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How Do Non-traditional Students Avail Themselves of University of Arkansas' Resources?

Mary Frances Sulzen

Honors Thesis

Abstract

In America alone there are 46 million non-traditional students that have some college hours but that have not completed their degree. There are over 1,700 non-traditional students at the University of Arkansas. Colleges and universities provide resources to students to support their academic, social and other needs. Do non-traditional students avail themselves of the University of Arkansas' resources? Does this impact their GPA? A quantitative and qualitative research study was conducted to explore the connectivity of non-traditional students with their college campus. A survey with a follow up email interview was gathered to examine and research non-traditional students' interests, problems, and needs. Consequently the results suggest that the majority of non-traditional students do not participate or utilize the University of Arkansas' support facilities. Additional research should be conducted to strive to meet the needs of non-traditional students at the University of Arkansas.

Chapter I

Introduction

Many students who enroll in higher education are no longer only those who have just completed high school, but are individuals of all ages. Stidvent (2015) argues that in 2011 only 29% percent of students enrolled in a four-year public or nonprofit college fit the "traditional" mold. Traditional students are those that start college right after high school and stay in college the next four or five consecutive years. Students who do not fit this traditional mode are most often referred to as *non-traditional students.* The word non-traditional is fluid and tends to change with several demographic statistics. Specifically, the Non-Traditional Off-Campus Student Services Office at the University of Arkansas (2016) defines the non-traditional student, also known as the adult learner, as an "undergraduate student who meets one or more of the following criteria: 25 years or older; Married; Part-time student; Returning to school after a period of time; Has dependents; Without traditional high school diploma (G.E.D.); Works full-time; or Financially independent." While there could be similarities between this institution and others of higher education, the subjects included in the term non-traditional might differ from institution to institution.

According to Gary Gunderman, Executive Director of Institutional Research and Assessment at the University of Arkansas there are 1,700 non-traditional students attending the University during the Fall 2016 semester (G. Gundermann, personal communication, August 19, 2016). According to the National Center for Education Statistics there are 17.6 million undergraduates. Thirty-eight percent of those enrolled in higher education are over the age of 25 and 25% of that group over the age of 30. Additionally, Markle (2015) provided that in 2011, over 33% of U.S. college students are 25 years and older. The increase of non-traditional

students is a continuing trend. Researchers Sim and Barnett point out that "there is tremendous growth in adult college student enrollment" (as cited in Kasworm, 2008, p. 27). According to Bell (2012), this number is projected to increase 23% by 2019.

College graduation rates positively impact the graduate, state/local community and the country. Students enroll in higher education with a variety of motivations. A common motivation includes higher pay and more job advancement opportunities after college graduation including the added benefits of lower unemployment rates and higher life-time earnings (Berger & Fisher, 2013; Oreopoulos & Petronijevic, 2013; Tinto, 2004; Tinto, 2011). States are more prosperous with a higher education workforce (Berger & Fisher, 2013; Tinto, 2004; Tinto, 2011). Oreopoulos and Petronijevic (2013) discuss pursuing a college degree is an 'economic imperative' and quoted President Obama has set a goal that by 2020, the United States will lead the world with the highest percentage of college graduates. Johnson and Bell (2014) argue that for America to attain its accelerated education goals, many more adults must complete their degrees.

Public non-profit institutions of higher learning are concerned about attrition and have put forth efforts to serve and retain students through a variety of student services (Tinto, 2009; Valentine, Hirschy, Bremer, Novillo, Castellano & Banister, 2011). Tinto (2004) suggests that services geared to assisting students with academic, social and personal support are strategies proven to impact student retention. Tinto (2009; 2011) suggests that many of these retention services address the needs of only some of the students and that colleges and universities must take care to address the needs of all students. Rost (2015) describes how universities often cater to athletes and their distinctive needs. Athletic programs offer student athletes "intrusive academic advising, progress monitoring, tutorial services in all subject areas, peer mentoring, goal/objective based study hall (peer mentoring included), and class attendance checking" (Rost,

2015, p. 43). As Tinto (2011) pointed out, universities have many different types of students with different needs and aspects. Non-traditional students have different needs than student athletes and different needs than the traditional, full-time, residential undergraduate who enters the university in the semester after high school (Austin, 2007). Schedules, full- or part-time jobs, family pressures, commuting to campus, childcare, and other factors can take a toll on non-traditional students (Austin, 2007; Ross-Gordon, 2011; Ryan, 2003). Though the enrollment numbers of older adults are increasing at a higher rate than their traditional counterpart, this group is also dropping out of college at higher rates (Bean & Metzner, 1985). While Bean and Metzer (1985) did not provide exactly what was defined as a higher rate other more current research has also supported this assertion. For example:

> Nontraditional students have dramatically lower graduation rates than traditional students. For example, 64% of 18-year-old students enrolled in 2003-2004 graduated within 6 years compared to 20% of those aged 24 to 29 years, and 16% of those aged 30 and older (NCES, 2011a). To meet the objective of increased college completion, the federal initiative "Pathways to Success" charges institutions of higher education with increasing educational attainment of nontraditional students and identifying best practices in serving them (Advisory Committee on Student Financial Assistance, 2012). Therefore it is imperative to understand what influences persistence for this academically vulnerable population. (Markle, 2015, p. 268)

Wilson (2010) suggests studying more closely the differences in these two groups of students would be important for matching needs to available resources. Pelletier (2010) confirms this by recommending college campuses re-evaluate current services to meet the unique needs of this growing student population.

In the United States alone there is an estimated 46 million adults that have some college education but have not completed their degrees (Johnson & Bell, 2014, p. 1). To avoid dropping out or becoming part of that statistic, non-traditional students at the University of Arkansas can take advantage of available resources to help persevere and finish their degrees. Sim & Barnett (2008) suggest that non-traditional students' experiences should be included in future studies.

Resources and services such as the Writing Center, HPER, libraries, and Off-Campus student services are provided to help non-traditional students graduate. If these students are not accessing the provided services, it could impede their success. According to Jardines (2016) and Markle (2015), even less research can be found on student retention in adult degree completion programs than in traditional undergraduate programs. If non-traditional students connected more through the available resources would it benefit their grades and possibly change attrition of adult learners at the University of Arkansas? Greater connection for the non-traditional students should result in better opportunities for them than for their non-connected peers (M. Stewart, UA, personal communication, September 15, 2016).

This research study will explore if non-traditional students use the available resources at this university. Would participating in the available resources improve their grades? The on-campus resources at the University of Arkansas available to all students include writing support centers, libraries, tutoring services, sport/exercise facilities. The researcher of this study is a non-traditional student attending the University of Arkansas. Therefore, care must be taken to avoid personal research bias.

Purpose Statement

The purpose of this study is to determine whether non-traditional students at the University of Arkansas are cognizant of and fully utilize available resources, including programs and facilities. Hunt, Boyd, & Gast, (2012) examined undergraduate college student attrition and found students withdraw due to family situations, finances, or work. According to research these are issues that face non-traditional college students (Austin, 2007; Ross-Gordon, 2011; Ryan, 2003). It could be beneficial to examine whether greater utilization of resources would reduce the exodus of non-traditional students. Do non-traditional students know about the Mullins

Library, the Writing Labs, the HPER facilities, and other resources? What grade point average (GPA) are they maintaining? These are among the questions that will be asked in a survey of non-traditional students. From this group of students, volunteer participants will be solicited for an additional email interview as a follow-up after the survey. These qualitative questionnaires will be conducted to explore the sense of connection to the university and commitment to completing the degree program of non-traditional students. This study will explore how non-traditional students avail themselves of all the opportunities to use the resources the University offer. If the students do access the provided services, is their GPA higher? Correlational analysis will be performed to identify the non-traditional students' use of university resources and GPA from the survey data.

Chapter II

Literature Review

Do non-traditional students at the University of Arkansas feel they acquire benefits through using the resources available? Rost (2015) reported that athletes feel interconnected and supported by faculty and university resources. Research into support services that could help non-traditional students is important because "[a]lthough access to higher education has increased substantially over the past forty years, student success in college — as measured by persistence and degree attainment—has not improved at all (Brock, 2010, p. 109). According to Rost, "little research has been done to evaluate the effectiveness of integrated academic support programs for increasing student academic performance and graduation rates" (2015, p. iii). Bielinska-Kwapisz (2014) identified gaps in research of the effect that college writing centers had on the grades of students who make use of those services. After an extensive review of literature, she argues that more research should be done to explore if student grades are improved by participating in these centers. She conducted a research study and found that there was some evidence to indicate that student's grades on assignments are improved by the services of the writing center. There is opportunity for further studies to explore the connection between student GPA and use of university resources. At the University of Arkansas there are writing centers, tutorial services, sports facilities, advisors, and libraries across the campus that could be giving just the kind of support that non-traditional students need.

Research conducted on how non-traditional students can be helped to stay at college to finish their higher education shows that:

> ...academic and social integration occurs through the provision of scholarships, peer meeting and mentoring, early orientation to academic resources, and counseling on personal and academic issues. The findings have implications for the design of university services that could enhance retention among this group of students. (Austin, 2006, p.275)

Non-traditional students who receive coaching in time management, study skills, goal setting, and other areas are more likely to stay in college (Bettinger, Boatman, & Long 2013, p.578). A student who acquires support services is "more likely to have a graduation event" (Rost, 2015, p.iii).

Demographics among the college student population has changed over the years. According to the President of the University of Pennsylvania, Anderson Gutmann (2014), for the last thirty-five years women have outnumbered men in American colleges. Some have work experience, some have families, some have no job experiences, and some have just attained their GED, all are looking to improve their opportunities in life - be it to further their education, obtain better jobs, or create fuller resumes. We know from research conducted by Quimby and O'Brien (2006) that non-traditional students, especially female non-traditional students with children of their own, need additional support including counseling services to maintain their schedules and stay focused to pursue a higher education level. Quimby and O'Brien (2006) indicated that attachment, parent and student self-efficacy, and the social network aided the repercussion of psychological distress (38%), self-esteem (54%), and life satisfaction (35%).

Older students make up part of the non-traditional population, and their needs have been studied under the term "andragogy" (Kenner & Weinerman, 2011, p. 88), as opposed to traditional pedagogy. "Older students (those more than 25 years) generally have at least four non-traditional factors: financial independence, full-time employment, dependents, and part-time enrollment" (Kenner & Weinerman, 2011, p. 88). As older students juggle their many roles outside of the university, they find it difficult to have enough time to study and to finish their degrees (Ross-Gordon, 2011). Fitting into the semester format, finding parking on campus, and even having to visit university offices in person between 9am and 5pm during the workweek can all be barriers for the older student (Pelletier, 2010).

The diversity of non-traditional students suggests that they might need different resources than the traditional students. “Given the change in demographics, there is an increasing concern that the established theories and practices used in counseling are problematic since they are based on the experiences of traditional college students” (Ryan, 2003). Brock (2010) suggests three areas to assist non-traditional students with retention and degree completion. These areas include: remedial education, student support services, and financial aid. Kasworm (2010) referenced the need for recognizing the non-traditional or adult student population, particularly among research universities, by pointing out that adult students have been met with uneven interest as institutions have not placed a priority on developing programs and support for the adult student as they have for the full-time residential student.

In summary, researchers have provided that with the increase of non-traditional students on college campuses, some feel inadequately provided for in their pursuit of higher education. Colleges and universities are concerned by high attrition rates and have pursued efforts to provide services for student needs. With the increase in non-traditional students and the fact that these students tend to drop out at higher rates, public, non-profit state institutions should address the unique needs of non-traditional students to retain these students to graduation thus impacting the country, state, local communities, and the individual.

Chapter III

Methodology

The purpose of this chapter was to explain the methodology used in this study. The data collected for the study were used to explore how non-traditional students avail themselves of the University of Arkansas' resources. Two instruments were developed for the purpose of collecting data for this research. One tool utilized was a survey questionnaire. The other tool comprised of an email interview consisting of open ended questions.

A mixed method of both qualitative and quantitative research were conducted sequentially to gather information from a small percentage of the non-traditional student body. The data were examined to identify how many utilize the resources already available at the University of Arkansas. Data were collected through various means that included: University of Arkansas undergraduate GPA from the Office of Institutional Research and Assessment, questionnaires, and follow-up interviews. No student's personal identification was used.

Survey

The purpose of this poll was to discover whether non-traditional students were aware of and were connected to the programs, tutoring centers, sports and exercise facilities, and other educational and social aspects of the University of Arkansas. In quantitative survey methodology, there is "generally no attempt to manipulate variables or control conditions, but this methodology is well suited for descriptive studies and seeking explanations" (Robson, 1993, p.228). Survey methodology was appropriate for this study to examine the non-traditional student educational activities. A survey design allows useful data to be gathered in a relatively short period of time as opposed to the requirements of a longitudinal design (Choy, 2014; Leedy & Ormrod, 2001). Although survey methodology cannot identify cause-and-effect relationships,

it does allow for correlational analysis. According to *Research Methods in Social Relations* by Selltiz, Jahoda, Deutsch, and Cook (1951), surveys are an effective research tool because they provide anonymity to respondents and thus solicit more honest feedback. From the researcher's perspective, there is uniformity in surveys which makes it easier to collate the given data when complete.

The instrument for this study was researcher designed and consisted of a six-item questionnaire (see Appendix A). The instrument was not tested for validity or reliability. Specific questions were written for these primary objectives: to establish a foundation of inquiry into non-traditional students' reasons for being in college, their GPA and how often they utilized the facilities. The purpose was to identify if there was a correlation between using the university facilities and non-traditional students' GPA. Participants were asked how many times they utilized different facilities on campus. They had to select from five time brackets including one month, 2-3 month, 1 weekly, 2-3 weekly, or more. These time brackets were arbitrarily selected based upon researcher preference. Likewise, the respondents voluntarily reported their current GPAs and indicated if they were willing to participate in a brief personal follow-up interview by including contact information. With prior Institutional Review Board (IRB) approval (see Appendix B), non-random survey collection points were conducted in February 2017 at several of the major student crosswalks on campus with an information table, signs, and the survey. Over a period of two weeks the researcher collected surveys from sitting in the Union, outside of the Union and Mullins Library, outside of Kimpel Hall, and inside of HPER building. The survey was also sent via Susan Stiers, Associate Director, Off-Campus Connections - Student Services, to all non-traditional students signed up for the enewsletter. Off-Campus Student Services assists off-campus students at the University of Arkansas by providing student housing listings, workshops and resources on how to transition to life off-campus, as well as programs that help

connect students to campus and ultimately see their name on Senior Walk (Non-Traditional Students Off-Campus Student Services, 2016). Of the nearly 3,500 students who received the email, 71 surveys were collected. From these 71 surveys, 40 agreed to a follow-up interview. All survey data were imported into Google Forms to obtain descriptive statistics. Also, the data was exported into Excel for coding into 0 = none, 1 = 1 x per month, 2 = 2 – 3 x month, 3 = 1 weekly, 4 = 2 -3 x per week, and 5 = more. After the data were coded, SPSS was used to run descriptive statistics on GPA, Spearman's Rho correlations and one way ANOVA.

Interview

Qualitative researchers often utilize interview questionnaires as an effective method for capturing how participants think or feel about something (Selltiz, Jahoda, Deutsch, & Cook, 1951; Bradburn, Sudman & Wansink, 2004; Phellas, Bloch & Seale, 2011). Brace (2004) reiterated research findings that interviews are desirable because respondents answer more openly and honestly. Bradburn, Sudman and Wasink (2004) suggest that respondents are more open in sharing their views when given the opportunity to complete an email interview at their convenience and in the comfort of their homes. The authors provide that the computer interviews are becoming more popular because of their many benefits. They go on to state that computer assisted interviews "eliminate clerical errors caused by interviewers during the stress of the interview. Concern for interviewer errors is a function of the complexity of the interview and the memory effort required by the interviewers at various points of the interview." (2004, p. 295). Additionally, Meho (2006) suggested that email interviews are a feasible substitute to face-to-face interviews as they are cost effective to administer and a convenient method for obtaining quality data. Phellas, Bloch and Seale (2011) discussed that both self-completed interviews and face-to-face interviews have their own advantages. The researcher considered these and decided that self-completed interviews by email was the appropriate method of conducting the interviews

for the study. The authors state that the researcher should take into consideration time, costs, travel distances, and interviewer bias, and use of the data when deciding which instrument is most suited to the study. Self-completed questionnaires are cost effective, useful in surveying people disbursed geographically or under time constraints allowing participants to answer a short questionnaire with only a few questions that are clear and precisely written. Additionally, the questionnaires help to reduce researcher bias where the interviewee may be influenced by the researcher disclosing personal opinions or experiences (Phellas, Bloch and Seale, 2011).

A brief follow-up self-completed interview (see Appendix C) was conducted in March 2017 via email because of time constrictions, ease of interview collection and easier transcribing methods. The six-question instrument was researcher designed with the purpose to identify whether non-traditional students felt their interests and needs were being met. The instrument was not tested for reliability or validity. It also solicited their opinions if they believed the University of Arkansas faces a current significant problem or need and how they would resolve that problem or need. It was important to understand the difference between a student's perception of a problem and need. A need suggests additional services that the University could provide to support the student. A problem suggests that the current University services are not working for the student. By further inquiry into student problems and needs the researcher hoped to identify if support services were effective at connecting the students to the University. Forty email interviews were electronically sent out; of these, nine were returned as undeliverable email addresses because the handwriting on the original survey was illegible. Fifty-one percent of the 31 successfully delivered email interviews (n=16) responded. These responses were analyzed using thematic content analysis in which interview responses were reviewed to identify major themes within the data and examples from the interviews were used to support the theme analysis (see Appendix F). Thematic analysis is one of the most commonly used forms of

inductive qualitative analysis (Burnard, Gill, Stewart, Treasure & Chadwick, 2008). Interviewing, gathering the data, structuring the data, coding and subcoding data is an indepth approach and labor intensive process (Burnard, Gill, Steward, Treasure & Chadwick, 2008). According to Glesne (2006) this "…broad-scale approach is directed to understanding phenomena in their fullest possible complexity. The elaborated responses you hear provide the affective and cognitive underpinnings of your respondents' perceptions." (p. 105).

A respondent number was assigned to each interview for use in reporting key findings. Responses were read and then color coded for each reoccurring theme with different color highlighters. Summary notes were taken from the highlighted themes and sorted per linguistic connections. The data were classified into categories based on this sorting. A list of emerging themes was then compiled (See Appendix G). There were 117 unique codes compiled after removing duplicates. From the 117 codes, the researcher identified 15 reoccurring concepts. A table of reoccurring concepts was created and responses were tallied and will be presented in interview data results. From those reoccurring concepts, four primary themes emerged (see Appendix H).

Chapter IV

Results

This chapter presents the findings of the study. The purpose for conducting the study was to determine how non-traditional students avail themselves of University of Arkansas resources. Multiple data collection methods were used including: closed questionnaire, open-ended questionnaire and institutional data.

Data Analysis

From the collection of the survey information 71 responses were received. The survey collection process as conducted by the researcher was time-consuming and took approximately 15 hours. All but three non-traditional students self-reported their GPA on the survey. Using descriptive statistical analysis, it was found that from 68 non-traditional students the mean GPA of the respondents was 3.41 (see Table 1). The 3.41 self-reported mean GPA is higher than the 2.88 average for university students over age twenty-five (see Table 2). Therefore, the respondents indicated a higher GPA than the U of A. Reasons for this higher GPA could include that better performing students were willing to be surveyed or these students happened to be there at the time of survey data collecting or it is even possible that the self-reported GPA was inflated by the students. However, the most reasonable explanation is that GPA was higher because of the low response rate (n=68) in the study. This corresponds to a 4% response rate and does not accurately represent the 1,700 non-traditional student population as reported by the Office of Institutional Research.

Table 1

What is your current GPA?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean	
					Lower Bound	Upper Bound
Total	68	3.41	.54569	.06617	3.2726	3.5368

The data in Table 2 represents the mean GPA for traditional and non-traditional students for the last six years (G. Gundermann, personal communication, August 19, 2016). Per Gundermann, traditional students (under 25 years old) have a slightly higher GPA than non-traditional students (25 and older). The University of Arkansas (UA) undergraduate GPA data was categorized by age into three groups: under 25, equal to 25 and over age 25. The equal to age 25 category stood out for being reported on their own. Per Gundermann, these categories do not have a special meaning, he was simply providing the requested data based on his understanding of what the researcher requested. The GPA for the non-traditional students as categorized into the equal to 25 and over age 25 was lower than the under age 25 group. The data for UA GPA indicate that from Fall 2011 through Fall 2016 traditional students (<25) maintained a higher GPA than their non-traditional counterparts. However, in the current study of non-traditional students the mean self-reported GPA for non-traditional students was higher than the UA GPA for both traditional and non-traditional students. The most reasonable explanation for this is the low response rate is not reflective of the University non-traditional student population.

Table 2

Cumulative GPA of University of Arkansas Students For the Last Six Years By Age

	Average Cumulative GPA following Fall					
	All Undergraduates Enrolled on Census Date of Each Fall Semester					
	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Age < 25	2.96	3.01	3.02	3.04	3.08	3.07
Age = 25	2.77	2.75	2.72	2.72	2.76	2.66
Age > 25	2.90	3.00	2.93	2.93	2.94	2.88

Survey Data Results

Survey data were collected in two ways. The first consisted of an email that was sent to almost 3,500 students. These students were on the Off-Campus Student Services listserv of non-traditional students. According to Susan Stiers, who sent the survey to the listserv, her list was compiled from a query that pulled all undergraduate students: age 25 or above, have a marital status (not single), and work part-time. The researcher had anticipated the survey would be sent to 1,700 non-traditional students and was surprised to hear that it had been sent to 3,500. When questioned about the discrepancy in the reported UA numbers Stiers suggested that "…the discrepancy could have been in defining the characteristic parameters used in both queries. She goes on to state that defining non-traditional students is always a big challenge, even more so

because those three characteristics is all that we can use within the UAConnect system" (S. Stiers, personal communication, April 9, 2017).

Of the surveys sent via email, 28 were completed online using Google Forms. Less than 1% replied to the listserv survey request. The researcher was surprised by the low response rate and questioned Off-Campus Student Services about the number. Per conversation with Susan Stiers from Off-Campus Student Services the return rate was 'actually pretty good' for this particular population and she was pleased with the response. The second way in which survey data were collected was through personal solicitation. Forty-nine additional completed surveys were acquired. The researcher manually entered the 49 completed survey information onto Google Forms for a consistent format to analyze the results. There was a total of 71 surveys completed and returned for analysis. This gives a 4% response rate based on the 1,700 non-traditional students as reported by the Office of Institutional Research. However, that response rate drops to only 2% when based on the 3,500 listserv of non-traditional students through Off-Campus Student Services. Either response rate is lower than the researcher had predicted initially. This low response rate must be taken into consideration when interpreting findings of the study. The quantitative results of the survey data are presented below.

As can be seen in Figure 1, 47 (66.2%) non-traditional students reported never utilizing the HPER sport facilities. Of the 71 respondents only 14 (19.7%) report using the facility one or more times per week.

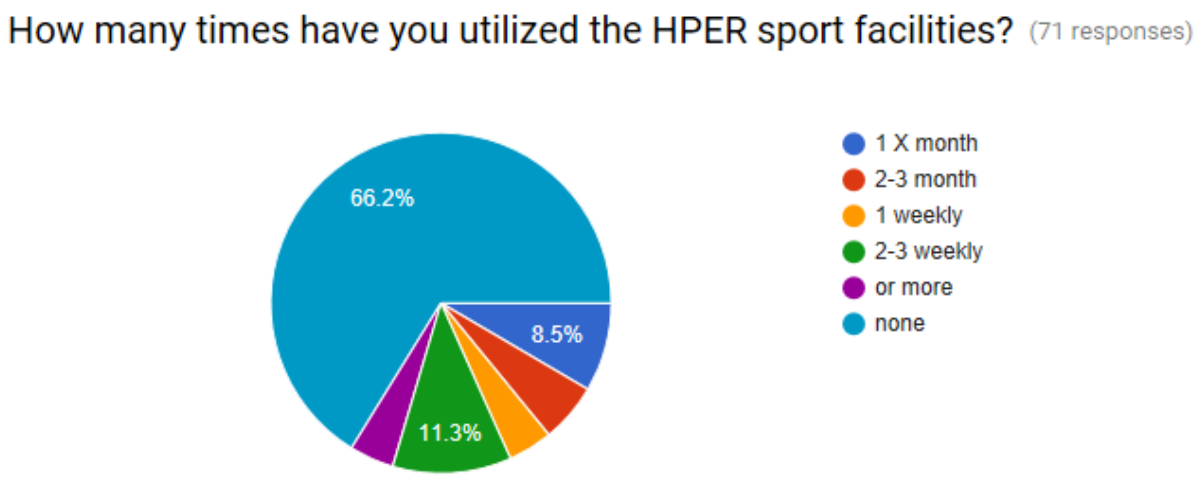

Figure 1. HPER facilities usage.

During the analysis of the data, the researcher decided to explore the data further by recoding the facility usage into categories. Students that did not utilize a facility within the past month were coded as never. Students who utilized a facility once a month or two to three times monthly were coded as occasional. Students that utilized a facility one time weekly or 2-3 times weekly were coded as often. Table 3 provides an example of the mean GPA of the non-traditional student respondent based on frequency of use of a facility. The specific facility provided in this example is the HPER. As can be seen in Table 3, both students who utilize the facility occasionally and often maintained a higher GPA than those who never utilized the HPER. This finding may be the result of these students feeling more connected to the campus. This finding was consistent across facilities with the exception of the writing center which reflected that those who had never utilized the facility had a higher GPA than those that had often used the facility. A reasonable explanation for this finding would be that students who did not need the writing center did not utilize the services.

Table 3

What is your current GPA?

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean Lower Bound	95% Confidence Interval for Mean Upper Bound	Min.	Max.
Never	34	3.4029	.53450	.09167	3.2164	3.5894	2.25	4.00
Occasional	4	3.6643	.40390	.20195	3.0215	4.3070	3.08	4.00
Often	13	3.5354	.42762	.11860	3.2770	3.7938	2.70	4.00
Total	51	3.4572	.49925	.06991	3.3168	3.5976	2.25	4.00

Figure 2 indicates that 60.6% (n=43) of non-traditional students have not utilized the Off-Campus Student Services in the past month.

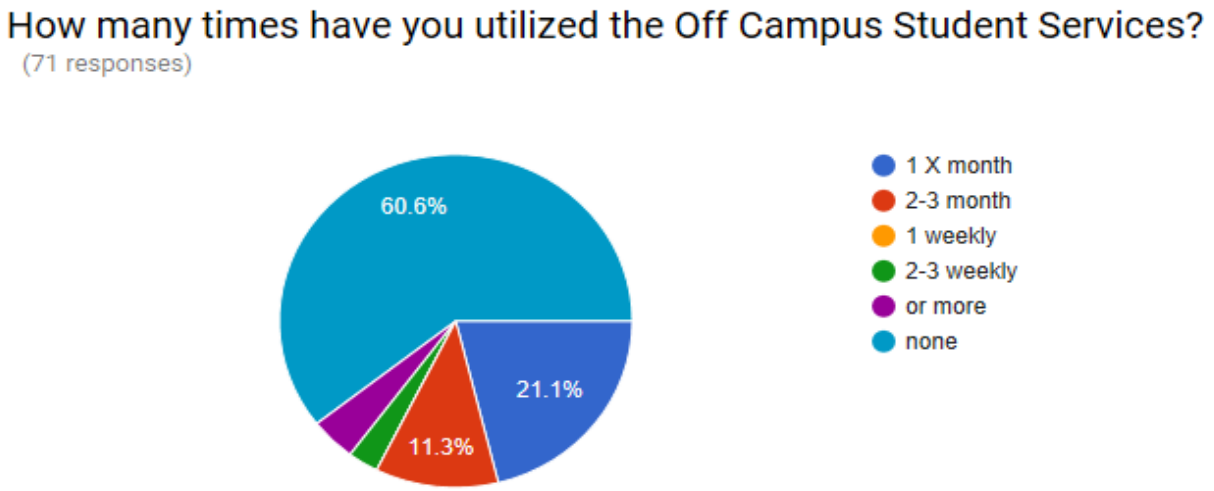

Figure 2. Off-Campus Services Usage.

An important aspect that universities provide to students is having convenient class times. Non-traditional students typically have more responsibilities outside of class than their traditional counterparts. Therefore, class time is an important consideration for the non-traditional student. As shown in figure 3, non-traditional students are satisfied (84.5%, n=60)

with the course times offered at the University of Arkansas. Only 11 said classes were not at convenient times. This suggests that the University of Arkansas is providing classes that meet non-traditional students' needs. However, due to the low response rate, this finding should be subject to further inquiry.

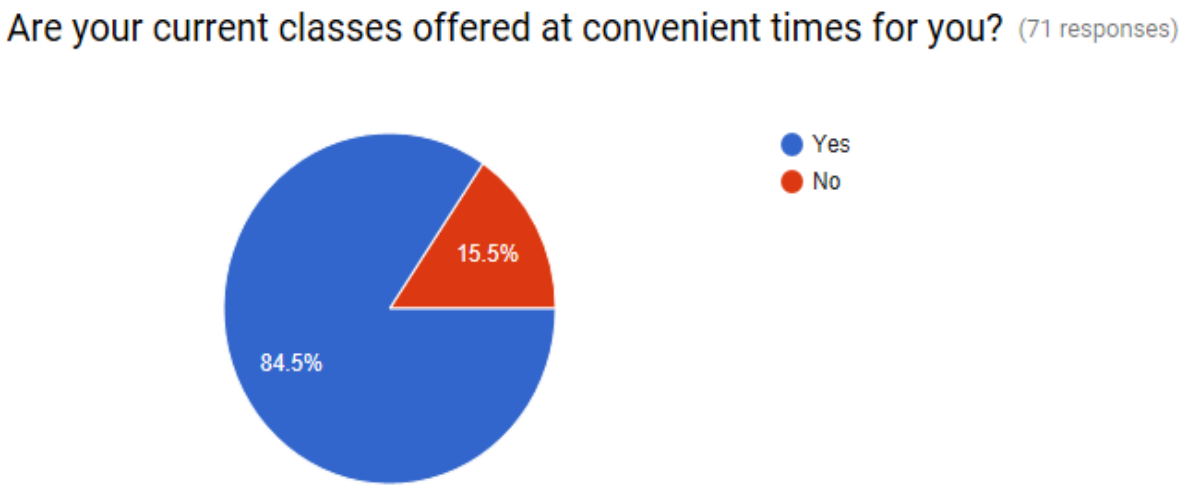

Figure 3. Convenience of class times.

As shown in figure 4, 77.5% (n=55) of non-traditional students have not utilized the Writing Support Center in the past month.

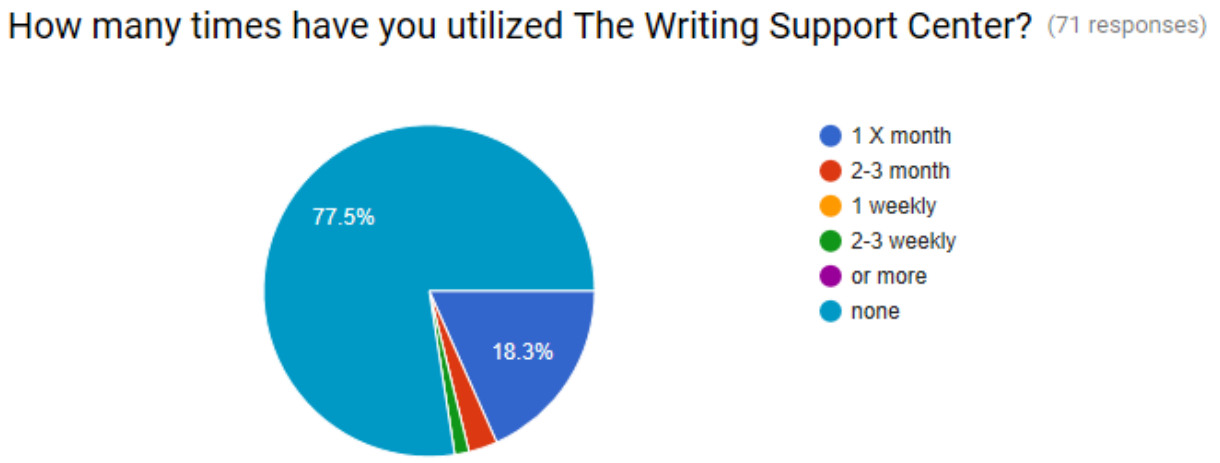

Figure 4. Writing support center usage.

This figure also shows that from the 71 surveyed students 13 (18.3%) used the Writing Support Center once a month, two used the facility 2-3 times in the previous month, and only one student had used it more than once a week.

Figure 5 shows that non-traditional students, 73.2% (n=52), took advantage of the libraries at least once in the last month. The usage of Mullins or any other Library on campus, for example the Art Library, was the most balanced of all collected data. Although 19 students said they do not use any library facility on campus, 15 use a library two to three times a week.

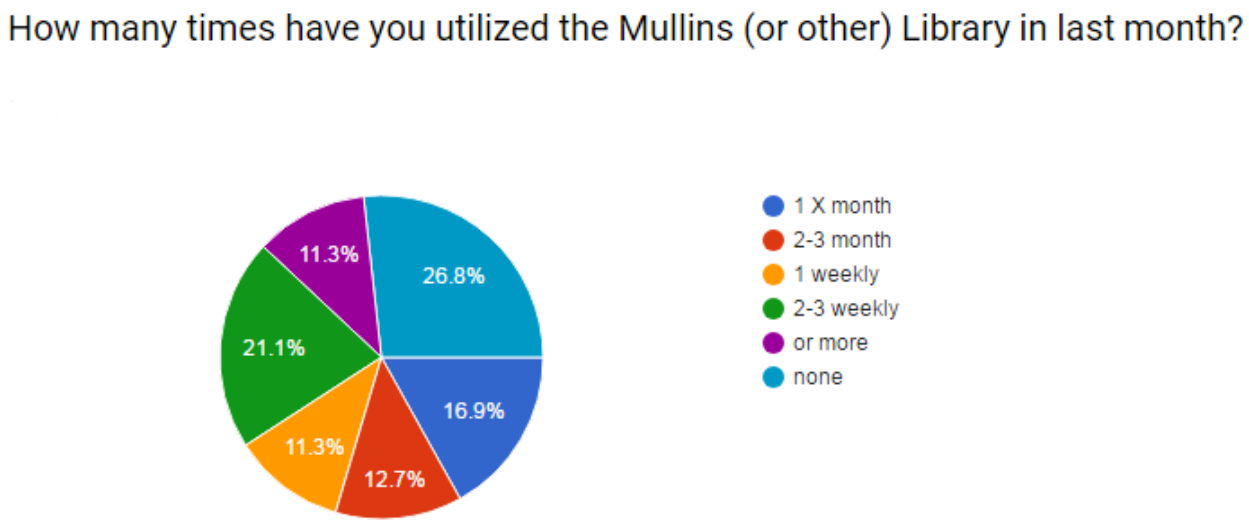

Figure 5. Usage of libraries.

Although the Health Center is not an academic support service, it is a support provided to all students. Therefore, the researcher wanted to determine if this service is being utilized by non-traditional students as an indication of their connection to campus. As reflected in figure 6, non-traditional students, 63.4% (n=45) generally do not utilize the Pat Walker Health Clinic or other University of Arkansas wellness/health programs. Twenty- two students (31%) relayed that they use the health clinic or programs one time a month. Only four (5.6%) said they utilize it two to three times a month. The researcher expected this facility to be utilized more frequently by non-traditional students. Some possible explanations with the low participation rate for this service include: not convenient, no close parking, and employer health insurance.

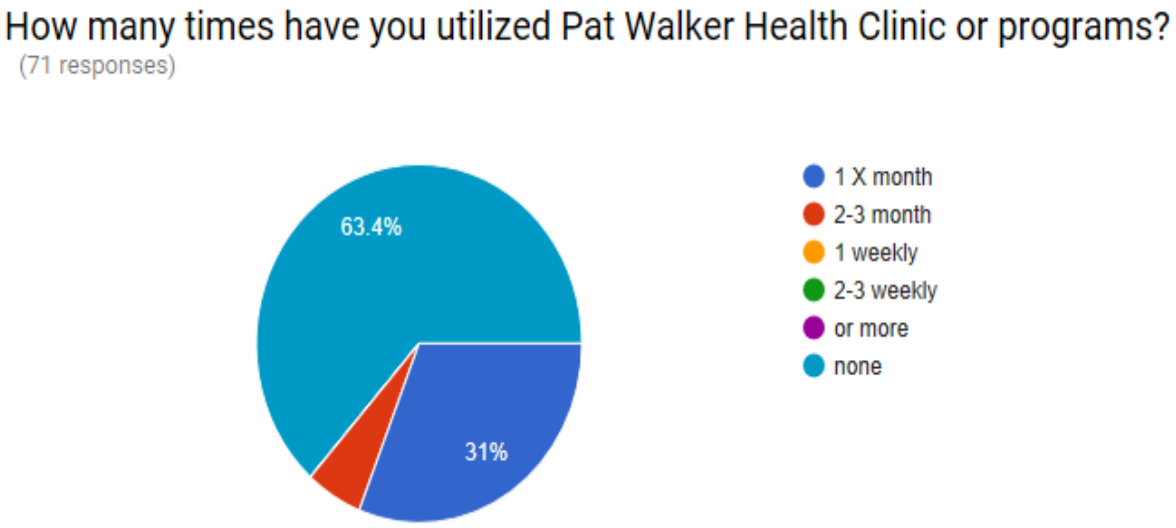

Figure 6. Health clinic usage.

As can be seen in Table 3, there are only minor correlations between GPA and each of the campus support services. One notable correlation concerning GPA was between it and the Library indicating only a low correlation (r = .217). Also, there were low negative correlations found between the GPA and Writing Center (r = -.105), GPA and Off-Campus Student Services (r = -.097), and GPA with Health Center (r = -.102). This student group had a higher mean GPA (3.41) than the overall University population for both traditional and non-traditional students. This may explain the low correlations between GPA and both library and the writing center. Since these students were already maintaining a high GPA they may have felt that participation in these services was not necessary. In addition, the low response rate may have adversely affected this finding. Negative correlations indicate that if the non-traditional student utilized the services, they earned a lower GPA. However, this finding could be that the students had a lower GPA before utilizing the services. For example, the negative correlation result between the Health Center and GPA, this could actually be expected because more visits to the Health Center for medical care indicates the student had more frequent illnesses which could lower the GPA.

Table 3

Table of Correlations

			GPA	Writing	Libraries	Hper	Off-campus	HC
Spearman's rho	What is your current GPA?	Correlation Coefficient	1.000	-.105	.217	.100	-.097	-.102
		Sig. (2-tailed)	.	.442	.109	.486	.539	.457
		N	56	56	56	51	42	56
	Writing	Correlation Coefficient	-.105	1.000	.227	.269	.344*	.531**
		Sig. (2-tailed)	.442	.	.087	.054	.024	.000
		N	56	58	58	52	43	58
	Libraries	Correlation Coefficient	.217	.227	1.000	.083	-.246	.300*
		Sig. (2-tailed)	.109	.087	.	.559	.112	.022
		N	56	58	58	52	43	58
	Hper	Correlation Coefficient	.100	.269	.083	1.000	.127	.084
		Sig. (2-tailed)	.486	.054	.559	.	.428	.555
		N	51	52	52	52	41	52
	offcampus	Correlation Coefficient	-.097	.344*	-.246	.127	1.000	.202
		Sig. (2-tailed)	.539	.024	.112	.428	.	.195
		N	42	43	43	41	43	43
	HC	Correlation Coefficient	-.102	.531**	.300*	.084	.202	1.000
		Sig. (2-tailed)	.457	.000	.022	.555	.195	.
		N	56	58	58	52	43	58

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

One way Analysis of Variance (ANOVA) was run between GPA and usage of each of the support services. The data were recategorized into three populations as follows: no usage (none), occasional usage (once a month or 2-3 times per month), often usage (once a week or 2-3 times a week). There were no significant differences found in this analysis.

In addition to the previous ANOVA analysis, a secondary Analysis of Variance was conducted removing outliers for low GPA (2.70 or below). There were 14 outliers removed for this secondary ANOVA. This analysis also failed to find any significant differences.

Interview Data Results

In the email interview the open ended questions asked were:

- What is the most significant problem that you believe the University of Arkansas faces today?
- How would you like the University of Arkansas to resolve the above name problem?
- In your opinion, what is the most significant need the University of Arkansas faces today?
- How can the University of Arkansas fulfill the need stated?

After receiving the online interviews a thematic analysis was conducted by coding the data and looking for reoccurring words and themes. Sixteen interviews were completed. Of these, five students expressed that the most significant problem the University of Arkansas faces today is parking. The recommended solution was to build more parking garages, and charge cheaper parking fees.

Interview Question: 'What is the most significant problem that you believe the University of Arkansas faces today?'

Respondent: 'Parking' (Respondents #1 and #4).

Respondent: 'Parking! Other than that I am not here enough to really know' (Respondent #3).

Respondent: 'Constant construction surrounding the campus and lack of parking'

(Respondent #2).

Interview Question: ‘How can the University of Arkansas fulfill the need stated?’

Respondent: ‘Cheaper parking decks at more strategic locations’ (Respondent #4).

Interview Question: ‘In your opinion, what is the most significant need that the University of Arkansas faces today?

Respondent: ‘Parking’ (Respondent #5).

Five students said the cost of tuition was their main concern. Their recommended solutions were to provide more grants, scholarships for non-traditional students, and lowering tuition:

Interview Question: ‘In your opinion, what is the most significant need that the University of Arkansas faces today?

Respondent: ‘Free tuition for all students’ (Respondent #8).

Respondent: ‘Tuition is out of control’ (Respondent #9).

Interview Question: ‘What is the most significant problem that you believe the University of Arkansas faces today?’

Respondent: ‘The high cost of tuition and lack of scholarships for non-traditional students’ (Respondent #7).

Respondent: ‘Although I do not think many may view this as a problem, I would say the coat [cost] of tuition is a significant problem. Those like myself who must take out massive amounts of loans to pay for tuition as well as younger students who will come into the U of A in the next several years will face similar problems. Eventually, many

might have to decide whether the coat [cost] of tuition and debt outweighs the career opportunities' (Respondent #6).

Three respondents indicated that online classes were a concern:

Interview Question: 'What is the most significant problem that you believe the University of Arkansas faces today?'

Respondent: 'The online classes or self paced… this U of A requires 6 hours of "on campus" to allow financial aid to cover any classes. Plus, the self paced don't count towards transfer hours. Not really fair or smart' (Respondent #5).

Interview Question: 'How would you like the University of Arkansas to resolve the above named problem?'

Respondent: 'If you offer a class, don't limit its worth by creating challenges that don't benefit the student. I'm a single mom of 4 & finishing this is greatly important. However, my family is also. Work w/us better please' (Respondent #5).

Of the responses, three expressed diversity as a concern or problem on the University of Arkansas campus. No specific solutions were suggested.

Interview Question: 'In your opinion, what is the most significant need that the University of Arkansas faces today?

Respondent: 'The University needs some more diversity, when I look around the cafeteria when I go to eat lunch there is a sea of white faces. There are not a lot of people of color at this school and it would be nice if they were a little more included' (Respondent #7).

Two did not identify any current problem or need that they would like to see changed.

> Interview Question: ‘What is the most significant problem that you believe the University of Arkansas faces today?’
>
> Respondent: ‘I don’t feel that the University of Arkansas has any significant problems that I am aware of. I mainly go to class only. I don’t keep track or follow any news that surrounds the school’ (Respondent #10).
>
> Interview Question: ‘What is the most significant problem that you believe the University of Arkansas faces today?’
>
> Respondent: ‘Oh, and there’s a daycare on campus but it is around $1000 a month, and they don’t even keep the children for a full day of school. One of the biggest hardships for non-traditional students is trying to care for our children while also trying to get our studies done. Reasonable, reliable childcare is a must for us. (Respondent #13).

As reported in Figure 7, 15 reoccurring concepts were identified during thematic coding. On-campus parking and tuition are the most serious concerns facing non-traditional students. This is closely followed by online classes and diversity as the second leading concerns. The remaining issues listed in Figure 7 were only mentioned once. Of these one mentioned daycare services at the university as being too expensive to allow them to benefit from support services.

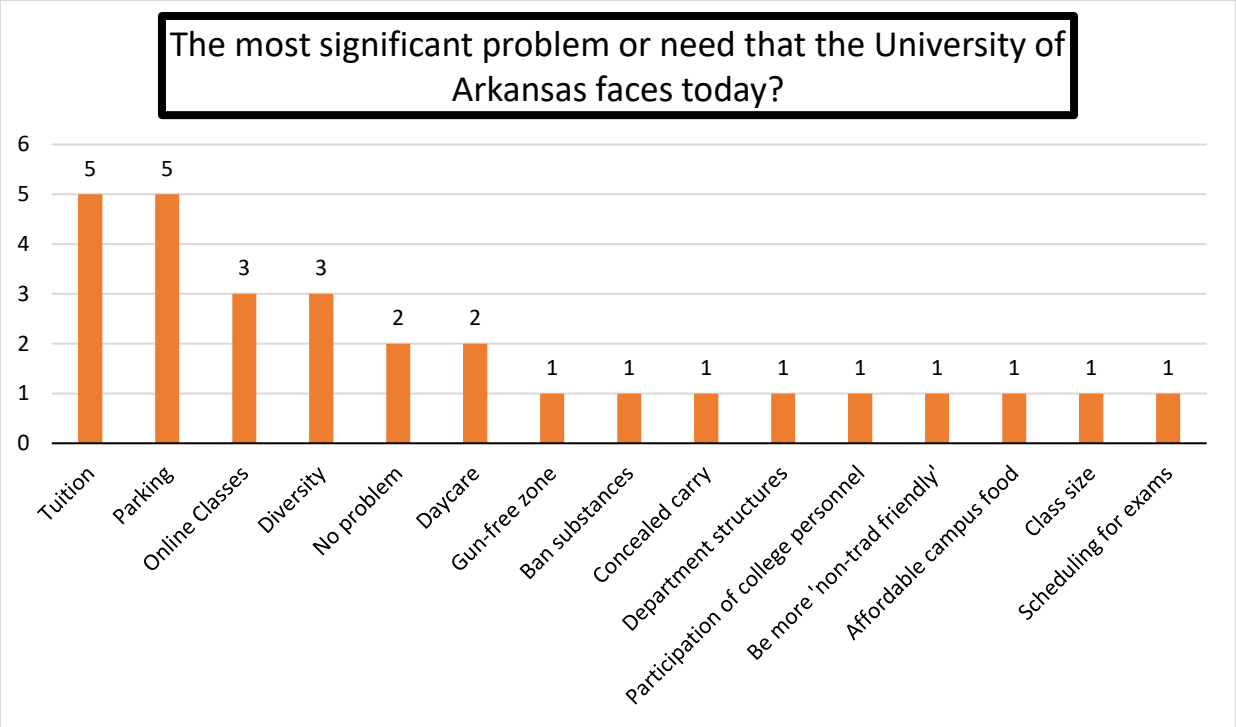

Figure 7. Most significant problem or need facing the UofA.

Four themes emerged from the thematic coding. These included: tuition, parking, online classes, and diversity. An example of how the researcher conducted thematic coding will be presented for the theme: diversity. Words were found in the interviews that were placed under the auspices of the central idea of diversity. The words categorized under diversity include: special needs, racial, ethnic, ADA, identified group, complaints, policy, laws and issues, attitudes, advocates, resources, negative opinions, common sense, integration, legislation, inclusive, fix issues, better sense, limitations, help us, and take stand. These words were connected and reflected upon based upon their meaning within the interview. For instance, the word ‘integration’ was identified as a problem by a respondent in the solution the words ‘take stand’ were used by the interviewee. Therefore, a relationship was established between the words ‘diversity’ and ‘take stand’ for this respondent’s interview.

Chapter V

Discussion

The purpose of this study was to identify how non-traditional students avail themselves of University of Arkansas' resources. If they used the provided resource centers and facilities at the University of Arkansas, would they potentially see an increase in their GPA? Would their taking advantage of available resources on campus create a greater sense of connectivity to the university? The results of this study are presented below.

Conclusions

Overall non-traditional surveyed students do not avail themselves of the resource centers or facilities on campus. Previous research indicates that home and work obligations, financial constraints, and off-campus access and commute time could contribute to this lack of usage (Ross-Gordan, 2011; Pelletier, 2010). Although non-traditional students do not partake of these services they manage to maintain a mean 3.00+ GPA. This research study did not find a significant correlation between GPA and accessing resources centers. There were only low correlations between GPA and each of the campus support services. Interestingly, three of these were negatively correlated with GPA: Writing, Off-Campus Student Services, and Health Center. Looking at the negative correlation, one might think that using these facilities would have a negative impact on a non-traditional student's GPA. However, this data could be skewed by the 14 students with a low GPA (< 2.7) who accessed the services. In fact, it could be that the students had even lower GPAs before utilizing the services. This could be verified by returning to the students and asking how the services impacted their grades.

Although the quantitative data showed no significant correlation, there was some evidence that students with low GPAs were utilizing the services of the Writing Center. This would be expected as noted in the result section due to the fact that these students may have felt that they needed the services. As a result of the low response rate, there was not enough evidence to identify if additional participation of non-traditional students in campus support resources would have had an effect on their GPA. Therefore, further study on this topic is suggested.

The qualitative interview identified certain gaps in services provided to non-traditional students. One primary reoccurring themes was a lack of on-campus parking at the University. The non-traditional student responses regarding parking were passionately expressed, sometimes three times in the same interview. This concern probably affects non-traditional students more than traditional students because they are dealing with more time constraints and obligations. Another significant concern of the non-traditional college student was the cost of tuition. Again, this demographic has multiple responsibilities that limit the available resources needed to pay for tuition. In the qualitative portion of this study, some students expressed that online courses were not held with the same regard as courses held on campus. This could be a future issue for the University of Arkansas because online courses are becoming more prevalent. Diversity was another concern mentioned by the non-traditional students. Some students felt that the University of Arkansas needed to become more diverse so that they could feel more included. Interviewed students relayed their concerns in an open manner. Some students provided extended responses while others provided little or no responses. One student mentioned daycare services at the university as being too expensive to allow them to benefit from support services. Although many of the above mentioned issues are not considered academic resources, they were important to the student and listed as a problem or need on the qualitative interview by the student.

Limitations

This non-probability sample was limited since it was not randomly selected and every student did not have an equal opportunity of being included in the survey. The non-traditional students might not have been attending classes on campus the days the survey was conducted, or they might have chosen not to respond to the email survey. Although the sample size was fairly large, the low response rate was not anticipated by the researcher due to lack of experience with survey collection methods. Lack of a pilot test, a small scale study conducted to test the reliability of a data collection tool, was harmful in the administration of this survey. In addition, incentives were not provided to the sample population via email to encourage participation. The original goal had been to collect over 100 surveys from non-traditional students, equaling close to 10% of the selected student body, but only 71 (4% of 1,700, 2% of 3,500) of the responses were collected. Inconsistent definition of non-traditional undergraduate students is also a limitation to this study. For example, the Off-Campus Student Services reported 3,500 non-traditional students while the Office of Institutional Research reported only 1,700 non-traditional students. The data did not reveal a strong negative or positive correlation between the variables. A low response rate affected the validity and reliability of the correlational analysis as mentioned on page 18.

Additional limitations to this research study include issues with the survey instrument that were identified after the survey was conducted. These include: lack of demographic data questions and not including questions concerning non-traditional students' connectivity to the University of Arkansas. If demographic data including gender had been obtained, more data would have been available and a check for differences of means within groups through Analysis of Variances (ANOVAs) could have been conducted. Likewise, neglecting to obtain students' specific age could impact their answers in the open-ended questions. Failure to use a peer-review

or conduct a member check may have impacted the validity of qualitative research findings. Additionally, the instrument asked the non-traditional students if they had accessed the services in the past month. The majority stated that they had not used the services in the last month. It would have been interesting to identify if the non-traditional students had never utilized these services.

Implications

The non-traditional student body is predicted to increase over the next several years. Therefore, it is crucial that the University of Arkansas understands the needs and concerns of this cohort. Additional easy access off-campus parking will be required to improve connectivity to this growing campus population. Additional studies need to be conducted to determine if support services are positively correlated with improved grades. The Off-Campus Support Services should be included in the University campaigns to solicit additional funding for non-traditional student scholarships. The University might consider offering tuition discounts for students who present GPAs above 3.75. The non-traditional students tend to be grade conscious and want to succeed so they would strive to maintain a GPA that would reduce their tuition.

Recommendations

For future research, face to face interviews would offer a more reliable tool than an email questionnaire. In a face to face interview the interviewer has the opportunity to observe both the subject and the total situation to which the interviewee is responding. Another tool would be to include focus groups for the qualitative portion of this research. Conduct follow-up open ended interviews to ensure validity of the researcher's interpretation. To verify the validity of the survey and interview instruments, a pilot test should be conducted. In addition, I would recommend a compare and contrast study between traditional and non-traditional student use of

campus support services. The University needs to clarify the definition of a non-traditional student and provide consistent parameters for querying this population base. Demographic section should be added to the survey instrument. A longitudinal study should be conducted to follow non-traditional students throughout the program. This would help to identify if usage of the services are isolated to one of these populations or if neither population utilizes the services. For further research, an incentive should be offered to survey participants to increase the response rate. A further study should be conducted between traditional students and non-traditional students' use of University of Arkansas' facilities and the impact they have on their respective GPAs.

Although this study did not conclusively show a correlation between GPA and student support services, it did find that non-traditional students are not participating in the services provided by the University of Arkansas. Based upon the lack of participation in support services by non-traditional students, it is suspected that these services are not geared to meet these student's needs. As researchers Tinto (2009; 2011) and Rost (2015) suggested it is important for students to remain in the university to complete a degree. Therefore, additional research is necessary to determine how to meet their unique needs and retain them through to graduation.

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Appendix A

Survey

Survey Research Questionnaire/Survey Questions

1. Is your goal at University of Arkansas

   a) to complete a degree? _____

   b) to complete one or more classes? _____

   c) certificate of accomplishment? _____

2. Are your current classes offered at convenient times for you? Yes___ No___
3. What times are most convenient to have class? (Select only one answer) a)

   8-11 b) 11-3 c)3-6 d) 6-9 e) online
4. How many times have you utilized the Mullins (or other) Library in last month?

   __ 1 month __ 2-3 month __1 weekly __ 2-3 weekly __or more

   HPER sport facilities?

   __ 1 month __ 2-3 month __1 weekly __ 2-3 weekly __or more

   Off Campus Student Services?

   __ 1 month __ 2-3 month __1 weekly __ 2-3 weekly __or more

   The Writing Support Center?

   __ 1 month __ 2-3 month __1 weekly __ 2-3 weekly __or more

   Pat Walker Health Clinic or programs?

__ 1 month __ 2-3 month __1 weekly __ 2-3 weekly __or more

5. What is your current GPA? _____
6. If you would be willing to participate in a brief personal interview, please provide your contact information... email:_____

phone number:_____

Appendix B

UNIVERSITY OF ARKANSAS

Office of Research Compliance
Institutional Review Board

March 16, 2017

MEMORANDUM

TO:	Mary Frances Sulzen Rhett Hutchins
FROM:	Ro Windwalker IRB Coordinator
RE:	PROJECT MODIFICATION
IRB Protocol #:	16-12-322
Protocol Title:	*How Do Non-Traditional Students Avail Themselves of University of Arkansas' Resources?*
Review Type:	☒ EXEMPT ☐ EXPEDITED ☐ FULL IRB
Approved Project Period:	Start Date: 03/15/2017 Expiration Date: 01/22/2018

Your request to modify the referenced protocol has been approved by the IRB. **This protocol is currently approved for 111 total participants.** If you wish to make any further modifications in the approved protocol, including enrolling more than this number, you must seek approval *prior to* implementing those changes. All modifications should be requested in writing (email is acceptable) and must provide sufficient detail to assess the impact of the change.

Please note that this approval does not extend the Approved Project Period. Should you wish to extend your project beyond the current expiration date, you must submit a request for continuation using the UAF IRB form "Continuing Review for IRB Approved Projects." The request should be sent to the IRB Coordinator, 109 MLKG Building.

For protocols requiring FULL IRB review, please submit your request at least one month prior to the current expiration date. (High-risk protocols may require even more time for approval.) For protocols requiring an EXPEDITED or EXEMPT review, submit your request at least two weeks prior to the current expiration date. Failure to obtain approval for a continuation *on or prior to* the currently approved expiration date will result in termination of the protocol and you will be required to submit a new protocol to the IRB before continuing the project. Data collected past the protocol expiration date may need to be eliminated from the dataset should you wish to publish. Only data collected under a currently approved protocol can be certified by the IRB for any purpose.

If you have questions or need any assistance from the IRB, please contact me at 109 MLKG Building, 5-2208, or irb@uark.edu.

109 MLKG • 1 University of Arkansas • Fayetteville, AR 72701-1201 • (479) 575-2208 • Fax (479) 575-6527 • Email irb@uark.edu
The University of Arkansas is an equal opportunity/affirmative action institution.

Appendix C

Q. #1 Which of the following do you use or attend? (exclude institution classes) Fill out as many as apply. Feel free to add any others you may use or attend, INCLUDE both on or off campus University of Arkansas activities.

FOOTBALL___ LIBRARY(IES)___ FOOD PROVIDERS____

CONCERT____ UNION_____ BASKETBALL____ OTHERS_____
_____ _____ _____

NAME ANY OTHER SPORTING EVENT _____

NAME ANY OTHER EVENT _____

_____ _____

Q. #2 Which of the above named/noted activities would you **LIKE** to use or attend?
_____ _____ _____
_____ _____
_____ _____

OTHERS _____ _____ _____

Q. #3 What is the most significant problem that you believe the University of Arkansas faces today?

Q. #4 How would you like the University of Arkansas to resolve the above named problem?

Q. #5 In your opinion, what is the most significant need that the University of Arkansas faces today?

Q. #6 How can the University of Arkansas fulfill the need stated?

Appendix D

UNIVERSITY OF ARKANSAS

Mary Sulzen <msulzen@email.uark.edu>

Survey
4 messages

Susan Joy Stiers <sstiers@uark.edu> Tue, Mar 7, 2017 at 3:21 PM
To: Mary Sulzen <msulzen@email.uark.edu> Hi

Mary Frances!

When your survey was shared via our nontraditional student listserv, it went out to almost 3500 students. I can tell that 45 students actually clicked on the link to your survey.

I hope that info helps.

Thanks for attending the luncheon today! J

Susan

Susan Stiers

Associate Director, Off-Campus Student Services

Arkansas Union 632

University of Arkansas, Fayetteville 72701

479-575-7351

Mary Sulzen <msulzen@email.uark.edu> Fri, Mar 10, 2017 at 1:51 PM
To: Susan Joy Stiers <sstiers@uark.edu>

Dear Susan,

Thanks for the info... I was wondering...if the almost 3,500 non-traditional students include graduate students? The reason I am asking is that Mr. Gunderman, Institutional Research and Assessment gave me a figure of 1,700 undergrad non-traditional students,so I thinking your figure must include alumni??!

Thank you for any help,
Mary Frances
[Quoted text hidden]

Susan Joy Stiers <sstiers@uark.edu> Sun, Mar 12, 2017 at 10:35 AM
To: Mary Sulzen <msulzen@email.uark.edu>

No, Mary, our number does not include graduate students. We utilized a query that pulls those undergraduate students who are age 25 or above, have a marital status (not single), and work part-time. It would depend on how Gary is pulling the numbers; what characteristics he is using. Defining nontraditional students is always a big challenge, even more so because those three characteristics is all that we can use within the UAConnect system.

Does that help?

Susan

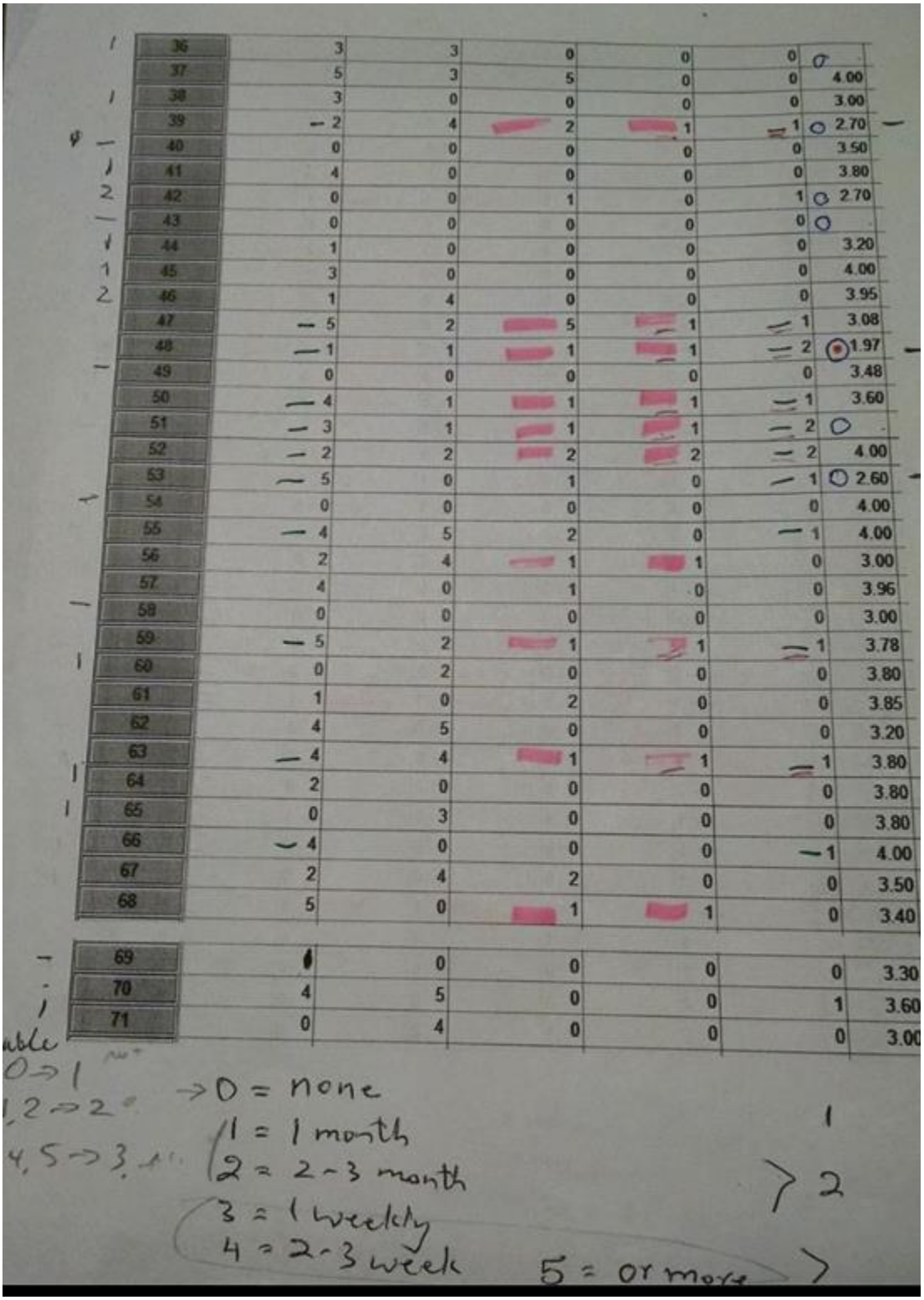
From: Mary Sulzen <msulzen@email.uark.edu>
Sent: Friday, March 10, 2017 1:51:23 PM
To: Susan Joy Stiers
Subject: Re: Survey

[Quoted text hidden]

Mary Sulzen <msulzen@email.uark.edu> Sun, Mar 12, 2017 at 10:51 AM
To: Susan Joy Stiers <sstiers@uark.edu>

Yes, thank you!
[Quoted text hidden]

Appendix E

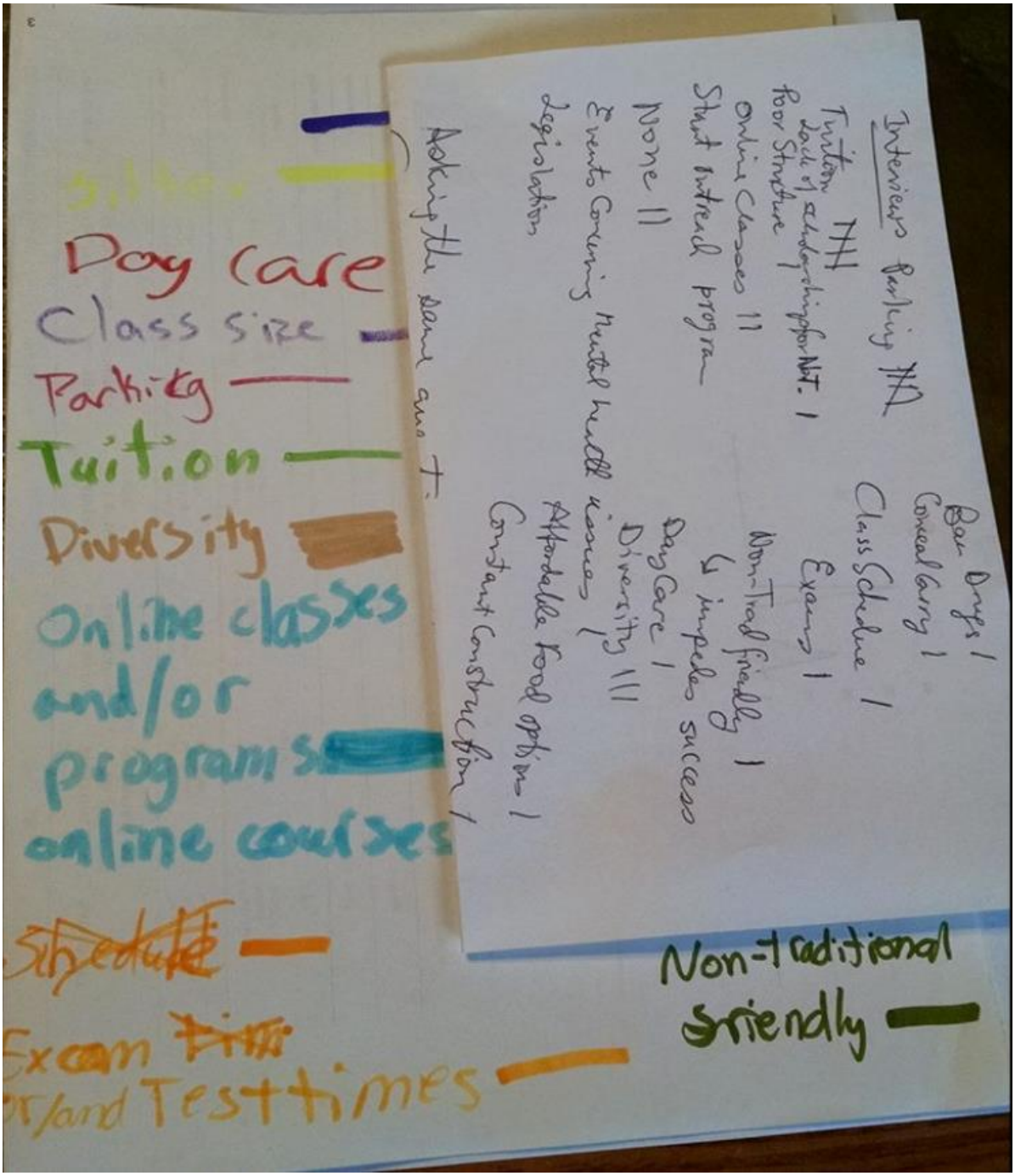


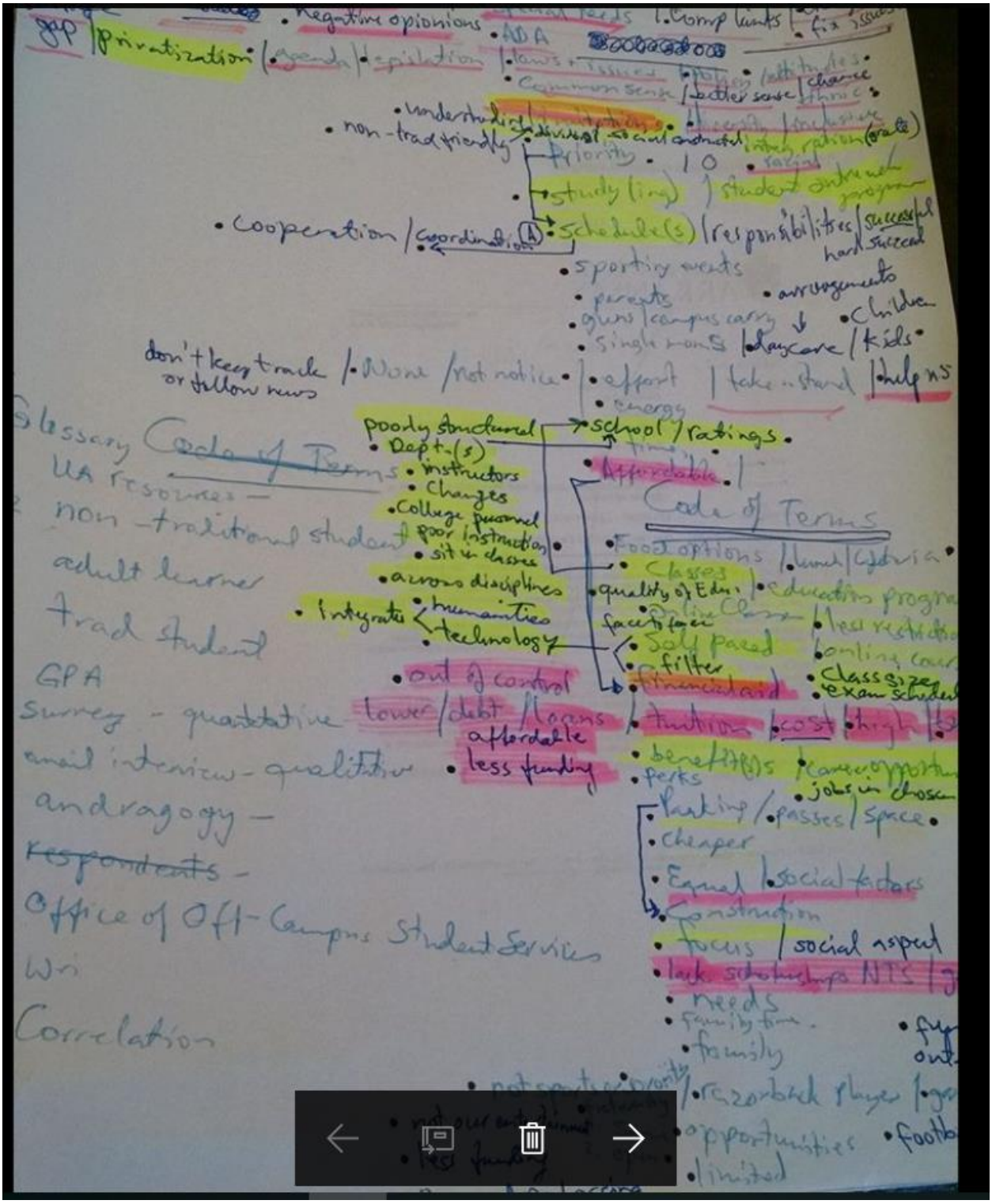
36	3	3	0	0	0	
37	5	3	5	0	0	4.00
38	3	0	0	0	0	3.00
39	2	4	2	1	1	2.70
40	0	0	0	0	0	3.50
41	4	0	0	0	0	3.80
42	0	0	1	0	1	2.70
43	0	0	0	0	0	
44	1	0	0	0	0	3.20
45	3	0	0	0	0	4.00
46	1	4	0	0	0	3.95
47	5	2	5	1	1	3.08
48	1	1	1	1	2	1.97
49	0	0	0	0	0	3.48
50	4	1	1	1	1	3.60
51	3	1	1	1	2	
52	2	2	2	2	2	4.00
53	5	0	1	0	1	2.60
54	0	0	0	0	0	4.00
55	4	5	2	0	1	4.00
56	2	4	1	1	0	3.00
57	4	0	1	0	0	3.96
58	0	0	0	0	0	3.00
59	5	2	1	1	1	3.78
60	0	2	0	0	0	3.80
61	1	0	2	0	0	3.85
62	4	5	0	0	0	3.20
63	4	4	1	1	1	3.80
64	2	0	0	0	0	3.80
65	0	3	0	0	0	3.80
66	4	0	0	0	1	4.00
67	2	4	2	0	0	3.50
68	5	0	1	1	0	3.40
69		0	0	0	0	3.30
70	4	5	0	0	1	3.60
71	0	4	0	0	0	3.00

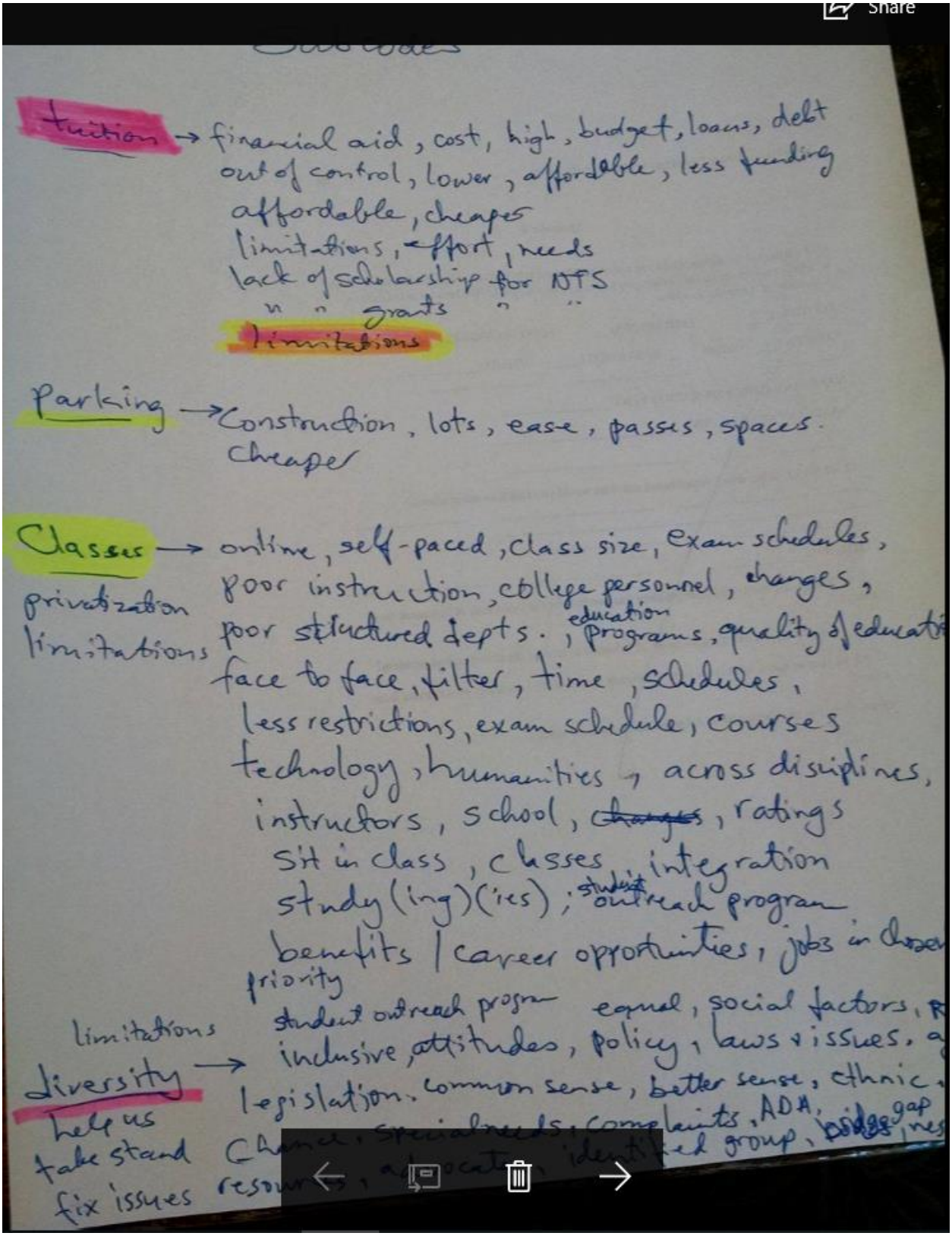
0 = none
1 = 1 month
2 = 2-3 month
3 = 1 weekly
4 = 2-3 week
5 = or more

Appendix F

Summary Notes




negative opinions
ADA
privatization
legislation
Common sense
better sense
non-trad friendly
priority
study (ing)
student outreach program
Cooperation
coordination
schedule(s)
responsibilities
successful
hard succeed
sporting events
parents
guns / campus carry
single moms
arrangements
children
daycare
kids
don't keep track or follow news
None
not notice
effort
take a stand
help ns
energy
poorly structured
school / ratings
Dept.(s)
instructors
Changes
College personnel
poor instruction
sit in classes
across disciplines
integrates
humanities
technology
Affordable
Code of Terms
Food options
Classes
quality of Edu.
education program
Online Classes
face to face
Self paced
filter
Financial aid
class size
exam schedule
out of control
lower
debt
loans
affordable
less funding
tuition
cost
high
benefit(s)
perks
jobs in chosen
Parking
passes
space
cheaper
Equal
social factors
Construction
focus
social aspect
lack scholarships NTS
needs
family time
family
razorback player
opportunities
limited
Glossary
Code of Terms
UA resources
non-traditional student
adult learner
trad student
GPA
Survey - quantitative
email interview - qualitative
andragogy
respondents
Office of Off-Campus Student Services
Wri
Correlation


tuition → financial aid, cost, high, budget, loans, debt
out of control, lower, affordable, less funding
affordable, cheaper
limitations, effort, needs
lack of scholarship for NTS
" " grants " "
limitations
Parking → Construction, lots, ease, passes, spaces.
Cheaper
Classes → online, self-paced, class size, exam schedules,
poor instruction, college personnel, changes,
poor structured depts., education programs, quality of educati
face to face, filter, time, schedules,
less restrictions, exam schedule, courses
technology, humanities, across disciplines,
instructors, school, ~~changes~~, ratings
sit in class, classes, integration
study(ing)(ies); student outreach program
benefits / career opportunities, jobs in chosen
priority
student outreach program equal, social factors,
limitations
diversity → inclusive, attitudes, policy, laws & issues,
legislation, common sense, better sense, ethnic,
help us
take stand
fix issues
Chance, special needs, complaints, ADA,
resources, advocation, identified group, bridge gap, nes
privatization
limitations

No Problem
No problem
TUITION
CLASSES
TUITION
CLASSES
CLASSES
PARKING
PARKING
(4)
TUITION
Departmental
TUITION
PARKING
PARKING
CLASSES
FOOD
Dept

Appendix G

Code of Terms

Classes	Special Needs	Privatization	None
Quality of Education	Effort	Inclusive	Space
Self paced	Cooperation	Complaints	Policy
Negative opinions	Advocates	Help us	Jobs
Tuition	Football arena	Changes	Cost
Benefits	Fix issues	Game	Parents
Perks	Attitudes	Common Sense	High
Understanding	Not noticed	Laws and issues	ADA
Parking	Chosen field	College Personnel	Ethnic
Cheaper	Division	Career opportunities	Budget
Coordination	Campus Carry	Poorly structured Dept(s.)	Agenda
Class size	Legislation	Affordable	Kids
Construction	Food options	Online Courses	Racial
Arrangements	Integration	Less restrictions	Guns
Lack of scholarships	Social constructed	Education programs	Lunch
Non-traditional students	Cafeteria	Daycare	Passes
Schedules	Online Classes	Financial Aid	Debt
Family time	Poor instruction	Non-trad friendly	Hard
Ratings	Succeed	Children	Grants
Razorback player	Time	School	Chance
Parking deck	Energy	Class size	Change
Opportunities (same) (open)	Technology	Humanities	Loans
Limited	Diversity	Single Moms	Study
Functions	Priority	Not sports, sorority, or fraternity	Family
Not our entertainment	Social aspect	Out of control	Focus
Less funding	Exam schedule	Across disciplines	Needs
Opposite and enforcing	Bridge gap	Sporting Events	Equal
Identified group	Responsibilities	Resources	Filter
Poor instruction	Instructors	Sit in Class	Change

Appendix H

Sub Codes	
Tuition:	Financial Aid; cost; high; budget; loans; debt; out of control; lower; affordable; Effort; less funding; cheaper; limitations; needs; lack of scholarship for NTS; Lack of grants for NTS; Needs
Parking:	Construction, lots, ease, cost, passes, spaces, cheaper, decks
Classes:	Online; self-paced; class size; exam schedules; privatization; poor instruction; college; personnel; changes; poor structured department(s); education programs; education; face to face; filter; times, schedules; less restrictions; exam schedule; courses; technology; humanities; across disciplines; instructors, school; ratings; sit in class; classes; integration; study; studying; studies; student outreach program; benefits; career opportunities; jobs in chosen field; limitations;
Diversity:	inclusive; attitudes; policy; laws and issues; agenda; racial; social factors; equal; help us; leglislation; common sense; better sense; ethnic; change(s); fix issues; resources; advocates; identified group; bridge gap; negative opinions