proposed increase of female enrollment into postsecondary institutions of 18% by 2021 (William J. Hussar, & Tabitha M. Bailey, 2013). Student enrollment rates increase, college campuses grow and flourish, along with degrees offered, and student affairs offices. According to the 2004-2005 National Centers for Education Statistics' 2006 report on Adult Education, the top reasons an individual returns to school are to feel better about him or herself (78%), secure a new job (55%), and get a raise 45% (Frederic, 2005).

The United States has continually saw education as a gateway to stability. The opportunity to persevere in great times of despair. Higher education leads to opportunity, and the possibility to overcome poverty. The nontraditional female student emerges from this despair, to create possibilities that build from these inequalities. Women continue to enroll in undergraduate institutions to secure their employment, obtain raises, gain positions of equality, and increase their overall confidence. With changes and challenges, the need for student affairs programming geared towards this specific population increases.

Barriers Associated Income

There are many factors that influence a woman's educational experience. Issues that female nontraditional students experience with income and financial stability can cause a kind of blanket effect on obtaining an education. When a woman is living paycheck to paycheck, there is no room for the unexpected. Something that may seem small, or non detrimental to an average middle class individual, has a much bigger impact on the low income woman trying to make ends meet. Enrolled fulltime in school, working to pay bills, taking care of a sick child,

obtaining passing grades, and daily house work, are only a few priorities a mother will face while enrolled in a four year degree.

Women have much greater conflicts and demands placed on them while obtaining their education. Low-income women are unable to pay for assistance with these tasks, chores and responsibilities, so she must utilize more resources and efforts to pay for basic necessities essential for survival (Home, 1998). With greater demands, hardships, and struggles with the female students educational process, student affairs programming may have a greater impact on successful degree completion, than once thought. Student affairs was born out of a need to assist with the growth and development of the student, outside of the classroom. Now with the need rising on both an enrollment level as well as economic, another look at the influence student affairs has outside of the classroom, may change academic progression and program completion for female, low-income, college students. This is beneficial to the student, college or university, and student affairs staff.

Student Affairs Programming As a Support for Program Progression

Student affairs programs have been increasing as the model of best practice of assisting with the growth and development of the whole student becomes viewed as essential. Student involvement is viewed as an important part of the college experience, and higher learning institutions have been recognizing the role and support that student affairs staff provide. Successes of these activities rely on the relationship and cooperation of faculty and student affairs staff. Many times academic and student affairs staff has undesirable results directly related to the lack of communication and support amongst personnel. Female students struggling with income constraints, and outside responsibilities, will not necessarily know about the different services student affairs offices provide. Best practice will involve seeing past

traditional focuses. Student affairs have the ability to be a positive influence on academic success, and have been over the past decade.

Female, low-income, nontraditional students striving to obtain a degree at a four year institution, as discussed previously, have significant barriers to successful program completion. Therefore an important question remains. If student affairs services show strong positive influence on academic progression and retention rates, than should there be further efforts made to make these services more available to the nontraditional female population? Would the low income, nontraditional female student significantly benefit from program development geared towards knowledge of services, and program availability?

The National Survey of Student Engagement launched back in 2000, evaluates student engagement yearly, by collecting data through an extensive questionnaire, focused on five categories: 1) participation in dozens of educationally purposeful activities, (2) institutional requirements and the challenging nature of coursework, (3) perceptions of the college environment, (4) estimates of educational and personal growth since starting college, and (5) background and demographic information. In 2013 the survey was updated utilizing twelve years of evidence-based testing, feedback from colleges and universities, and current progress in educational and survey research. There are several engagement indicators that fit within five different themes of engagement, which are tailored to the Benchmarks of Effective Educational Practice. Two of these touch on support services provided by student affairs. The first is, Campus Environment, which includes quality of interactions and supportive environment on campus. The second is High-Impact Practices, which includes special undergraduate opportunities such as service-learning, study abroad, research with faculty, and internships that

have positive effects on student learning and retention. (National Survey of Student Engagement, 2013)

CHAPTER THREE: METHODS

A descriptive study was used, containing surveys, and if emergent, interviews, and a focus group as well. This study will contain Quantitative information as well. Quantitative studies have been useful in obtaining larger-scale numbers, statistics about specific demographics, and are more easily generalized to other populations.

Survey Development

The mode of collecting the survey data will be through an online email providing a link to the questionnaire. The survey will be administered through the University of Wisconsin email portal. This was chosen to reach as many students that possibly identify as nontraditional. Sending this survey through the email portal supports confidentiality for students completing the questionnaire.

The questionnaire is designed to identify nontraditional, low-income, female students. The information collected is for the purpose of an exploratory study into the participation of female, low-income, nontraditional students with student affair programs, and the possible influence of student affairs on academic progression.

The data collected will be experience/behavior, knowledge/abilities, and background. The initial questions developed are background focused. The middle questions are mainly knowledge focused. The final questions are more experience focused, determining gaps and barriers to participation.

The data collected will be processed individually. Information will be collected from an online questionnaire, a small focus group, and a few interviews from the same participants. If interesting findings exist, they will be analyzed in a Chi-Square (Sackes, Trundle, Tuckman, & Krissek, 2012). A Chi-square may show possible connections. The focus group was scheduled through voluntary attendance, with information provided at the end of the online questionnaire. Unfortunately this group was unsuccessful due to nonattendance. Therefore a Chi-Square was not a possible method to examine data results and trends.

The content in found in the questions were designed using examples found in the National Survey of Student Engagement, a study conducted by Foubert & Grainger on the Effects of Involvement in Clubs and Organizations on the Psychosocial Development of First-Year and Senior College Student, and with information received through a journal article on the Development of the Efficacy Beliefs for Conceptual Change Learning Questionnaire (Foubert, 2006) (Sackes, Trundle, Tuckman, & Krissek, 2012).

Questions used to collect data in the questionnaire consist of three structures; Closed-questions, structured-questions, and open-ended-questions. Ten of the questions are determining background and knowledge, and are closed-questions consisting of multiple choices. Six questions are regarding experience and knowledge, and are structured-questions, but allow open ended if the "Other" box selection is marked. The last three questions (two of which are

optional and voluntary) are open ended to collect specific information in the participants own words.

The background information was collected first. The background questions begin with the general questions first, such as male or female, before the more specific grade point average questions. The survey questions then ask about knowledge, with general first. Lastly the questions are completed with experience.

The questionnaire is created through Google Documents, and provides a professional image, with consistent spacing and proper size and font. Due to the survey be administered online, rather than by printed format, page breaks are not of consequence. The demographic questions are at the top of the page, while information regarded as optional are located at the bottom to allow the important questions priority.

A pilot survey was not tested, due to time constraints surrounding this exploratory study. All questions were reviewed, and examples were taken from previous studies in the general area of focus. The scaling process might have occurred when utilizing the Chi-square, allowing comparisons, but was unfortunately unable to be utilized.

Procedures for Data Collection

When development of the survey began all questions were constructed to protect the respondents from any harm. Gaining approval for data collection consisted of the development of a consent form that gave consent to collect information and use that information for research purposes, providing an explanation of the process of collection, as well as informing the respondents of their confidentiality rights. Once the Consent form and Questionnaire were complete and approved by project advisor Dr. Tom Lo Guidice, the project was sent to the Institutional Review

Board for recommendations and final approval to proceed with data collection. See Appendix A.

The objective of this study is to review student affair programs available at a four year university and the influence participation with these student affair programs can have on academic progression, while keeping in mind possible barriers experienced by low-income, nontraditional, female student populations that might negatively affect participation. Information obtained through the University of Wisconsin Platteville Campus will examine how currently enrolled students, identifying as this population, are progressing academically while participating in the available student affair programs, taking into consideration, the enrolled amount, and if there is a clear positive influence from using services verses not. The information obtained can inform faculty and staff in higher learning institutions, and possibly improve best practices involving faculty and staff engagement opportunities, programs and services offered, hours of operation, and support positive retention rates.

Participants

The participants are students enrolled at The University of Wisconsin, Platteville Campus, which meet the sample participant demographics. First, the female students identified as nontraditional. The Robert and James Wright Center for Non-Traditional and Veteran Students defines this as student that delay enrollment; attend part time, for at least part of the academic year; work full time, 35 hours or more per week, while enrolled as a student; are considered financially independent for eligibility purposes when filing their financial aid; have dependents other than a spouse; or are a single parent, either not married or married but separated with dependents; and or does not have a high school diploma, but completed high school with a GED or other completion certificate (University of Wisconsin-Platteville and The Board of Regents,

2014). Second, the female students' income is identified as being low, at or below poverty level, or no countable income source. The participant information is obtained through records acquired from the university survey portal via a questionnaire.

Materials

Questionnaire comprised of questions developed through Google Documents, and administered through Survey Monkey online, sent to participants at the University of Wisconsin, through their campus email portal. Questions that contain background information to determine basic demographics, grade point averages, and year of students surveyed was taken from the National Survey of Student Engagement. NSSE has been perfecting these questions used over the years, and these selected questions will assist with reliable data collection.

Apparatus and Materials

Survey is distributed online to students attending the University of Wisconsin-Platteville; therefore a computer and access to the internet was necessary.

CHAPTER FOUR: DATA ANALYSIS

The survey was disbursed through the university student email on May 12th 2014, when data collection began, as well as through cut out copies of the online link through the University Women's Center. The survey was open for 5 days, and ended on May 16th 2014. The survey was sent out to 1,162 students identified by the University of Wisconsin Platteville Campus, as Female students enrolled on campus, online, or through distance learning programs, meeting one or more criteria as defined in the terms section, as being nontraditional. In the five day period 155 students responded, resulting in a 13% response rate.

Eighty six percent of respondents identified as not having a dependent under the age of 18. Of the students that responded as having a dependent under the age of 18, 6.25% identified as having 3 or more dependents. Fifty percent of respondents identified as having 2 dependents under the age of 18. And 43.75% of respondents responded to having 1 dependent under the age of 18.

Of those that identified as having 1 or more dependents, 18.75% of the respondents identified as having a 3.1-3.5 grade point average. And 43.75% of the respondents identified as having a 3.6-4.0 grade point average. Thirty seven and a half percent of the respondent's identified as having 2.6-3.0 grade point averages. None of the respondents whom identified as having a dependant under the age of 18 were below a 2.6 grade point average.

Out of the respondent's identified as having 1 or more dependents under the age of 18, 25% identified as not currently working. Thirty one and one fourth percent identified as working 31 or more hours per week. Six and one fourth percent identified as working 21-30 hours per week. And 37.5% identified as working 1 to 20 hours per week.

Out of these respondents 37.5% identified as making an income between 0-\$24,999 per year, which is defined as low income. Thirty seven and a half percent of the respondents identified as making an income of \$24,000-\$49,999, also within poverty guidelines as identified in the terms section. And 25% of respondents identified as having an income of \$50,000-74,999 per year.

Of these same respondents asked what time of day would work best for attending events or educational assistance programs offered by student affairs and staff, 0% responded 5:00am - 7:00am. 0% of respondents answered 7:00am – 9:00am. Six point and a half percent of respondents answered 9:00am – 11:00am. Eighteen and three fourths percent of respondents answered 11:00am - 1:00pm. Thirty seven and a half percent of respondents answered 1:00pm- 3:00pm. Thirty seven and a half percent of respondents answered 3:00pm – 5:00pm. Fifty percent of respondents answered 5:00pm – 7:00pm. Twenty five percent of respondents answered 7:00pm – 9:00pm. And lastly 6.25% of respondents answered 9:00pm – 11:00pm.

Of these same respondents asked how much time they spend on campus, not including classroom instruction, 46% of respondents answered 0-30 minutes. Six and sixty sevenths of a whole percent of respondents answered 30-60 minutes. Six and sixty sevenths of a whole percent of respondents answered 1-2 hours. Zero percent of respondents answered 2-4 hours. And 40% of respondents answered 4 or more hours. Out of the 40% who answered 4 hours or more, 1 student responded for sports related. One student responded for computer lab/technology center. Two students responded for student affairs programs and events. Four students responded for student organizations. Two students responded for dining areas. And three students responded for graduate assistant or work study program.

Of these same respondents who answered as having 1 or more dependent under the age of 18, when asked what activities they participate with when on campus (Students were able to select more than one answer), 13% of respondents answered sport related. Thirteen percent of respondents answered computer lab/technology center. Thirteen percent of respondents answered student affairs programs and events. Thirty three percent of respondents answered student organizations. Zero percent responded for band/choir related. Twenty percent of respondents answered dining areas. Zero percent responded for internship or practicum. Twenty percent of respondents answered graduate assistant or work study program. Zero percent responded for social activities with friends. Fifty three percent of respondents answered none.

Of these same respondents when asked to mark the offices visited or participated in events offered by, within the last two years 22% of students marked advising and career exploration. Thirty three percent of students marked counseling services. Forty four percent of students marked math learning center. Eleven percent of students marked services for students

with disabilities. Eleven percent of students marked office of multicultural student affairs. Eleven percent of students marked student support services. Thirty three percent of students marked PACCE (Pioneer Academic Center for Community Engagement). Forty four percent of students marked WATR (Writing and Tutoring Resources). Twenty two percent of students marked women's center. Thirty three percent of students marked center for non-traditional and veteran students. And 55% of students marked student organizations.

Of these same respondents when asked if none was marked and what the reason was, 22% of respondents answered that they do not have the time. Forty four percent answered that they do not need the assistance. Eleven percent of respondents answered that the hours do not fit their schedule. Eleven percent of respondents answered I am unsure of the programs offered through these offices. And 11% of respondents answered that they are not interested. Five students left comments noting that; "I'm taking all online classes so I'm never on campus." Two responded with; "Distance learning student." "I am an online student who lives four hours away from campus." And "I am not aware of needing any assistance in the offered areas." Fifty five percent responded not applicable.

Of these same respondents when asked the reason two or less were marked, 27% answered I do not have the time. Twenty seven percent answered I do not need the assistance. None percent answered Hours available do not fit my schedule. Twenty seven percent answered I am unsure of the programs offered through these offices. And 18.18% answered I am not interested. 45% responded not applicable.

Of these same respondents, when asked when they usually hear about events and activities on campus through; 26% of respondents answered from another student. Eighty six percent of respondents answered from email. Fifty three percent of respondents answered from a

Flyer/poster. Twenty percent of respondents answered from an instructor. Thirteen percent of respondents answered from staff. Zero percent responded radio. Six percent of respondents answered regular mail. Six percent of respondents answered text message. Six percent of respondents answered Facebook. Zero percent answered Twitter. And 26% of respondents answered a school website. In the comments section, 14 out of 16 student responses stated that email was their preferred method to receive information and updates.

The next set of student responses broken down are those that identified as having no dependents, but are working 20 hours or more, and making an income between \$0-\$49,999 per year. One hundred percent of respondents answered that they were between the ages of 18 and 24 years of age. One hundred percent of respondents also answered as having received a high school diploma. Ninety five percent of these same student respondents identified as being enrolled into college as a fulltime undergraduate student. And 4% of respondents identified as being enrolled as a part-time undergraduate student. With these responses, these students are also considered nontraditional are described in the terms and review of literature.

Of these same respondents 13% identified as having 3.6-4.0 grade point averages. Thirty four percent of respondents identified as having a 3.1-3.5 GPA. Fifty three percent of respondents identified as having a 2.6-3.0 GPA. No respondents identified as having below a 2.6 GPA. Out of the students having a grade point average of 3.1 or above, when asked how much time they spend on campus not including instructional time, 27% of respondents identifies as spending 0-30 minutes on campus. Nine percent of respondents identified as spending 1-2 hours on campus. Eighteen percent of respondents identified as spending 2-4 hours on campus. And 45% of students respondents identifies as spending 4 or more hours on campus.

Of these same respondents, (Students were able to select more than one answer) when asked what activities they participate in while on campus, 36% of students responded sports related. Thirty six percent of students responded computer lab or technology center. Twenty seven percent of students responded student affair programs. Fifty four percent of students responded student organizations. Nine percent of students responded band, theater, or choir related. Thirty six percent of students responded dining areas. Nine percent of students responded internship of practicum. Sixty four percent of students responded social activities with friends. Twenty seven percent responded none.

Of these same respondents, when asked what offices or participation in events offered by these offices within the last two years (Students were able to select more than one answer), students responded; 44% of students responded advising and career exploration. Thirty three percent of students responded counseling services. Forty four percent of students responded math learning center. Eleven percent of students responded office of multicultural student affairs. Eleven percent of students responded student support services. Thirty three percent of students responded (PACCE) Pioneer academic center for community engagement. Fifty seven percent of students responded (WATR) Writing and Tutoring resources. Eleven percent of students responded the women's center. Eleven percent of students responded the center for nontraditional and veteran students. Forty four percent of students responded student organizations.

Of these same respondents, if none of the offices were marked, and the reason why, 11% of respondents chose I do not have the time. Twenty two percent of the respondents chose I do not need the assistance. And 11% chose I am unsure of the programs offered through these

offices. In the other comment area one student marked, “Distance Learning Program Student. Too far to travel.” The remaining respondents chose, not applicable.

If only two or less were marked, of these same respondents, 40% chose, I do not need the assistance. Ten percent of respondents chose Hours available do not meet my schedule. Twenty percent of respondents chose I am unsure of the programs offered through these offices. The remaining chose not applicable.

When looking at students that have 1 or more dependent at home and an income within poverty or low income guidelines, 100% of students responded that they are working 1-20 hours per week and attending full-time. Of these same students, when asked their grade point average, 50% responded 3.6-4.0. Sixteen percent responded that their GPA was 3.1.-3.5. And 33% of students responded that their GPA was 2.6-3.0. Of the students with a GPA of 2.6-3.0, when asked what activities they participate in on campus, outside of classroom instruction (students were allowed to choose more than 1 answer), 66% of students responded student organizations. Thirty three percent of students responded dining areas. Sixty six percent of students responded graduate assistant or work study programs. When asked what offices they have visited or participated in events or programs through within the last two years, 2 students responded Student Advising. One student responded Counseling Services. One student responded math learning center. One student responded services for students with disabilities. One student responded the office of multicultural student affairs. One students responded PACCE pioneer academic center for community engagement. Two students responded writing and tutoring resources. One student responded women’s center. Two students responded center fort nontraditional and veteran students. And 2 students responded student organizations. Of these same students, when asked why none were marked, two students

responded not applicable. One student responded I do not have the time. One student responded I do not need the services. One student responded I am unsure of the programs offered through these offices. And one student responded I am not interested.

When looking at students that do not have any dependents or children under the age of 18, and who are working at least 1 or more hours per week, and receiving a grade point average of 3.1 or above, 30 students responded that they spend one or more hours on campus outside of classroom instruction. Of these students 34 marked activities they participate with while on campus.

When looking at the same set of students, but with those receiving a grade point average of 3.0 or below, six students worked 1-20 hours per week. Nine students identified as working 21-30 hours per week. And three students identified as working 31-40 hours per week. Of these same students, 15 responded to the question of how much time they spend on campus outside of classroom instruction. Three students responded 30-60 minutes. Three students responded 1-2 hours. Five students responded 2-4 hours. And four students responded 4 or more hours. Of those 15 students, eleven responded as participating in activities on campus.

Looking at all of the responses received as a whole, out of the 155 student responses, 130 students identified as being between the ages of 18 to 24. Fourteen students identified as being between the ages of 25 to 34. Nine students identified as being between the ages of 35 to 44. One student identified as being between the ages of 45 to 54. And one student identified as being between the ages of 55 to 64.

154 students responded (out of 155 total responses), as being enrolled in college. Of these student responses, twenty five students identified as being freshmen. Thirty three students identified as being sophomores. Forty students identified as being juniors. Fifty five

students identified as being seniors. And 1 student identified as having 4 or more years of graduate school.

As a whole, out of 115 student responses, two students identified as having a grade point average of 4.1 or above. Thirty seven students identified as having a 3.6-4.0 GPA. Thirty eight students identifies as having a 3.1-3.5 GPA. Thirty one students identified as having a 2.6-3.0 GPA. Six students identified as having a 2.1-2.5 GPA. And one student identified as having below a 2.0 GPA.

As a whole, out of 115 responses received, 99 students identify as have no dependent under the age of 18. One student identifies as having 3 children or dependents under the age of 18. Eight students identify as having 2 children or dependents under the age of 18. And seven students identify as having 1 child or dependent under the age of 18.

When asked about employment, out of 115 responses received, forty eight students identified as working 1 to 20 hours per week. Nineteen students identified as working 21 to 30 hours per week. Fourteen students identified as working 31-40 hours per week. And thirty four students identified as not being currently employed.

When asked, what time of day would work best for attending events or educational assistance programs offered by student affairs and staff, out of 114 responses, four students responded 5:00am-7:00am. Eight students responded 7:00am-9:00am would work best. Thirteen students responded 9:00am-11:00am would work best. Sixteen students responded 11:00am-1:00pm would work best. Twenty students responded 1:00pm-3:00pm would work best. Thirty nine students responded 3:00pm-5:00pm would work best. Sixty three students responded 5:00pm-7:00pm would work best. Thirty seven students replied 7:00pm-9:00pm would work best. Lastly, fifteen students replied 9:00pm-11:00pm would work best.

When asked how much time is spent on campus, not including classroom instruction, out of 109 responses, sixteen students responded with 0-30 minutes. Ten students responded with 30-60 minutes. Twenty four students responded with 1 to 2 hours. Twenty one students responded with 2 to 4 hours. And thirty eight students responded with 4 or more hours.

When students were asked what activities they participate in while on campus, out of 107 responses received, eighteen students' responded sports related. Thirty four students responded computer lab or technology center. Fifteen students responded student affair programs and events. Fifty three students responded student organizations. Six students responded band, theater, or choir related. Fifty two students responded dining areas. Seven students responded internship or practicum. Four students responded graduate assistant or work study program. Forty eight students responded social activities with friends. And twenty two students responded none.

When students were asked what offices they have visited or participated in activities offered through within the last two years, out of 88 total responses received, twenty six students responded advising and career exploration. Twenty four students responded counseling services. Thirty five students responded math learning center. Six students responded services for students with disabilities. Seven students responded the office of multicultural student affairs. Eleven students responded student support services. Twenty two students responded PACCE pioneer academic center for community engagement. Forty four students responded writing and tutoring resources. Eleven students responded women's center. Six students responded center for nontraditional and veteran students. Forty students responded student organizations. And two students put other, naming student support services WEMS as well as Women in EMS as offices they've visited within the last two years.

If none of the offices were marked, when asked why, out of 80 responses received, fifty five students responded as not applicable. Nine students responded I do not have time. Twelve students responded I do not need the assistance. Two students responded the hours of availability. Seven students responded I am unsure of the programs offered through these offices. Seven students responded I am not interested. And seven students commented in other. Three of those seven students responded that they are distance learning students and do not come on campus. One student stated they were never on campus. One student stated that they were an online student and lived 4 hours away. One student responded “I am not aware of needing assistance in the different areas.” And one student responded “not located near campus.”

When students were asked if only two or less were marked, what the reason was, out of 88 responses, thirty two students responded not applicable. Seventeen students responded I do not have the time. Thirty three students responded I do not need the assistance. Nine students responded hours do not fit my schedule. Thirteen students responded I am unsure of the programs offered through these offices. Seven students responded I am not interested.

When asked where students usually hear about events and activities on campus, out of 109 responses received (Students could choose multiple answers), fifty eight students find out from another student. Eighty students find out from email. Seventy three students responded find out from a flyer. Thirty students responded find out from an instructor. Sixteen students responded find out from staff. One student responded find out from radio. Three students responded find out from regular mail. Five students report find out from text message. Sixteen students responded find out from Facebook. Two students responded find out from Twitter. Twenty seven students responded find out from the school website. One student

responded from other social media sites. Two students commented in other. One student commented “Poster”. The other student commented “In hall and UWP planners”.

CHAPTER FIVE: CONCLUSIONS, RECOMMENDATIONS, AND IMPLICATIONS FOR BEST PRACTICE

The study was done in a relatively brief time frame. A pilot was not conducted. The numbers of nontraditional student participants were small. A questionnaire was sent out to 1,162 students. One hundred and fifty five student responses were received.

All nontraditional students seem to have a higher grade point average with participation in student affairs programs and events discussed. However students are not failing college if they do not participate. It may be that failing students have problems that are not addressed here, or followed a pattern by not responding to the questionnaire.

A few students responded that they do not participate in any of the programs discussed because they do not need the assistance. It may be that they do not understand all the benefits from these programs. Many students also responded that they were unsure what programs are

offered. It may be that students identifying as nontraditional do not spend as much time on campus, and therefore do not know what services each student affairs office provides.

When looking at the raise of nontraditional student enrollment, it appears as though a majority of the female population consists of students between the ages of 18 and 34. Age does not appear to cause a difference in grade point averages or participation with on campus activities. Age also does not appear to be an indicator of children within the home as well. When marketing information and details about services offered through the offices discussed age does not appear to have an impact on best method on contact. A majority of students read about services and events through email, another student, and flyers.

Nontraditional can be measured in various ways. Only a small number of students identify as having dependents under the age of 18. This number could be affected by students that have dependents over the age of 18, but still in the home or in the students care. Only one student received a GED, and the other 154 students received a high school diploma.

Employment may affect students of this population. This may be a possible barrier to services, and time spent on campus. One hundred percent of students identifying as having at least 1 child in the home are working. Out of all the responses received it appears as though a majority of students' enrolled fulltime at The University of Wisconsin Platteville is working at least 1-20 hours per week.

Female nontraditional students may benefit greatly from more information about careers available that are in the field or program, and paid internships. Students may also benefit from financial aid counseling and budgeting assistance offered through campus programs. Many students identified as being within low income guidelines, which may act as a barrier to services.

It could be that these students identifying as making a lower income are working less hours, and taking more classes. Income did not appear to have a factor in grade point average or success.

Implications for further research

Based on these results students who visited the student affairs offices discussed and received services spend more time on campus and are more involved in the university experience. This study as well as supported literature suggests that student service programs make a difference. A study over a longer period of time with a larger sample and validation of the survey instrument may be desirable. It may also be beneficial to contrast and compare a similar study where male nontraditional student populations are researched to determine commonalities, and further barriers to services and successful program completion.

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Appendix A

Instrument- Questionnaire

CONSENT FORM FOR PARTICIPATION OF HUMAN PARTICIPANTS IN RESEARCH UNIVERSITY OF WISCONSIN - PLATTEVILLE

PLEASE DO NOT PUT YOUR NAME ANYWHERE ON THIS SURVEY. There is no need to identify yourself. Any report I make will not include any information that will make it possible to identify you.

You are being asked to complete this survey to assist with my action research project. The questionnaire is designed to obtain information regarding nontraditional students at the University of Wisconsin Platteville campus, and experiences related to participation with student affairs. Completing this survey will assist in providing information essential to this action research project, as well as possible feedback and information that can increase best practice in the area of student affair programming. You should be able to complete the questionnaire in approximately fifteen minutes.

Once the study is completed, I will provide a summary of the results collected in my research paper.

Your participation in this survey is entirely VOLUNTARY. By completing this survey you are giving your consent to be involved in the research. If at any point you decide that you do not want to complete the questionnaire, please exit/close out of the survey.

Your participation should present you with no risks, other than the time and effort involved in completing the materials.

Thank you for your cooperation and the time that you have put into this research project.

If you should have concerns about your treatment as a participant of this research, please call or write:

Barb Barnet, Chair, UW-Platteville IRB
(608) 342-1942
barnetb@uwplatt.edu

Again, PLEASE DO NOT PUT YOUR NAME ANYWHERE ON THIS SURVEY.

Thank You,
Teresa Green, Researcher
Dr. Tom Loguidice, Faculty Sponsor
Department of Education
University of Wisconsin-Platteville
(608) 342-1131



UNIVERSITY OF WISCONSIN
PLATTEVILLE
INSTITUTIONAL REVIEW BOARD

4/24/2014

Teresa Green
Sponsor: Tom LoGuidice
Department of School of Education
University of Wisconsin-Platteville

RE: IRB Protocol #2013-14-45

Project Title: The Study of Student Affairs Program Influence on Nontraditional,
Low-income, Female Undergraduate Students

Approval Date: 4/24/2014
Expiration Date: 4/23/2015

Your project has been approved by the University of Wisconsin-Platteville IRB via an Expedited Review. This approval is subject to the following conditions, otherwise approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed above or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used (surveys, consent forms, etc) must be reported to the IRB chair prior to their use.
4. If the project will continue beyond the expiration date, then the researcher must file for a continuation with the IRB at least 14 days prior to the expiration date. If the IRB approval for this project expires before approval for continuation is given, then a new protocol must be filled out and submitted. Federal guidelines allow for no exceptions to this rule. Any data collected after the expiration date cannot be used in the study.

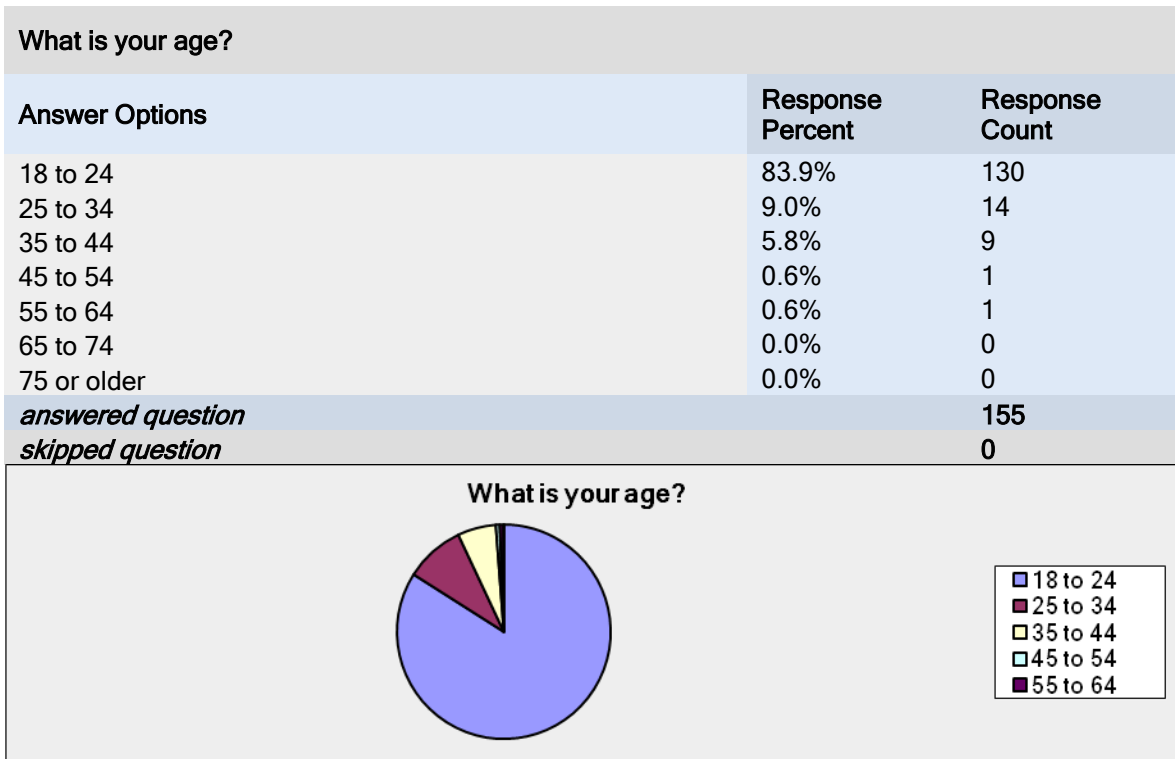
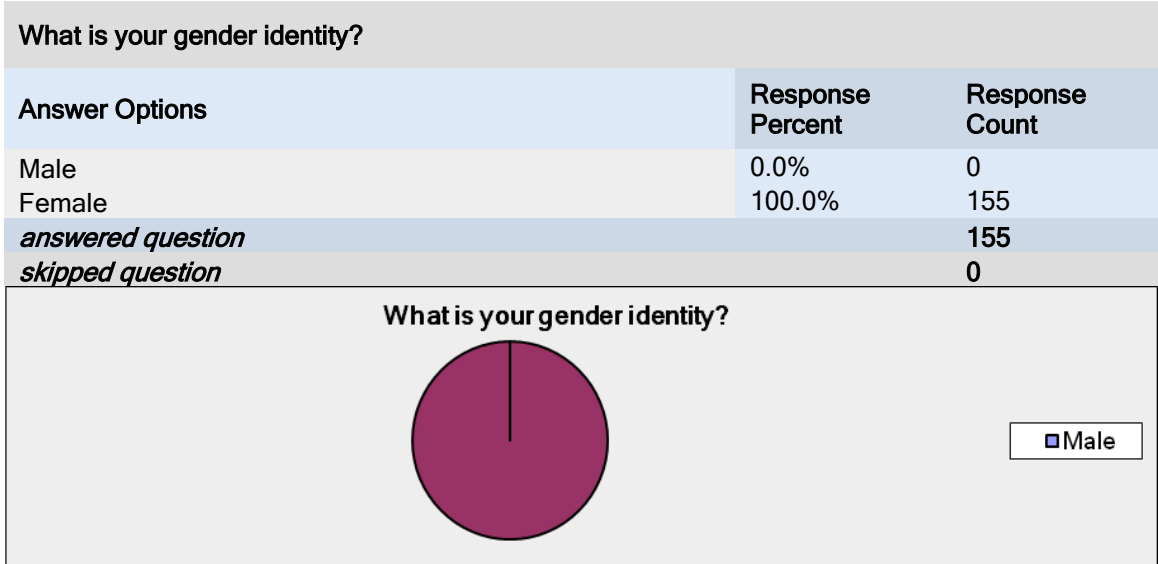
If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

Dr. Barb Barnet
Institutional Review Board Chair
Professor, Mathematics Department
Gardner 451
University of Wisconsin-Platteville
(608) 342-1942
barnetb@uwplatt.edu

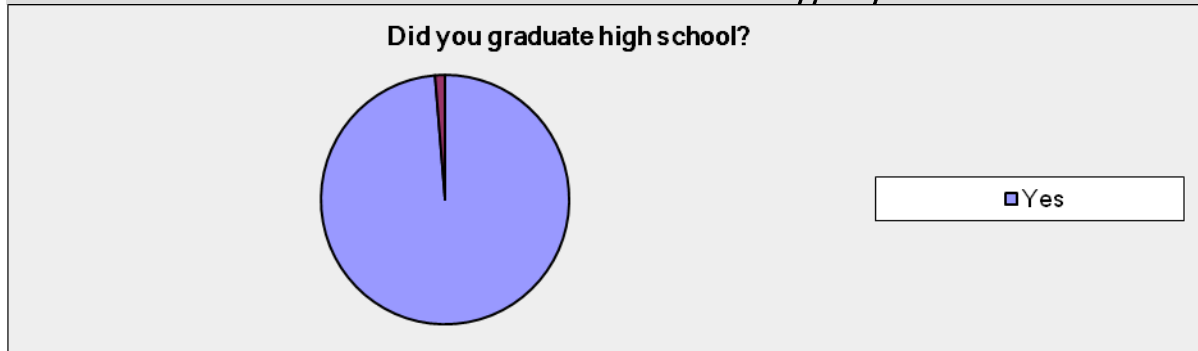
Appendix B

Nontraditional Exploratory Survey



Did you graduate high school?

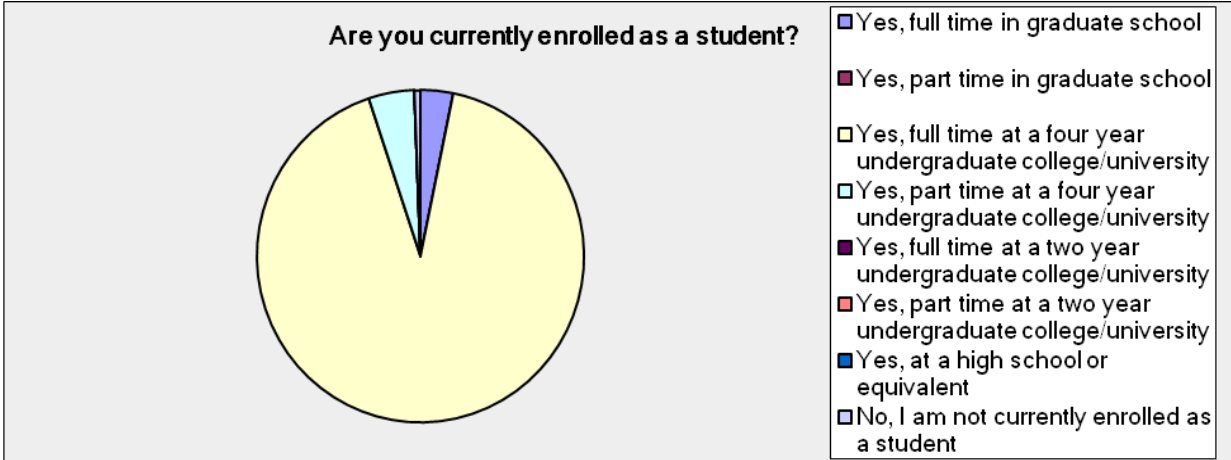
Answer Options	Response Percent	Response Count
Yes	98.7%	153
No, received a G.E.D.	1.3%	2
Other (please specify)		0
<i>answered question</i>		155
<i>skipped question</i>		0



Are you currently enrolled as a student?

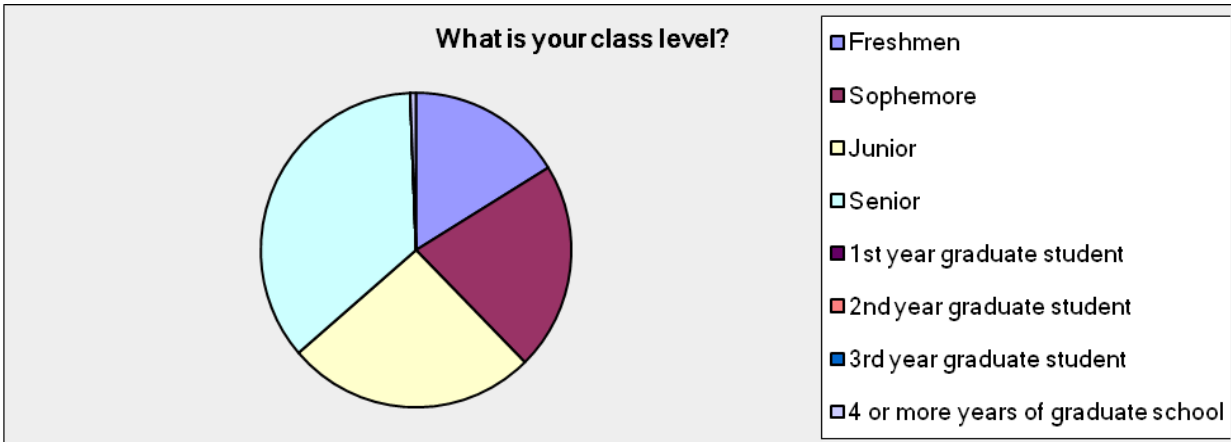
Answer Options	Response Percent	Response Count
Yes, full time in graduate school	3.2%	5
Yes, part time in graduate school	0.0%	0
Yes, full time at a four year undergraduate college/university	91.6%	142
Yes, part time at a four year undergraduate college/university	4.5%	7
Yes, full time at a two year undergraduate college/university	0.0%	0
Yes, part time at a two year undergraduate college/university	0.0%	0
Yes, at a high school or equivalent	0.0%	0
No, I am not currently enrolled as a student	0.6%	1
Other (please specify)		1
<i>answered question</i>		155
<i>skipped question</i>		0

Number	Response Date	Other (please specify)	Categories
1	May 12, 2014 1:58 PM	graduated	



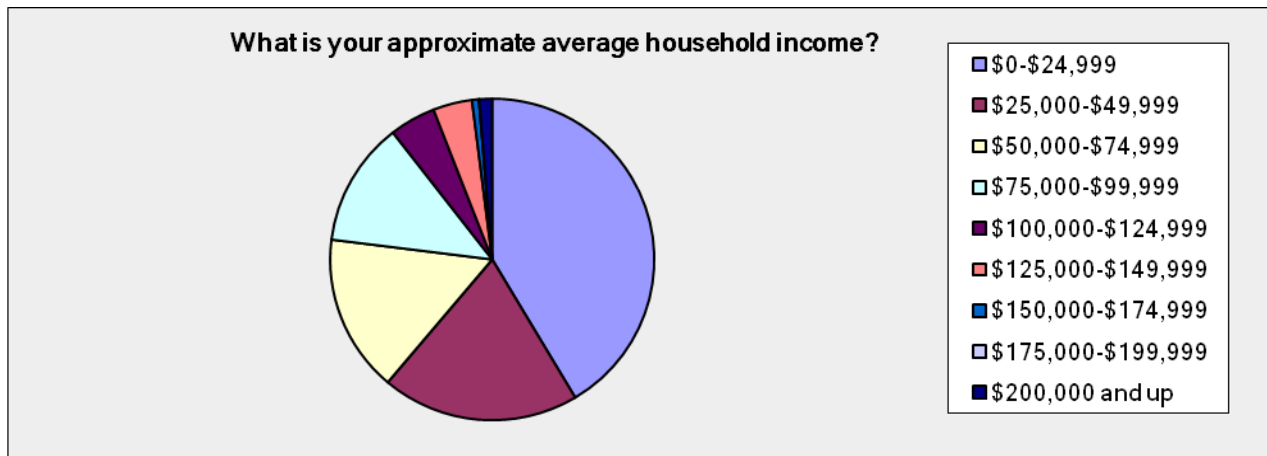
What is your class level?

Answer Options	Response Percent	Response Count
Freshmen	16.2%	25
Sophomore	21.4%	33
Junior	26.0%	40
Senior	35.7%	55
1st year graduate student	0.0%	0
2nd year graduate student	0.0%	0
3rd year graduate student	0.0%	0
4 or more years of graduate school	0.6%	1
answered question		154
skipped question		1



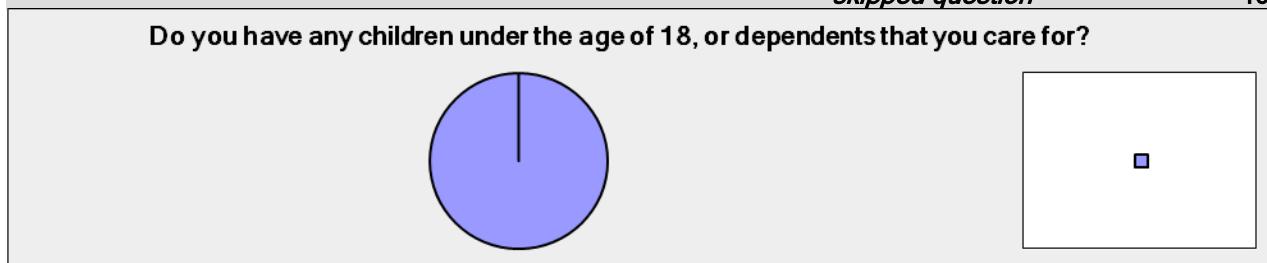
What is your approximate average household income?

Answer Options	Response Percent	Response Count
\$0-\$24,999	41.4%	63
\$25,000-\$49,999	19.7%	30
\$50,000-\$74,999	15.8%	24
\$75,000-\$99,999	12.5%	19
\$100,000-\$124,999	4.6%	7
\$125,000-\$149,999	3.9%	6
\$150,000-\$174,999	0.7%	1
\$175,000-\$199,999	0.0%	0
\$200,000 and up	1.3%	2
<i>answered question</i>		152
<i>skipped question</i>		3



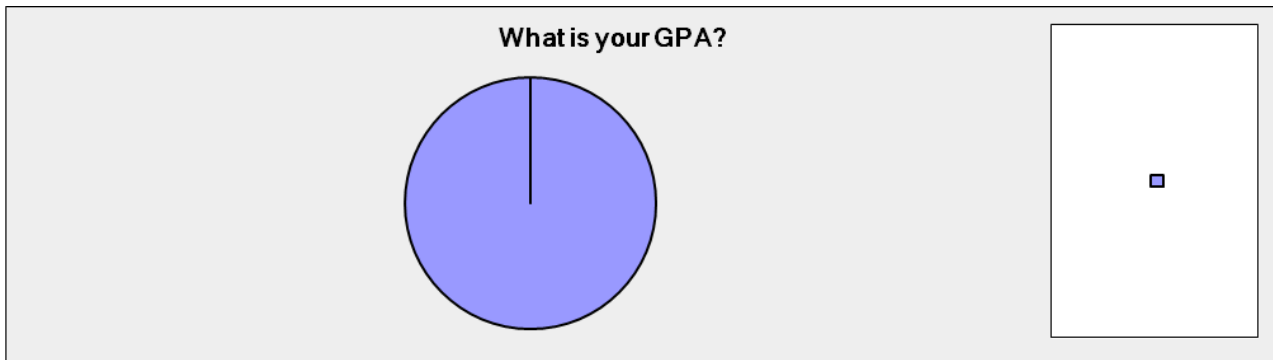
Do you have any children under the age of 18, or dependents that you care for?

Answer Options	Response Percent	Response Count
Yes, 1	6.1%	7
Yes, 2	7.0%	8
Yes, 3 or more	0.9%	1
No	86.1%	99
<i>answered question</i>		115
<i>skipped question</i>		40



What is your GPA?

Answer Options	Response Percent	Response Count
4.1 or above	1.7%	2
3.6 - 4.0	32.2%	37
3.1 - 3.5	33.0%	38
2.6 - 3.0	27.0%	31
2.1 - 2.5	5.2%	6
2.0 or below	0.9%	1
<i>answered question</i>		115
<i>skipped question</i>		40



Are you currently employed?

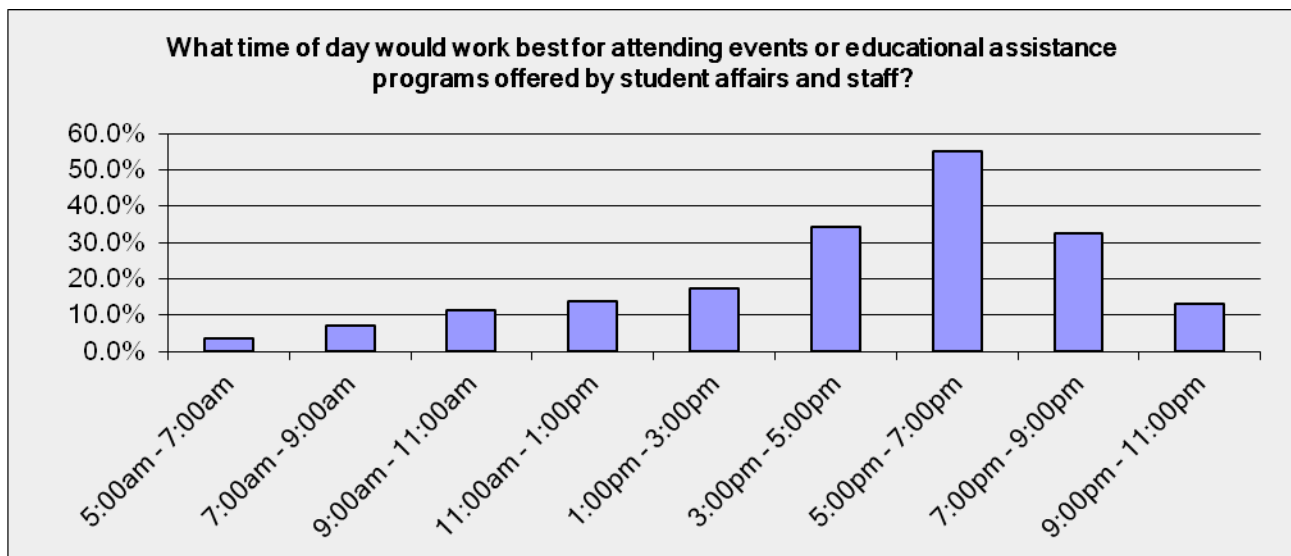
Answer Options	Response Percent	Response Count
Yes, 1 - 20 hours per week	41.7%	48
Yes, 21 - 30 hours per week	16.5%	19
Yes, 31 - 40 hours per week	12.2%	14
No, I am not currently employed	29.6%	34
Other (please specify)		1
<i>answered question</i>		115
<i>skipped question</i>		40

Number	Response Date	Other (please specify)	Categories
1	May 14, 2014 2:34 AM	internship	



What time of day would work best for attending events or educational assistance programs offered by student affairs and staff?

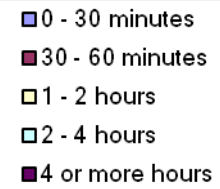
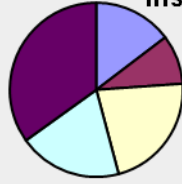
Answer Options	Response Percent	Response Count
5:00am - 7:00am	3.5%	4
7:00am - 9:00am	7.0%	8
9:00am - 11:00am	11.4%	13
11:00am - 1:00pm	14.0%	16
1:00pm - 3:00pm	17.5%	20
3:00pm - 5:00pm	34.2%	39
5:00pm - 7:00pm	55.3%	63
7:00pm - 9:00pm	32.5%	37
9:00pm - 11:00pm	13.2%	15
<i>answered question</i>		114
<i>skipped question</i>		41



How much time do you spend on campus, not including classroom instruction?

Answer Options	Response Percent	Response Count
0 - 30 minutes	14.7%	16
30 - 60 minutes	9.2%	10
1 - 2 hours	22.0%	24
2 - 4 hours	19.3%	21
4 or more hours	34.9%	38
<i>answered question</i>		109
<i>skipped question</i>		46

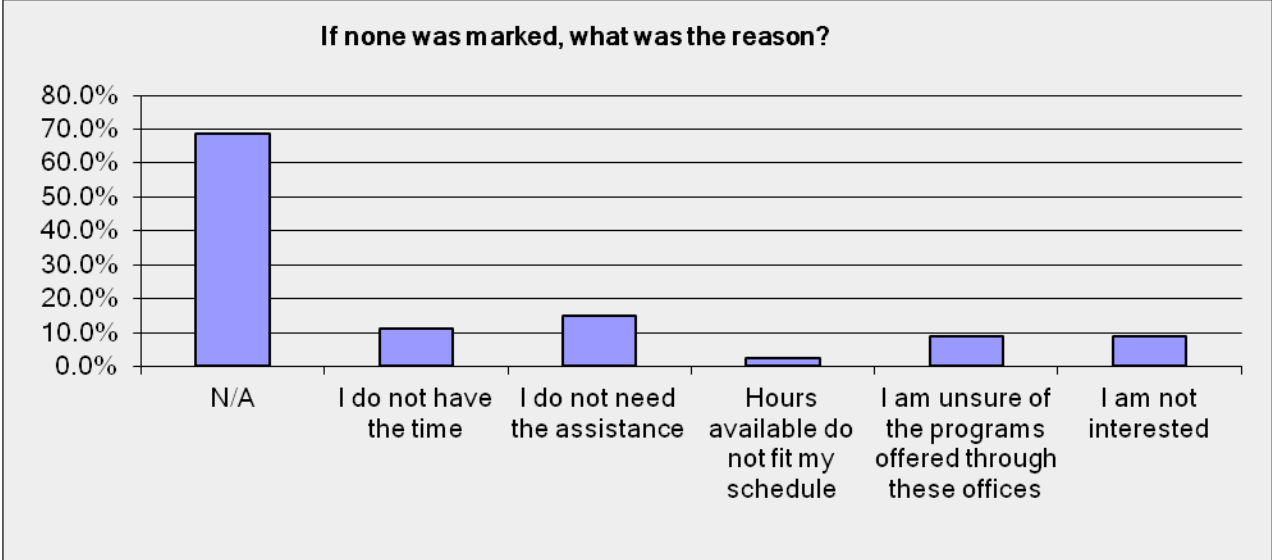
How much time to do you spend on campus, not including classroom instruction?



If none was marked, what was the reason?

Answer Options	Response Percent	Response Count
N/A	68.8%	55
I do not have the time	11.3%	9
I do not need the assistance	15.0%	12
Hours available do not fit my schedule	2.5%	2
I am unsure of the programs offered through these offices	8.8%	7
I am not interested	8.8%	7
Other (please specify)		7
<i>answered question</i>		80
<i>skipped question</i>		75

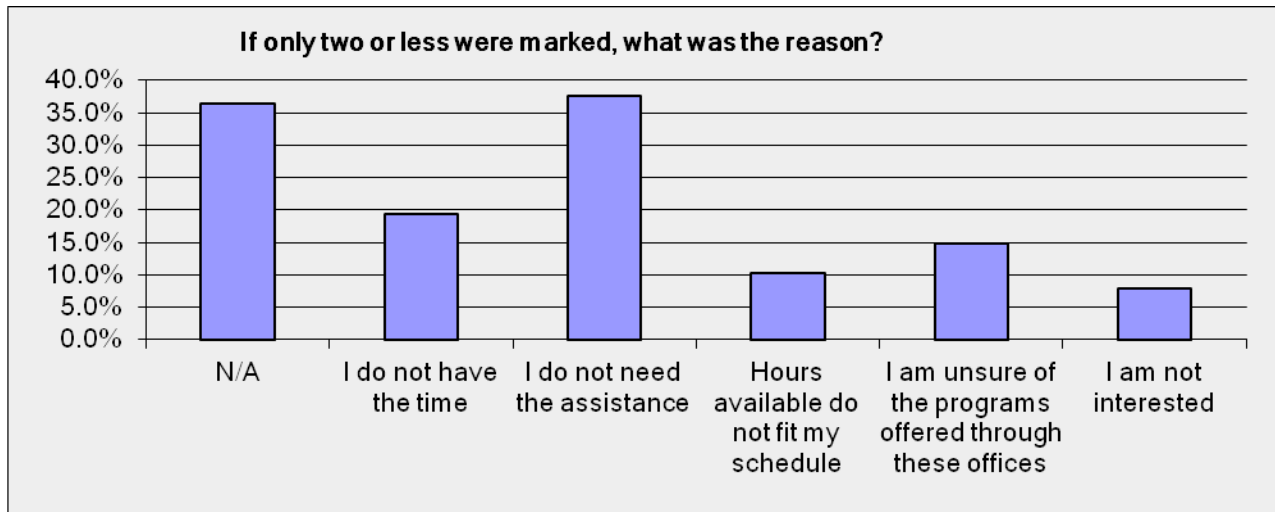
Number	Response Date	Other (please specify)	Categories
1	May 13, 2014 3:24 PM	Distance Learning Program Student. Too far to travel.	
2	May 13, 2014 12:37 AM	I'm taking all online classes so I'm never on campus.	
3	May 12, 2014 10:40 PM	Not located near campus	
4	May 12, 2014 8:41 PM	Distance learning student	
5	May 12, 2014 7:44 PM	I am an online student who lives four hours away from campus.	
6	May 12, 2014 6:07 PM	I am not aware of needing any assistance in the offered areas.	
7	May 12, 2014 2:45 PM	distance learning student	



If only two or less were marked, what was the reason?

Answer Options	Response Percent	Response Count
N/A	36.4%	32
I do not have the time	19.3%	17
I do not need the assistance	37.5%	33
Hours available do not fit my schedule	10.2%	9
I am unsure of the programs offered through these offices	14.8%	13
I am not interested	8.0%	7
Other (please specify)		1
<i>answered question</i>		88
<i>skipped question</i>		67

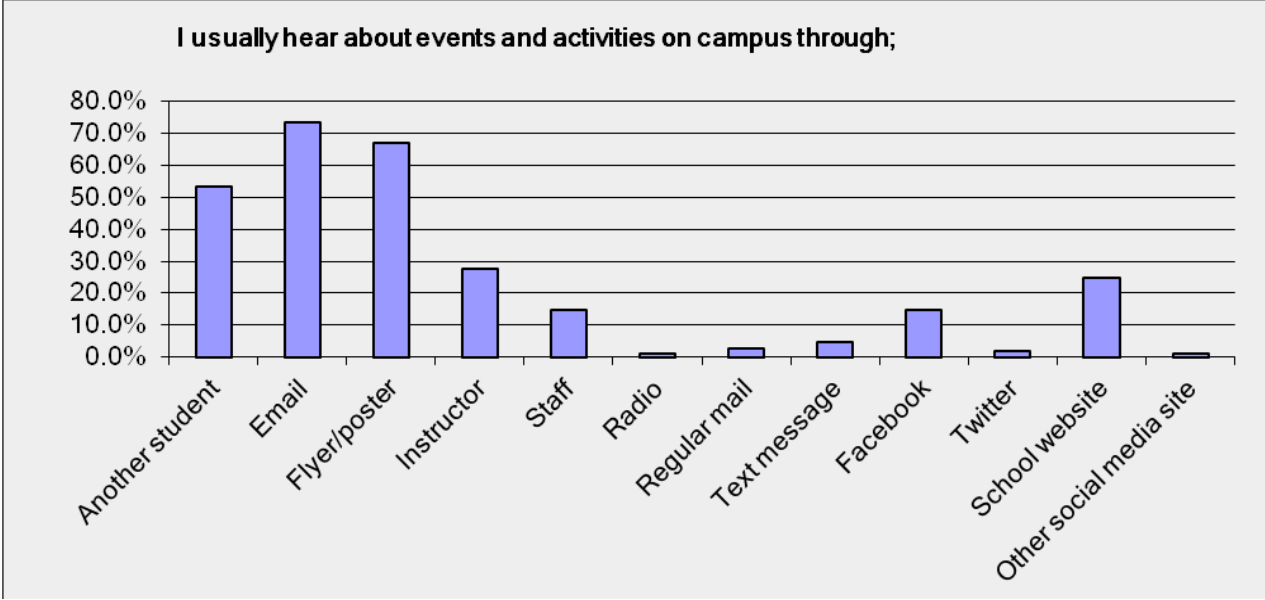
Number	Response Date	Other (please specify)	Categories
1	May 12, 2014 8:41 PM	Distance learning student	



I usually hear about events and activities on campus through;

Answer Options	Response Percent	Response Count
Another student	53.2%	58
Email	73.4%	80
Flyer/poster	67.0%	73
Instructor	27.5%	30
Staff	14.7%	16
Radio	0.9%	1
Regular mail	2.8%	3
Text message	4.6%	5
Facebook	14.7%	16
Twitter	1.8%	2
School website	24.8%	27
Other social media site	0.9%	1
Other (please specify)		2
<i>answered question</i>		109
<i>skipped question</i>		46

Number	Response Date	Other (please specify)	Categories
1	May 12, 2014 2:07 PM	Poster	
2	May 12, 2014 2:05 PM	In hall and UWP planners	



How do you prefer to receive information or updates?	
Answer Options	Response Count
	110
<i>answered question</i>	110
<i>skipped question</i>	45

Number	Response Date	Response Text	Categories
1	May 15, 2014 7:10 PM	e-mail	
2	May 15, 2014 5:01 AM	School site would be good if ever better arranged, email	
3	May 15, 2014 2:29 AM	Email or Text message	
4	May 14, 2014 9:36 PM	email	
5	May 14, 2014 2:16 PM	posters	
6	May 14, 2014 2:36 AM	email	
7	May 14, 2014 1:58 AM	email	
8	May 13, 2014 8:41 PM	Email	
9	May 13, 2014 7:14 PM	Email	
10	May 13, 2014 6:46 PM	email or school website	
11	May 13, 2014 5:57 PM	facebook	
12	May 13, 2014 5:15 PM	email	
13	May 13, 2014 5:10 PM	by email	
14	May 13, 2014 4:56 PM	email	
15	May 13, 2014 3:54 PM	email	
16	May 13, 2014 3:24 PM	Email	
17	May 13, 2014 1:22 PM	email	
18	May 13, 2014 12:17 PM	email	
19	May 13, 2014 11:43 AM	E mail	
20	May 13, 2014 4:07 AM	Email	
21	May 13, 2014 2:54 AM	Email	

22	May 13, 2014 2:46 AM	email
23	May 13, 2014 2:40 AM	Email.
24	May 13, 2014 2:37 AM	Email Flyer or E-
25	May 13, 2014 1:09 AM	mail
26	May 13, 2014 12:51 AM	flyer/poster, school website, text message
27	May 13, 2014 12:37 AM	Email
28	May 13, 2014 12:08 AM	email
29	May 12, 2014 10:44 PM	email
30	May 12, 2014 10:40 PM	e-mail
31	May 12, 2014 10:28 PM	Email
32	May 12, 2014 9:36 PM	email
33	May 12, 2014 9:21 PM	Posters and email
34	May 12, 2014 8:41 PM	email
35	May 12, 2014 7:58 PM	email
36	May 12, 2014 7:44 PM	email
37	May 12, 2014 7:35 PM	Email
38	May 12, 2014 7:25 PM	Email
39	May 12, 2014 7:17 PM	Poster
40	May 12, 2014 7:02 PM	Email
41	May 12, 2014 6:45 PM	Email
42	May 12, 2014 6:27 PM	flyer/posters and word of mouth
43	May 12, 2014 6:21 PM	email
44	May 12, 2014 6:21 PM	Email
45	May 12, 2014 6:17 PM	Flyers
46	May 12, 2014 6:15 PM	email
47	May 12, 2014 6:14 PM	Text message or email
48	May 12, 2014 6:10 PM	email
49	May 12, 2014 6:07 PM	Email
50	May 12, 2014 5:47 PM	Email
51	May 12, 2014 5:31 PM	email
52	May 12, 2014 5:21 PM	email
53	May 12, 2014 5:17 PM	Email
54	May 12, 2014 4:59 PM	Any thing but email
55	May 12, 2014 4:53 PM	email
56	May 12, 2014 4:52 PM	email
57	May 12, 2014 4:51 PM	email
58	May 12, 2014 4:43 PM	email
59	May 12, 2014 4:43 PM	e-mail
60	May 12, 2014 4:37 PM	e-mail, facebook
61	May 12, 2014 4:33 PM	Posters
62	May 12, 2014 4:24 PM	Email and Test Message
63	May 12, 2014 4:22 PM	Email
64	May 12, 2014 4:22 PM	Email and staff/instructors
65	May 12, 2014 4:21 PM	Email
66	May 12, 2014 4:19 PM	Email
67	May 12, 2014 4:19 PM	email
68	May 12, 2014 4:16 PM	email
69	May 12, 2014 4:16 PM	Email or text
70	May 12, 2014 4:14 PM	email
71	May 12, 2014 4:10 PM	email

72	May 12, 2014 4:09 PM	E-mail
73	May 12, 2014 4:07 PM	emails
74	May 12, 2014 3:52 PM	Email
75	May 12, 2014 3:49 PM	Email
76	May 12, 2014 3:30 PM	On campus on posters
77	May 12, 2014 3:29 PM	email
78	May 12, 2014 3:26 PM	Students, posters, (emails only if already involved)
79	May 12, 2014 3:23 PM	email
80	May 12, 2014 3:21 PM	Email
81	May 12, 2014 3:15 PM	email
82	May 12, 2014 3:06 PM	email
83	May 12, 2014 3:02 PM	flyers and posters
84	May 12, 2014 3:00 PM	flyers
85	May 12, 2014 2:59 PM	Email
86	May 12, 2014 2:55 PM	email
87	May 12, 2014 2:50 PM	Email
88	May 12, 2014 2:46 PM	Flyers/poster, staff
89	May 12, 2014 2:45 PM	email
90	May 12, 2014 2:44 PM	Email
91	May 12, 2014 2:31 PM	email
92	May 12, 2014 2:29 PM	email
93	May 12, 2014 2:28 PM	Email
94	May 12, 2014 2:26 PM	Email
95	May 12, 2014 2:23 PM	email
96	May 12, 2014 2:22 PM	email
97	May 12, 2014 2:17 PM	Don't care
98	May 12, 2014 2:16 PM	I don't
99	May 12, 2014 2:16 PM	Email
100	May 12, 2014 2:08 PM	Email
101	May 12, 2014 2:07 PM	Email
102	May 12, 2014 2:06 PM	Email
103	May 12, 2014 2:06 PM	Email
104	May 12, 2014 2:05 PM	flyer
105	May 12, 2014 2:05 PM	flyers and other students
106	May 12, 2014 2:01 PM	E-Mail
107	May 12, 2014 2:00 PM	email
108	May 12, 2014 1:53 PM	Email
109	May 12, 2014 1:50 PM	Email
110	May 12, 2014 1:48 PM	email

Appendix C

FOCUS GROUP INTRODUCTION & PHONE INTERVIEW QUESTIONS

INTRODUCTIONS

Moderator: Teresa Green

WELCOME

Thanks for agreeing to be part of the focus group. I greatly appreciate your willingness to participate.

There are no wrong answers but rather differing points of view. Please feel free to share your point of view even if it differs from what others have said.

Please keep in mind that it's ok to have both negative comments and positive comments.

I am tape recording, so please one person speaking at a time. I don't want to miss any of your comments. People often say very helpful things in these discussions and I can't write fast enough to get them all down. We will be on a first name basis tonight, and I won't use any names in our reports.

PURPOSE OF FOCUS GROUP

The reason we are having this focus group today is to find out your input on participation with income restraints as a nontraditional student, student affairs programming on campus; and the different barriers or concerns, or general knowledge about services offered.

I need your input and would like you to share your honest and open thoughts.

GROUND RULES

No right or wrong answers, only differing points of view

You don't need to agree with others, but you must listen respectfully as others share their views

Cell phones: I ask that you please turn off/ silence your phones during the group session. If you cannot and need to respond to a call, please do so as quietly as possible, and then rejoin the group as quickly as you can.

My role as moderator will be to guide the discussion

Talk to each other

QUESTIONS:

Question 1: What are some services you use on campus (online)?

Are these beneficial?

Why?

Question 2: Are there any services you need while here, that you don't receive?

What are they?

How would these be beneficial to have on campus or online?

Are you getting these services anywhere else in the community?

Question 3: Is anyone (Are you – for phone interviews) a transfer student?

As a transfer student, are there any issues with; program demands, schedule, child care, or funding that is effecting your education or ability to succeed here on campus?

What services would assist with these constraints?

Are you receiving help with these in the community?

Question 4: Are you making meaningful connections with students here on campus?

How do you make connections with other students?

Question 5: If student affairs hours of operation changed, what would be some positive things that would happen?

Negative?

What are some offices you want to attend but do not due to time constraints?

What days and times work best?

Question 6: Do you believe that the services offered on campus through the various student affairs offices are beneficial to your attendance? Grades (GPA)? Enrollment? Experience?

Table 2

Nontraditional Exploratory Survey

How much time to do you spend on campus, not including classroom instruction?		
Answer Options	Response Percent	Response Count
0 - 30 minutes	14.7%	16
30 - 60 minutes	9.2%	10
1 - 2 hours	22.0%	24
2 - 4 hours	19.3%	21
4 or more hours	34.9%	38
<i>answered question</i>		109
<i>skipped question</i>		46

How much time to do you spend on campus, not including classroom instruction?

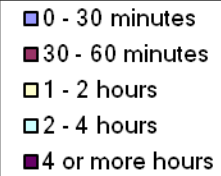


Table 3

Nontraditional Exploratory Survey

What activities do you participate in while on campus?

Answer Options	Response Percent	Response Count
Sport related	16.8%	18
Computer lab/technology center	31.8%	34
Student affairs program and events	14.0%	15
Student organizations	49.5%	53
Band/theater/choir related	5.6%	6
Dining areas	48.6%	52
Internship or Practicum	6.5%	7
Graduate assistant or work study program	3.7%	4
Social activities with friends	44.9%	48
None	20.6%	22
Other (please specify)		7
<i>answered question</i>		107
<i>skipped question</i>		48

Number	Response Date	Other (please specify)	Categories
1	May 15, 2014 5:00 AM	Study time	
2	May 13, 2014 4:06 AM	homework	
3	May 13, 2014 2:39 AM	Art building (computer lab, 3D studio, drawing room, etc.)	
4	May 13, 2014 1:08 AM	Studying	
5	May 12, 2014 10:38 PM	Print-based student	
6	May 12, 2014 9:20 PM	PAL office hours	
7	May 12, 2014 2:27 PM	Work	

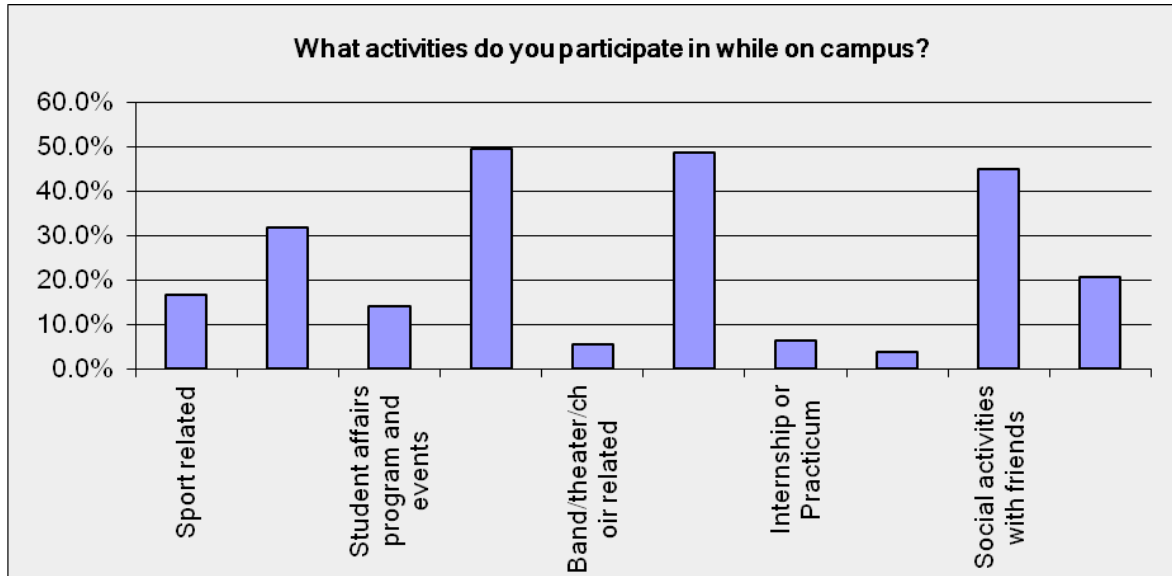


Table 4

Please mark the offices you have visited or participated in events offered by within the last two years;

Answer Options	Response Percent	Response Count
Advising and Career Exploration	29.5%	26
Counseling Services	27.3%	24
Math Learning Center	39.8%	35
Services for Students with Disabilities	6.8%	6
Office of Multicultural Students Affairs	8.0%	7
Student Support Services	12.5%	11
PACCE (Pioneer Academic Center for Community Engagement)	25.0%	22
WATR (Writing and Tutoring Resources)	50.0%	44
Women's Center	12.5%	11
Center for Non-Traditional and Veteran Students	6.8%	6
Student Organizations	45.5%	40
Other (please specify)		3
<i>answered question</i>		88
<i>skipped question</i>		67

Number	Response Date	Other (please specify)	Categories
1	May 12, 2014 10:38 PM	none	
2	May 12, 2014 5:16 PM	Women in EMS	
3	May 12, 2014 2:22 PM	Student Support Programs (WEMS)	

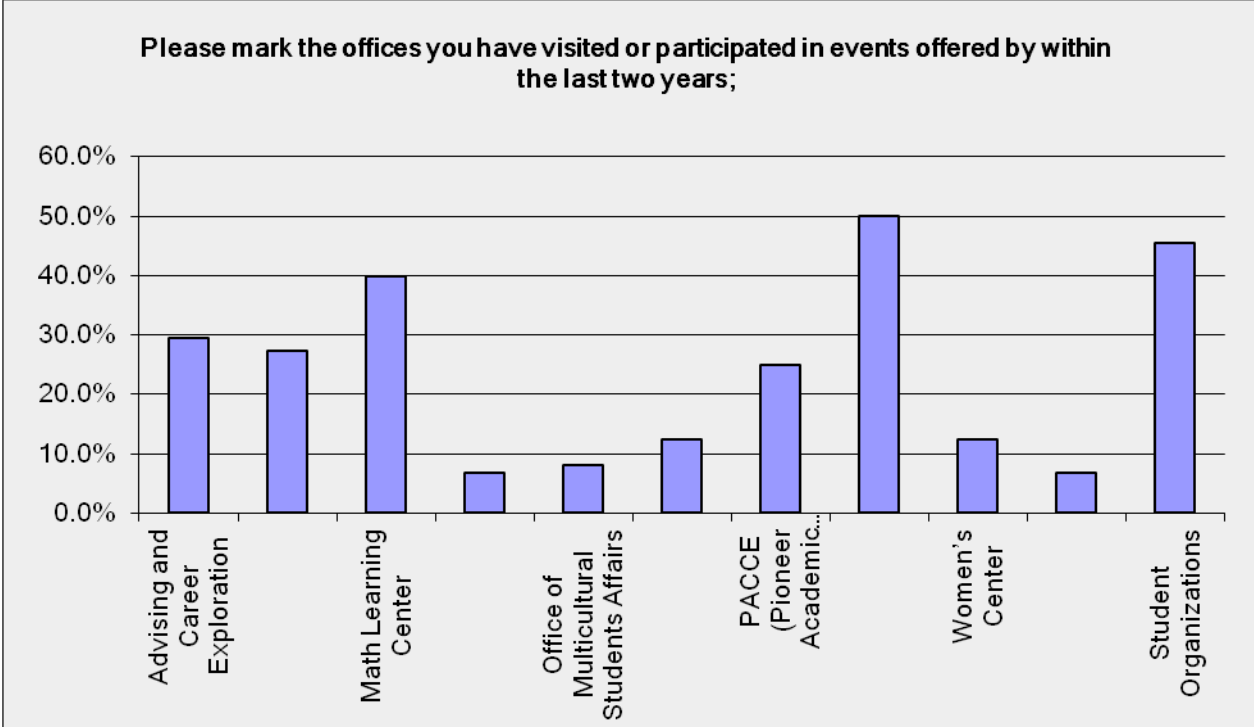


Table 4.1

Nontraditional Exploratory Survey

What time of day would work best for attending events or educational assistance programs offered by student affairs and staff?

Answer Options	Response Percent	Response Count
5:00am - 7:00am	3.5%	4
7:00am - 9:00am	7.0%	8
9:00am - 11:00am	11.4%	13
11:00am - 1:00pm	14.0%	16

1:00pm - 3:00pm	17.5%	20
3:00pm - 5:00pm	34.2%	39
5:00pm - 7:00pm	55.3%	63
7:00pm - 9:00pm	32.5%	37
9:00pm - 11:00pm	13.2%	15
<i>answered question</i>		114
<i>skipped question</i>		41

