Southern Illinois University Carbondale
OpenSIUC

Honors Theses | University Honors Program

12-1-1996

The Non-traditional Student Experience

Susan M. Bovinette
Southern Illinois University Carbondale

Follow this and additional works at: http://opensiuc.lib.siu.edu/uhp_theses

Recommended Citation
Bovinette, Susan M., "The Non-traditional Student Experience" (1996). *Honors Theses.* Paper 75.

This Dissertation/Thesis is brought to you for free and open access by the University Honors Program at OpenSIUC. It has been accepted for inclusion in Honors Theses by an authorized administrator of OpenSIUC. For more information, please contact jnabe@lib.siu.edu.

What Sparked the Interest?

Being a non-traditional student myself, I am curious as to what has made other non-traditional students return to the educational environment. My original focus was to be non-traditional students at Southern Illinois University at Carbondale, but I have determined this would not accurately represent the non-traditional students that have returned to obtain higher education as I believe that most non-traditional students re-enter the system through Junior Colleges, I chose to use students at John A. Logan College at Carterville, Ilinios for this study. The purpose of this research is to identify determining factors that brought about their return, the problems they encountered, and how this experience affects their expectations for their future.

Non-traditional students are generally defined as:

a) undergraduates twenty-four and over or undergraduates under 25 but are married or divorced and

b) all graduate or professional students aged 30 years and older who have returned to school after having experienced some kind of disruption in their education (Farabaugh, 1986, p. 4).

For the purposes of my study, I have defined the non-traditional student as:

Any student whose age is equal to or older than 30 years.

In my quest for information on the non-traditional student, I have discovered that little research has been done in this area. Very few articles or publications were available regarding the experiences of the non-traditional student, so this paper focuses on the results of my research. Enrollment data was obtained from John A. Logan

College Admissions and Registration Office. A questionnaire was designed for the purposes of obtaining current pertinent information (Appendix A). A structured interview question list was designed for six personal interviews that were conducted with randomly selected questionnaire respondents (Appendix B). The interviews provided an opportunity to discuss the experience of "going to college" after the age of 30 and how the experience is expected to affect their future.

According to Admissions and Registration, the number of non-traditional students at John A. Logan College has been on the rise in recent years. In the Fall of 1991 the total student enrollment of John A. Logan College was 4,635 (T. Crain personal, communication, February 1997). Of this total, 1,082 were non-traditional students; 23% of the total enrollment. In the Fall of 1996, the total student enrollment was 5,022, and 1,253 were non-traditional students (Figure 1). This indicates that 25% of the students were non-traditional. In the short period of 5 years, there has been a 2% increase in the non-traditional student population.

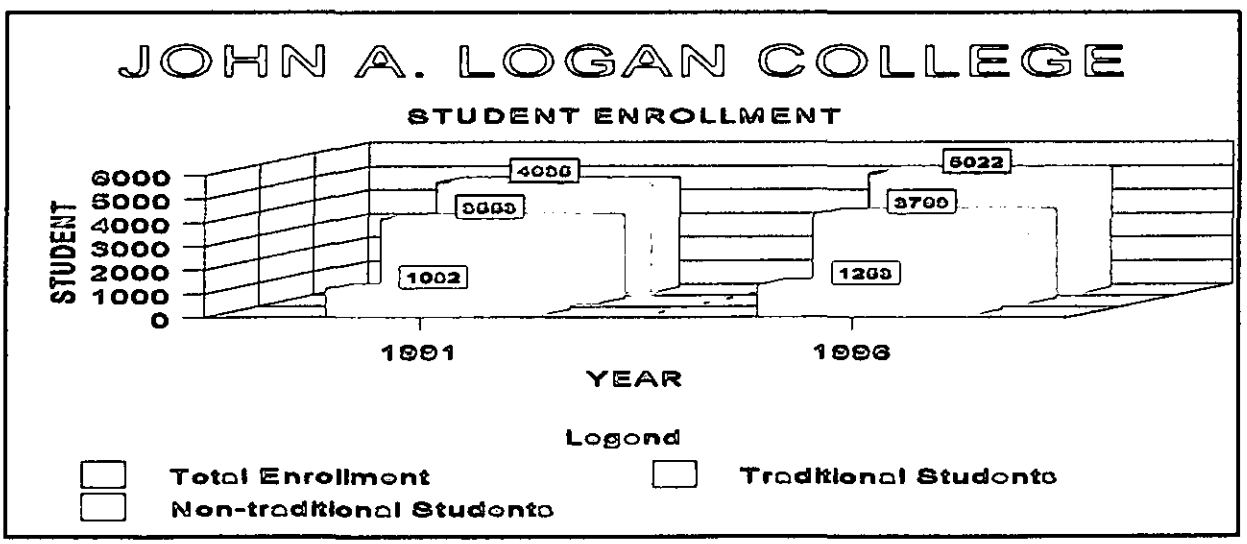

Figure 1 Representation of John A. Logan College student enrollment comparison. Total students, traditional students and non-traditional students.

It is anticipated that this number will continue to increase for the next ten to fifteen years due to the changing environment in the workforce, need for technological training, and the large volume of displaced workers due to these trends (T. Crain, personal communication, February 1997). Non-traditional students come from the current workforce either to upgrade skills to enhance their current job status, or to learn completely new skills for a career change (Yusko, 1995).

The non-traditional student population is more likely to attend college part-time and is made up primarily of female students, approximately 36% in 1993 as compared to 28% being male. These students tend to juggle many agendas and responsibilities besides schooling (Zemsky, as cited in Yusko, 1995).

Primary Research Begins

One hundred questionnaires were distributed by six faculty members who are instructing various classes at John A. Logan College. Sixty-three questionnaires were completed and returned. The following list indicates the most common responses respectively:

1. Why have you re-entered the Educational System? (Figure 2)

a)	Retraining (Lost job/career change)	24
b)	Self improvement	15
c)	Upgrade skills/Increase income	14
d)	Other	10

2. What is your Major course of study? (Figure 3)

a)	Criminal Justice	14
b)	Banking & Finance	14
c)	Health Care Services	14
d)	Computer Technology	13
e)	Other	8

3. What is your class status? (i.e. freshman; sophomore)

a)	Freshman	23
b)	Sophomore	27
c)	Junior/Senior	8
d)	Not answered	5

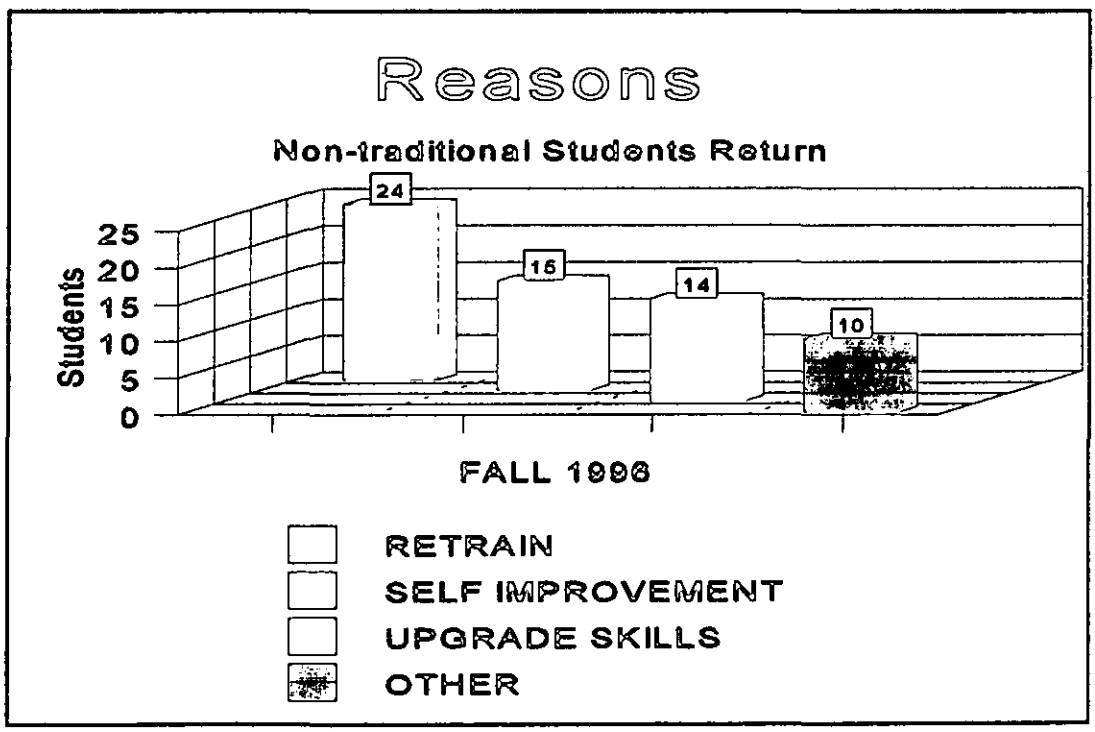

Figure 2 Depiction of predominant reasons for non-traditional students to return for higher education as given by questionnaire participants.

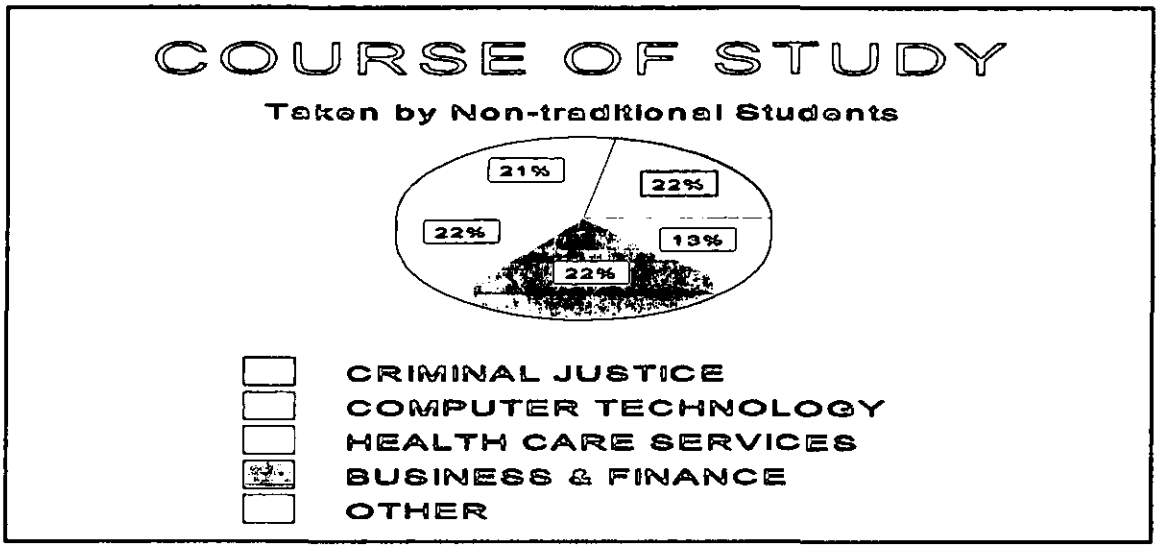

Figure 3 Courses of study most frequently selected by non-traditional students as given by questionnaire participants.

4. Do you hold any College Degree or Certificate currently? If "yes" please list. (Figure 4)

a)	None	42
b)	Certificates	14
c)	Associate	7
d)	Bachelor	2

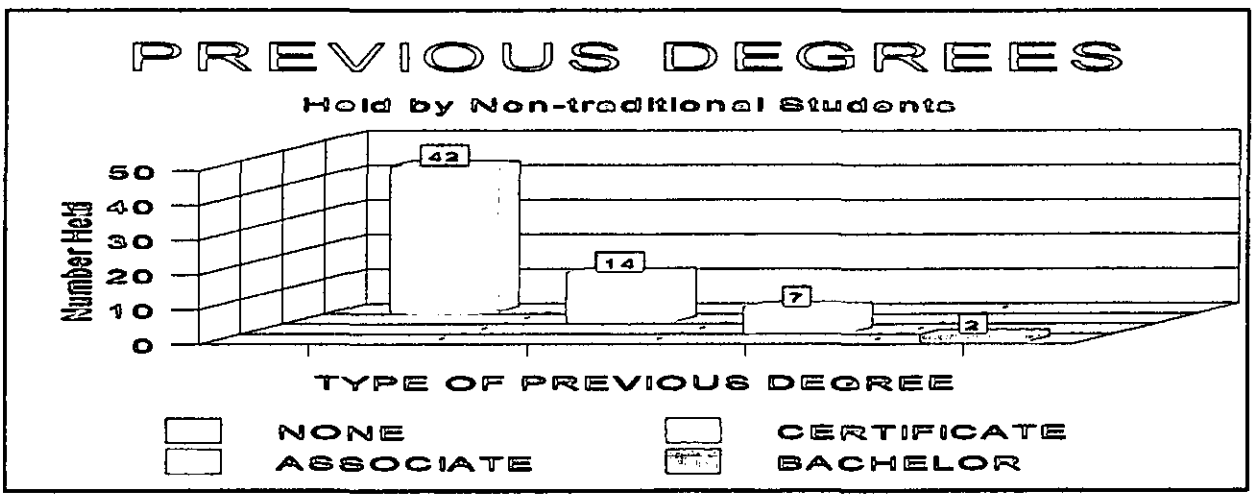

Figure 4 Indication of previous college degrees held by non-traditional students per questionnaire participants.

5. What is your Grade Point Average (GPA)? (Figure 5)

a)	A =	4.3 - 5.0	18
b)	B =	3.5 - 4.2	17
c)	C =	2.0 - 3.4	12
d)	D =	1.0 - 1.9	4
e)	Other (1st. semester - GPA unknown)		12

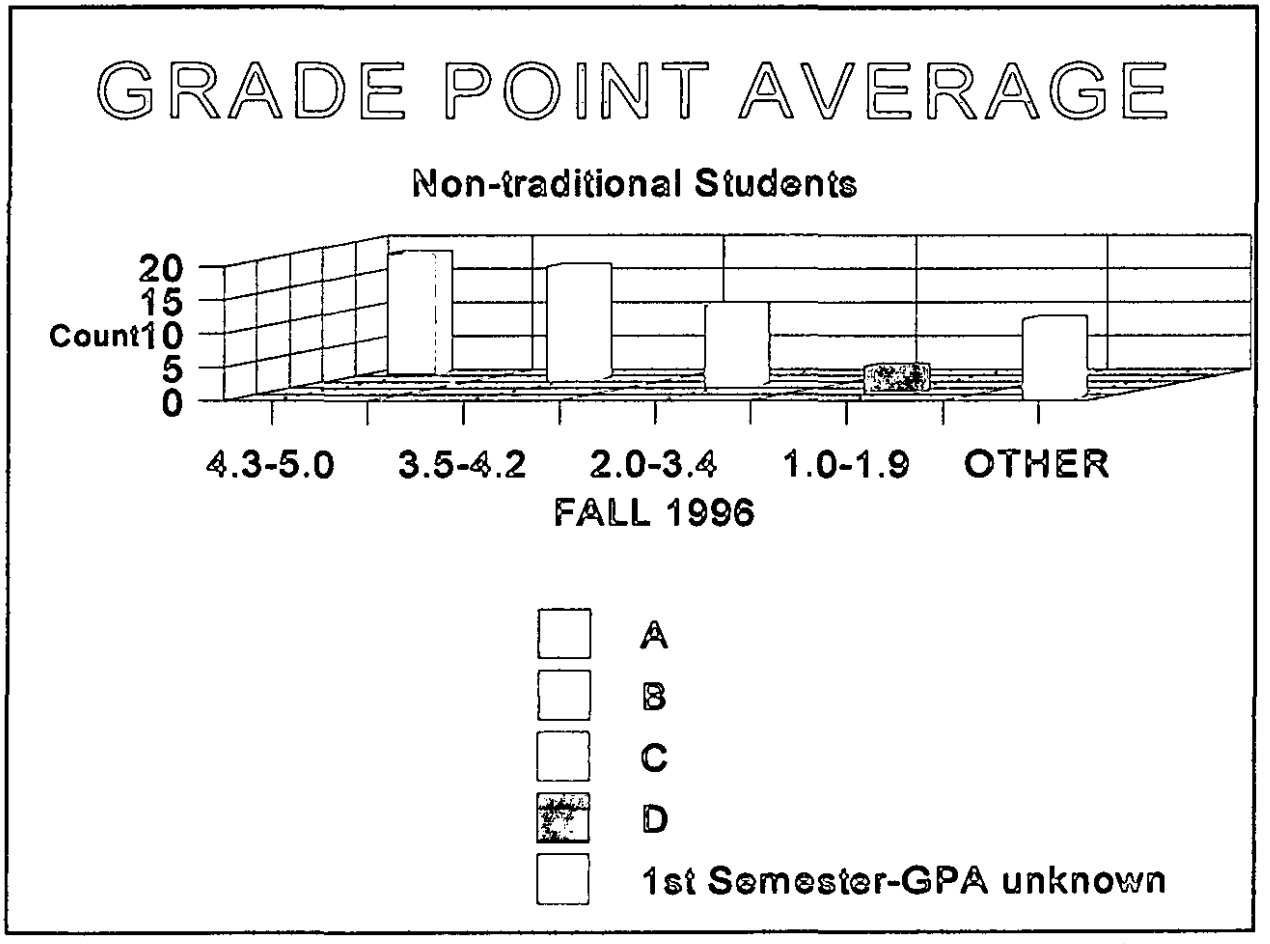

Figure 5 GPA of the non-traditional students as indicated by questionnaire participants.

6. What problems have you encountered with adjusting to "back to school" process? (Figure 6)

a)	Balancing work and/or family (or both)	26
b)	Developing study habits	20
c)	None	7
d)	Financial	5
e)	Other	5

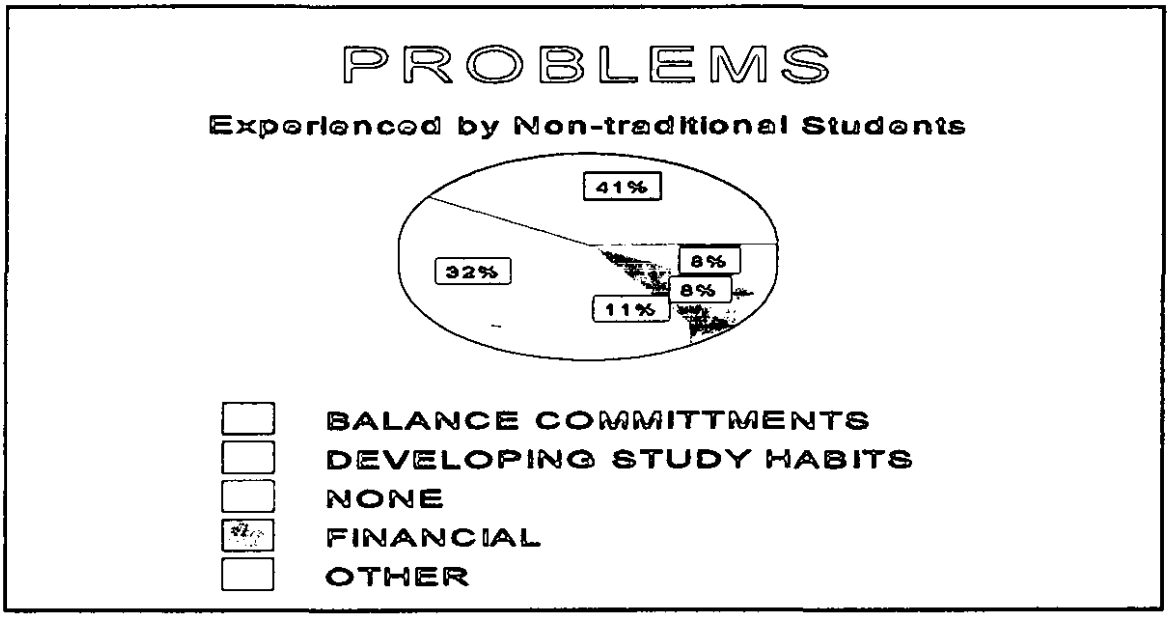

Figure 6 Problems most commonly experienced by non-traditional students as indicated by questionnaire participants.

7. Do you feel that Non-traditional students have a higher GPA than traditional college students? (Figure 7) If "Yes", briefly state why. (Figure 8)

a)	Yes	33
b)	No	15
c)	No opinion	15

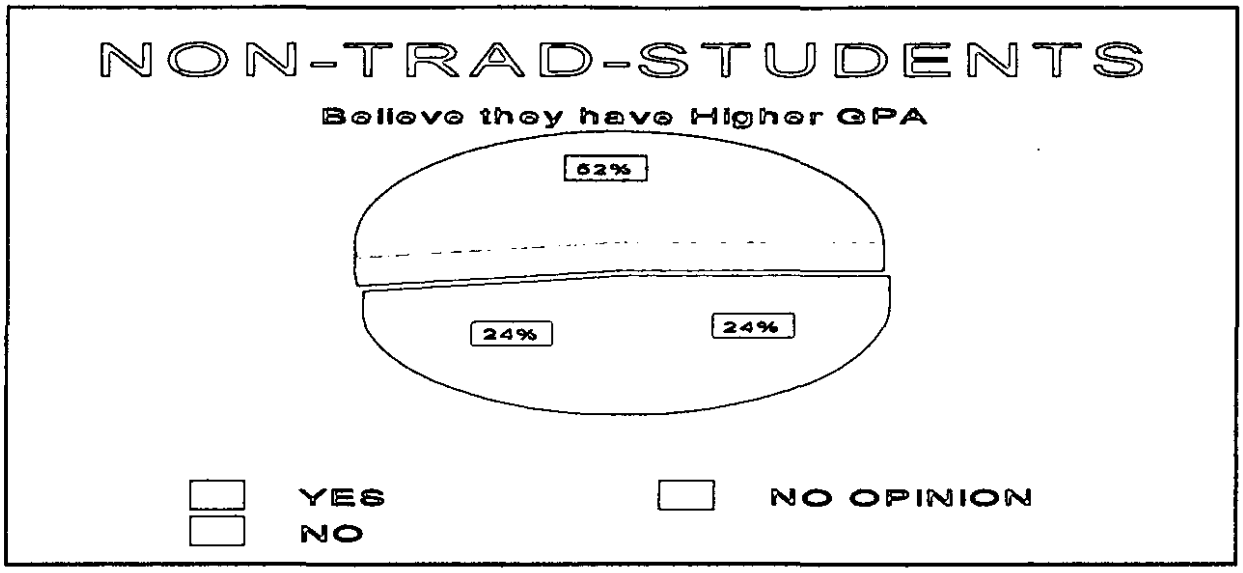

Figure 7 Indicator that Non-traditional students believe they have higher GPA than traditional college students per questionnaire participants.

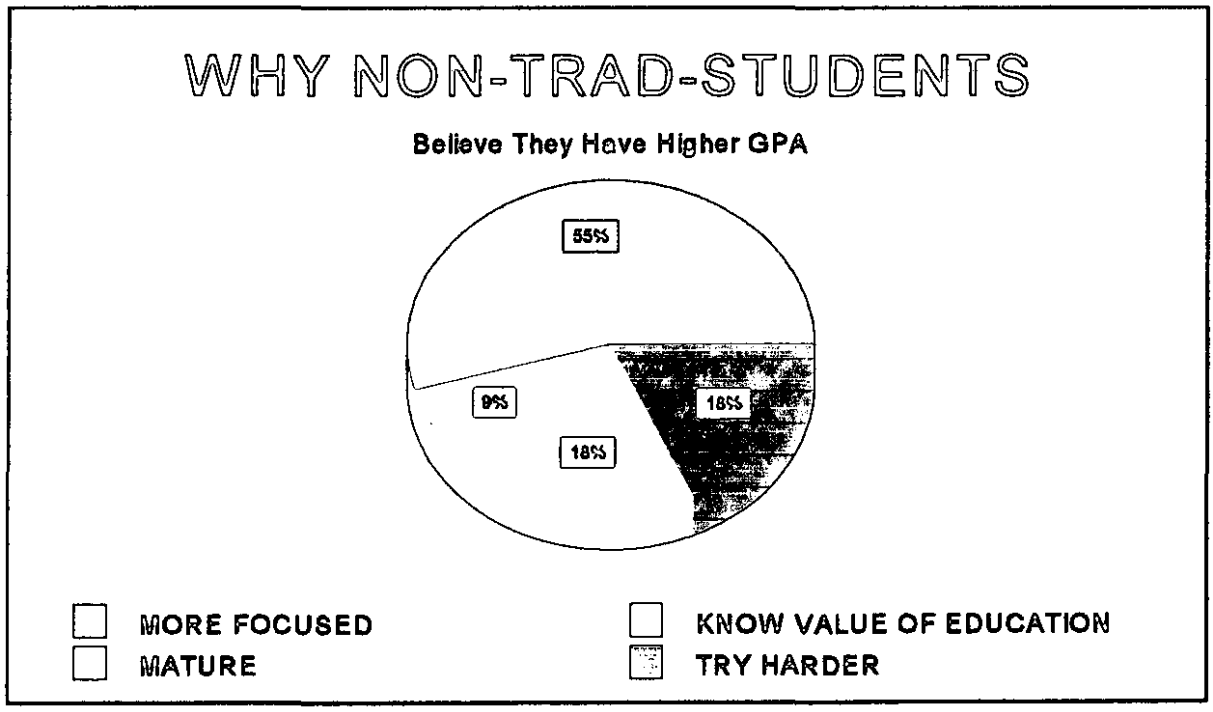

Figure 8 Represents the opinions of the 33 questionnaire participants that believe that Non-traditional students have higher GPA than other students.

What the Interviews Reveal

Of the few articles I did find that discussed non-traditional students, one had commonalities with the interviews of the non-traditional students. Some of the statements in the interviews were almost word-for-word what an author had stated about the fears a non-traditional student experiences.

Some of the trivial, yet somewhat traumatic things that go with the non-traditional student label are: "Your hair is thinning", "Your clothes don't fit the 'in' style look subscribed to by the rest of the campus", " You can't ride that bike quite as far as the rest of the students. "And, yes, there's that inevitable belly . . . (Fortmeyer, 1994).

The interviews with the randomly selected participants revealed a variety of responses to the questions as follows:

1. How long have you been at JALC?
   a) One semester
   b) Two years
   c) Three years
2.. Why did you choose JALC instead of Southern Illinois University at Carbondale?(SIUC)
   a) Size of Classes
   b) Size of Campus and Atmosphere
   c) Cost
3. What are your present academic goals? I.e., associate, bachelor, masters degree.

4. Has your course curriculum been designed realistically toward goal achievement?

   a) It is giving a well rounded background in my field of study.

   b) Too much book scenario which is not the real world situation.

   c) Not sure.

5. What effect will your education have on achieving the goals you have determined?

   a) Will not be able to achieve goals without education.

   b) Will make me employable

   c) Not necessary for my goal achievement.

Individual Interviews

Subject one, interviewed February 1997, indicates that she has been at JALC for 2 years. She chose JALC because she felt intimidated by the University atmosphere. She felt she would be more comfortable in smaller classes and would get more-one-on one attention from the instructors at a Junior College.

Her goals are to get her Associate's degree, and possibly a Bachelor's degree in the future. For now, she just wants to better herself and wants a job with a future. She said, "I have been out of school over twenty years, raising two children and working menial jobs both full and part-time. The jobs were not fulfilling, it seemed like I just couldn't get ahead and there was no potential for promotion. I want a job where I can realize some accomplishment and know I can make a difference of some kind."

She believes that some of her classes will be helpful in career attainment, but many have proven to be unrealistic and theoretical. "Maybe they're important in the 'Big

picture', but I can't see how they will benefit me and my career objectives at this place in time. Overall, a college education is essential for anyone desiring a job with a future. The minimum wage jobs don't require anything more than a high school education, but any job beyond that requires college."

Subject two, interviewed February 1997, is in her third year at JALC; she changed her major after her first semester. She chose JALC over SIUC because the tuition is lower and it is closer to home. She also indicated that she was intimidated by the size of SIUC and had heard that some of the classes (particularly in the lower level and General Education classes) are huge. She stated, " I wouldn't fit in, it has been so long since I have been in school, I know I couldn't possibly go to SIUC. I would benefit by smaller classes in a less stressful environment. I have been home alone for a number of years and wanted to improve my self-esteem and to keep busy."

The subject's interests are in the 2-year accounting program that JALC offers. She expects to graduate in May, 1997, and look for a job right away. "I do not see going on for a Bachelor's degree anytime soon, if ever, I don't really like school." She further states, "The accounting program is designed to overlap and build on itself. In the lower level classes you get a good grasp of what to expect on the job. The higher level classes are geared to give you a taste of more specific applications of accounting, i.e., tax accounting, cost accounting, or managerial accounting."

She has a positive outlook stating that, "I see a lot of opportunity for work in the accounting field. I am sure I will find a job that will give me an opportunity to put my education to use. I may not find the right place to work right off, but I know I will enjoy

the field of work I have chosen. I find it scary to see some of my peers, who have graduated since I've been in college, working in Wal-Mart as cashiers, but maybe they chose the wrong major."

Subject three, interviewed February 1997, has been taking classes part-time for four years. She had been interested in college since high school; she went one semester, got married, had kids, and put school off. She chose JALC because she was working there, and had a lot of time on her hands, and thought this would be a good time to get going on the education she wanted. She said, "By working at JALC, I got the feel of the environment, it is very much like high school, and felt I could cope with this better than the University. But I will get around to it someday. I want a Ph.D., but have the rest of my life to get it."

She wants to be a teacher, and finds college challenging. Since she has been out of school 20 years, she intends to get all her general education requirements at JALC. This will prepare her for the University setting. She states, "Considering that I work full time, taking nine hours a semester is all I can handle and get full benefits of what the classes offer. I want to know I learned what was being taught, not just pass the class."

She expects to be able to find a job as a teacher once she gets her Master's degree, and intends to continue her education while teaching. She feels, "Anyone who wants to teach isn't really looking at the dollars, they are looking at being able to teach and getting the satisfaction of seeing people 'light up' when they finally 'get it'." She has no limits on the amount of time it will take her to obtain her Ph.D., but is determined to

attain it, "just for the self-satisfaction." She said, "It is more important to prove something to yourself than it ever will be to prove it to someone else."

Subject four, interviewed February 1997, has been at JALC for 3 years and will be graduating in May 1997. He chose JALC because it is smaller, closer to home, and more affordable. He was advised by counselors for displaced coal miners to begin his studies in a setting that would "feel comfortable." He stated, "although I'm not footing the bill for college, he has economic priorities, and wouldn't feel right starting out where the cost is so high." He also was concerned about the probability that he would not be able to cope with learning how to be in school at SIUC since he has been out of school for over 32 years. He states, "I'm out of shape and walking or riding a bike across a campus that size would probably do me in."

His goals are to go on to SIUC and get a Bachelor's degree in Electronics. He states, "I have to start all over, and I've always been interested in electrical stuff, so since I have the opportunity to get an education, I want to make the most out of it." He said, "I don't really understand what some of the classes have to do with what I am aiming for, but I guess you learn what others feel you need to learn. Maybe it will make me wiser in some way, only time will tell."

He believes that having an education in electronics will give him a marketable skill. He stated, "Since every place, industry wise, has to have an electrical engineering person to keep things up and running he will always be able to find a job."

Subject five, interviewed February 1997, has just completed her first semester and chose JALC because she was afraid to come back to school at all, and JALC

admissions staff were easier to find and more helpful than the SIUC process. "The whole process of getting started was easier", she said. "I called some people in different places at SIUC, and kept getting referred to someone else in different schools, and gave up. Maybe JALC was easier because everything is in one place."

She is returning to school on a part-time basis and will continue to work full-time. She is just coming back to school to make herself feel good and to keep up with the times. She has not chosen a major area of study, she is just taking classes that interest her, and will determine a major later.

She feels she has a good job right now, but the way things are changing day to day, she just wants to be prepared. She said "High school was good enough to get a good job in the sixties, but the way companies are downsizing today, a person is wise to anticipate that education is essential for success if you will be looking for a job now or in the future."

Subject six, interviewed March 1997, has completed his first year at JALC. He returned to school because the coal mines have closed and they are sending the miners that want to receive a better education back to school. He had been working for the mines since he got out of college in 1980 with an Associate of Arts degree, and has no other marketable skills. He chose JALC because of the size of the campus and a more comfortable atmosphere. He stated, "I am not a youngster, and would not make it at a place like Southern Illinois University. I 've been out of school too long to start out there."

The subject presently wants to get himself ready to go to SIUC and attain a Bachelor's degree in Electronics or Engineering. He believes these are fields that will always have a future. The courses he is taking at JALC will get him back into the habit of studying and provide the structure he will need to have to be able to attend SIUC.

He knows that education is more important for goal attainment today. He said, "Fifteen years ago a person had enough education for a decent job if he had a high school diploma, but today the high school diploma just gets you a minimum wage job with no future."

Conclusions

The questionnaires and personal interviews reveal that the reasons for non-traditional students returning for higher education range from retraining for job retention or attainment to self-improvement. Many non-traditional students have been forced into career changes by the current trend of company downsizing and/or elimination of jobs, while others have raised their families and feel they now have the time to do something for themselves and take advantage of developing their interests and furthering their education.

Also indicated by this study are the problems and issues that non-traditional students have to deal with when returning to school. The dominant problem revealed is that of balancing their commitments. Many non-traditional students have families and full-time jobs which make classroom and study time hard to find. Another big problem for the non-traditional student is developing study habits. They not only have trouble finding the time to study, they have forgotten how to study. Some said they had never really learned to study and find this quite a challenge in itself. They didn't take high school seriously in regard to learning. It was more for developing social skills, not getting ready for college.

Even as recently as twenty years ago, college was not an option for the majority. Most women in particular were getting out of high school, getting a job and/or getting married, and raising children. Today, women still get married and raise children, but they also have careers. In today's society, higher education is realized to be necessary for everyone.

The final issue addressed by this study is how the educational experience will affect their future. The non-traditional students interviewed indicated that education is a valuable tool that can be utilized for many benefits. They believe education will enable them to be qualified in the job market as well as being able to achieve self-actualization. Most have a positive attitude toward education as being a determining factor in employability, but are concerned about the competition from the younger generation.

The research indicates that the non-traditional student population is on the increase and will continue to grow in the future. The technology that exists today will make the demand for higher education an ongoing process which will make today's non-traditional student tomorrow's traditional student.

REFERENCES

Crain, T., (1996). Report from the office of the director of admissions and registration for fall 1996. Carterville, IL: John A. Logan College,

Farabaugh, C. A., (1986). Non-traditional students at SIU-C (Fall, 1978 through Fall, 1986). Carbondale, IL Southern Illinois University, Institutional Research and Studies.

Fortmeyer, R. (1994), Returning to school. Collegian [On-line]. Available: http://home.netscape.com/escapes/search/netsearch5.html

John A. Logan College 1996-1998 Bulletin. Carterville, IL: Author not given.

Yusko, M. A. (1995). The promotional marketing techniques used by community colleges in southern Illinois to recruit non-traditional students. 8-13. Unpublished master's thesis. Carbondale, IL: Southern Illinois University.

Appendix A

APPLICATION FOR THE CONDUCT OF RESEARCH INVOLVING HUMAN SUBJECTS

SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE HUMAN SUBJECTS COMMITTEE

University policy and federal policy (through the Department of Health and Human Services regulations for the Protection of Human Subjects Research) require review and approval of **ALL** research activities involving human subjects. This applies to all faculty and staff research, as well as all student-originated research, including research to satisfy the requirements of master's and doctoral degrees.

Approval of the Human Subjects Committee (HSC) which is the Institutional Review Board for Southern Illinois University at Carbondale must be obtained **PRIOR** to the involvement of subjects, including pilot studies. Failure to have human subjects research reviewed and approved by the HSC is a violation of University and federal government policy and could result in loss of grant funding or in a research paper/thesis or dissertation not being accepted by the Graduate School. The HSC cannot review protocols for projects where data collection has begun.

All proposals will be given a preliminary review to determine the category of review required (Category 1/2/3) within two weeks of the submission date when University classes are in session, assuming there is no need to request additional information from the researcher. Additional reviews will be required for Category II and Category III proposals.

Table of Contents

Form A: Approval Page
Form B: Screening Questions
Form C: Form for Category I Review
Form D: Form for Category II or III Review

For Category I Review, submit an original of Form A and **three (3)** copies of Forms B and C. For Category II or III submit an original of Form A and **seven (7)** copies of Forms B and D. Attach the **appropriate number of copies (3 or 7)** of any material that will be used during the research study (i.e., questionnaires, surveys, interview protocols, informed consent(s) and/or cover letter(s), etc.). You do not need to submit copies of any published standardized tests. If the HSC determines that a research proposal falls under the Category III Review, the researcher will be notified that additional copies are needed.

All forms and instructions needed to submit a proposal for review are attached to this memo. If you have questions or need additional forms, call the Human Subjects Committee Secretary at (618) 453-4533. Forms also may be picked up in ORDA, Woody Hall C217.

PAULA YOUNG
SIUC HUMAN SUBJECTS COMMITTEE
OFFICE OF RESEARCH DEVELOPMENT AND ADMINISTRATION
WOODY HALL C217
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE
CARBONDALE, IL 62901-4709
(618) 453-4533

Revised 5/31/96

MEMBERS OF THE

SIUC HUMAN SUBJECTS COMMITTEE

Clora Mae Baker - Workforce Education & Development	3-3321
M. Daniel Becque - Physical Education	6-2244
Anthony Cuvo - Rehabilitation Institute	6-7704
Donna Falvo - Rehabilitation Institute	6-7704
Linda Gannon - Psychology	6-2301
Glenn Gilbert - Linguistics	6-3385
Mark Kittleson - Health Education & Recreation	3-2777
Usha Lakshmanan - Linguistics	6-3385
Bob Lorinskas - Center for the Study of Crime	3-5701
Sharon Gilbert - Curriculum and Instruction	3-4250
Cheryl Presley - Student Health Program	6-4441
Jack Snowman - Educational Psychology & Special Education	6-7763
Lee Ellen Starkweather - University Legal Counsel	3-2217
Carol Zwick - Community Member	985-4050
Robert Radtke - Psychology - Chairperson	3-3552
Carolyn Donow - ORDA Representative	3-4540
Paula Young - Secretary	3-4533

SIUC HSC FORM A

REQUEST FOR APPROVAL OF RESEARCH ACTIVITIES INVOLVING HUMAN SUBJECTS

This approval is valid for one (1) year from the approval date. Researchers must request a renewal to continue the research after that date. This approval form must be included in all Master's theses/research papers and Doctoral dissertations involving human subjects to be submitted to the Graduate School.

PROJECT TITLE: The Non-Traditional Student Experience

CERTIFICATION STATEMENT:

In making this application, I(we) certify that I(we) have read and understand the University's policies and procedures governing research activities involving human subjects, and that I(we) shall comply with the letter and spirit of those policies. I(we) further acknowledge my(our) obligation to (1) accept responsibility for the research described, including work by students under my(our) direction, (2) obtain written approval from the Human Subjects Committee of any changes from the originally approved protocol **BEFORE** making those changes, (3) retain signed informed consent forms, in a secure location separate from the data, for at least **three** years after the completion of the research, and (4) report immediately all adverse effects of the study on the subjects to the Chairperson of the Human Subjects Committee, Carbondale, Illinois, (618) 453-4543, and to the Director of the Office of Research Development and Administration, Southern Illinois University at Carbondale, (618) 453-4531.

Anita B. Goben — 10/22/96

RESEARCHER(S) or PROJECT DIRECTORS — ANITA GOBEN — DATE

Please print or type out name below signature

Margaret J. Winslow (Margaret Winslow) — 10/22/96

RESEARCHER'S ADVISOR (required for all student projects) — DATE

Please print or type out name below signature

The request submitted by the above researcher(s) was approved by the SIUC Human Subjects Committee.

Robert C. Radtke — 11/18/96

CHAIRPERSON, SOUTHERN ILLINOIS UNIVERSITY HUMAN SUBJECTS COMMITTEE — DATE

FORM B

SCREENING QUESTIONS

Please type all information or print neatly using black ink.

STUDY IS PART OF: a) Thesis/Research Paper X b) Dissertation____ c) Faculty Research____
d) Undergraduate Project X e) Pilot Study____ f) Other (specify)____

NAME: BOVINETTE (LAST) SUSAN (FIRST) M. (MIDDLE INITIAL) (618) 457-8704 (PHONE NUMBER)

MAILING ADDRESS: 1357 N. Reed Station Rd. (STREET) Lot 49 (APT #)

Carbondale (CITY) IL (STATE) 62901 (ZIP CODE)

TITLE: The Non-Traditional Student Experience

ADVISOR'S NAME (for student projects): MARGARET WINSLOW / ANITA Gabel

DEPARTMENT: Advanced Technical Studies College of Arts and Science (formerly College of Technical Careers) **PHONE #:** 453-7263

Estimate the following:

Average time required for an individual subject's participation. 30 min, 1 Time (min/hrs per days/weeks)

Number of volunteers (subjects) to be involved in this study. 100 Questionnaires. 10% of return for inter

Approximate date when research subjects will first be contacted **(must be after anticipated approval date).** 11-18-96

Approximate ending date for involvement of research subjects Dec. 10, 96

The following questions are designed to help you and the HSC decide into which review level category your research study falls.

ANSWER ALL QUESTIONS. CIRCLE THE APPROPRIATE ANSWER:

1. Is this research designed to study normal educational practices, **AND** is this research being conducted in an established educational setting? (YES) NO

2. Does this research consist solely of giving published/standardized tests (cognitive, diagnostic, aptitude, achievement, attitudes, personalities, etc.). YES (NO)

3. Does this research involve the collection or study of existing data, documents, records, pathological or diagnostic specimens where a) the sources are publicly available, **or** b) the existing data is recorded in such a manner that the subject will remain anonymous? (YES) NO

4. Does the research:

   a. allow subject to remain anonymous? (YES) NO

   b. ensure that subjects are free from criminal or civil liability or damage their financial standing, employability, or reputation? (YES) NO

   c. involve respondents who are elected or appointed public officials? YES (NO)

If you answered "yes" to any of the questions 1 thru 4, your research study probably falls under Category I review. Complete the following questions.

5. Does this study involve deception (i.e., giving false or misleading information to subjects or withholding information)? YES NO

6. Will the procedures cause any degree of discomfort, harassment, invasion of privacy, risk of physical injury, or threat to the dignity of subjects, or be otherwise potentially harmful to subjects? YES NO

7. If the project will **NOT** be conducted in a established educational setting, is it specifically designed to involve subjects listed below : N/A

Minors (less than 18 years of age)?	YES	NO
Prisoners?	YES	NO
Mentally retarded persons?	YES	NO
Mentally disabled persons (neurological, psychiatric, or related disability that may diminish mental capacity)?	YES	NO
Persons in a residential program (e.g., hospital, developmental center, group home, etc.)?	YES	NO
Clients of service units who are solicited for participation in research ? (e.g., counseling center, clinic, etc.)?	YES	NO

If you answered "no" to all the questions 5-7, your research protocol falls under Category I review. Complete Form C. If you answered "yes" to any of questions 5-7, your research protocol falls under Category II or III review. Complete Form D.

Category I - Submit the **original copy (1)** of FORM A and **three copies (3)** of the following: FORM B, FORM C, any materials that will be used during the research study (i.e., questionnaires, surveys, cover letter, informed consent document or script (refer to note below), etc.).

Category II - Submit the **original copy (1)** of FORM A and **seven copies (7)** of the following: FORM B, FORM D, any materials that will be used during the research study (i.e., questionnaires, surveys, cover letter used to recruit subjects, informed consent document, etc.).

Category III - The researcher will be notified by the HSC Secretary regarding the number of copies needed.

AUDIO/VIDEOTAPING: If you will audio or videotape, the informed consent form must be signed by the subject or authorized representative.

NOTE: Potential subjects **must** be offered a copy of an informed consent document/cover letter/script which describes the study and the subject's rights. This applies for all levels of research.

FORM C

Category I Review Sheet

The following questions pertain to potential risks to subjects. For questions where your response requires an explanation, please do so on the reverse side. Cite the question number and explain how you will minimize risk to the subjects.

1. What is the purpose of this study? To write a research paper

2. Describe your potential subject pool: Enrollment Data and a Sample of Students from John A. Logan College

3. How will you recruit subjects? Distribute questionnaires And random selection from questionaire participants fo interv

4.	If subjects will not be identified from public sources, will signed approval to recruit subjects, conduct the study, or use existing data be obtained from the designated authority prior to conducting the research?	NA	YES	NO (Expla
5.	Is there a pre-existing professional relationship between the researcher and subject (e.g., teacher-student, counselor-client).		YES (Explain)	NO
6.	For research in a classroom or service delivery setting, will the research require any activity that is not part of the normal class or service delivery?	NA	YES (Explain)	NO
7.	Will informed consent form/cover letter be provided to participants in research activities?	NA	YES	NO (Expla
8.	If subjects are minors, will parental consent be obtained for participation in research activities?	NA	YES	NO (Expla
9.	Will subjects be told that participation is voluntary and they are free to withdraw at any time?		YES	NO (Expla
10.	Will subjects receive compensation for participating in the research, e.g., money, extra credit toward grades?		YES (Explain)	NO
11.	If extra course credit will be given, will students who choose not to participate in the research have alternative opportunities to earn credit?	NA	YES	NO (Expla
12.	Will the data be recorded in such a way that the individual subjects cannot be linked to the data?		YES	NO (Expl.
13.	At the completion of the study, will you destroy or erase any materials (i.e., data sheets, audio/video tapes) that identify individual subjects?	NA	YES	NO (Expl.

13. Describe procedures in detail. Provide THREE (3) copies of what subjects will be told or will read prior to their involvement in the study, e.g., cover letter, informed consent form, handout or verbal or phone script. What exactly will be done to the subjects? What measures will be taken?

Questionnaire distributed by instructors at JALC. Random selection from returned questionnairs for personal interviews. Consent review to be given to interview participants.

Structured interview sheet for recording responses from interview's

DATA destroyed when project complete

Use the space provided below to provide an explanation for any of the questions 3-12. Provide the appropriate question number for the explanation.

Enrollment data

2- The information is publicly Available at John A. Logan College - Admission & Registration Office

6 A short questionnaire will be distributed in classes at John A. Logan College. Instructors will distribute & collect questionnaires from students in Gener Education Classes.

7 A cover letter to review consent that was stated in Questionnaire will be given to interviewee prior to inte

INFORMED CONSENT CHECKLIST

To aid in constructing informed consent documents, a checklist has been developed as a convenier way to ensure that all needed information is included. For further information, contact the SIUC Huma Subjects Committee Secretary at the Office of Research Development and Administratior (618) 453-4533. **NOTE:** A copy of the consent form must be made available to each subject.

Yes	No		I. Basic Elements
✓		1.	A statement regarding your affiliation with Southern Illinois University, Carbondale.
✓		2.	A statement that the study involves research, and an explanation of the purposes of the research.
✓		3.	A description of the procedures to be followed, and the expected duration of the subject's participation.
✓		4.	A statement of the criteria for subject selection, and if applicable, a statement regarding extra course credit or monetary payments.
✓		5.	A statement that participation is voluntary; refusal to participate will involve no penalty or loss of benefits, and the subject may discontinue participation at any time without penalty.
✓		6.	A statement describing the extent to which confidentiality of records identifying the subject will be maintained, and the precise means of maintaining confidentiality. Describe whatever coding system will be used to identify subjects.
✓		7.	A statement of whom to contact for answers to pertinent questions about the research, including name, address and phone number. Students should include th name, address and phone number of the faculty member who is supervising the research.
✓		8.	A statement similar to, "This project has been reviewed and approved by the SIUC Human Subjects Committee. Questions concerning your rights as a participant in this research may be addressed to the Committee Chairperson, Office of Research Development and Administration, Southern Illinois University, Carbondale, IL 62901-4709. Phone: (618) 453-4533."
N/A		9.	If children are to participate in the research, provision must be made to inform and secure the consent of the parent or guardian, as well the assent of the child.
N/A		10.	If participants are to be audio or videotaped, include a statement describing the recording procedures, indicate how confidentiality will be maintained, and what will happen to the tapes upon completion of the study. Note: If audio or videotaping is employed, the informed consent form must be signed by the subject, indicating their approval for the audio/videotaping. Refer to number 1 on page 13.

II. The following additional informed consent elements may be required for research which falls under the Category II or III review criteria. In order to determine if your proposal should include any of these elements, first complete Form B of the application.

Yes	No	N/A	
___	___	___	1. Category I research that involves audiotaping/videotaping and all Category II and III research require that the subject sign the consent form, and should include a statement similar to; "I have read the material above, and any questions I asked have been answered to my satisfaction. I understand a copy of this form will be made available to me for the relevant information and phone numbers. I agree to participate in this activity and I know that my responses will be recorded on audio/video tape). I realize that I may withdraw without prejudice at any time."
___	___	___	2. A statement of any foreseeable risks or discomforts to the subject, or a statement that the risks are minimal.
___	___	___	3. A description of any benefits to the subject or to others which may reasonably be expected from participation in the research.
___	___	___	4. A statement of any alternative procedures or courses of treatment that might be advantageous to the subject (where treatment or service is combined with the research).
___	___	___	5. A statement of any procedures to which the subject must adhere in order to participate in the study (e.g., exercise daily, fast overnight, ingest or refrain from ingesting caffeine or nicotine).
			6. For projects which may involve physical risk to the subject, include:
___	___	___	a. The following paragraph, verbatim: "The Department of Health and Human Services requires that you be advised as to the availability of medical treatment if a physical injury should result from research procedures. No special medical arrangements have been made regarding your participation in this project. If you are a registered student at SIUC, you are eligible to receive medical treatment at the University Health Service. If you are not a registered student at the university, immediate medical treatment is available at usual and customary fees at the Carbondale Memorial Hospital. In the event you believe that you have suffered any injury as a result of the participation in the research program, please contact the Chairperson of the Human Subjects Committee, (618) 453-4533, who will review the matter with you."
___	___	___	b. A statement that a medical questionnaire must be completed, and subjects may be excluded from participation based on their responses.
___	___		c. If blood is to be withdrawn, include a statement indicating the amount of blood to be withdrawn, and potential complications, including possible bruising, inflammation, and infection at the site of the puncture. Name the individual who will withdraw the blood, state his/her qualifications, and assure subjects that care will be taken to avoid any complications.

Non-traditional Student Questionnaire and
Consent Form for Personal Interview Subjects

I authorize Susan M. Bovinette, a student at Southern Illinois University, to use information obtained through my personal interview, and/or questionnaire, as information obtained for the purpose of a Honors Class Project discussing Non-traditional students. I have been informed that this is a random selection process, the interview will take no longer than 30 minutes (one time), and my name will not be disclosed within the thesis paper or in any other public manner, nor will I be contacted after my personal interview with Susan M. Bovinette. My interview is completely voluntary and I am receiving no compensation for my participation, nor will I suffer any penalty for discontinuing participation. If I have any questions pertinent to this study, I may contact Anita Goben, faculty staff project supervisor, College of Technical Careers, 453-7263.

This project has been reviewed and approved by the SIUC Human Subjects Committee at Southern Illinois University at Carbondale, and I may phone 453-4533 if I have any questions.

I am over the age of 18, and consent to an interview, and may withdraw from participation at any time without notification being necessary.

Susan M. Bovinette, an Alumni of John A. Logan College (JALC) has notified JALC and has been approved to circulate this questionnaire. She will be conducting randomly selected interviews which will be selected from, and based on this questionnaire. Please fill in the NAME and PHONE number for this purpose. This is a voluntary process and you can choose not to participate at any time. All information will be kept CONFIDENTIAL by the researcher at her home in a locked file cabinet only accessible to her. Any information linking data to subjects name will be destroyed upon completion of the project. Non-traditional student is being defined as:

Any student whose age is equal to or over 30 years of age.

If you qualify by this definition, and have not completed this form in any other class, please take a few minutes to answer the following questions:

NAME _____ PHONE #_____

1. Why have you re-entered the Educational System?

2. What is your Major Course of Study?

3. What is your Class Status? (I.e., freshman, sophomore)

4. Do you hold any College Degree or Certificate currently? If "Yes," please list.

5. What is your Grade Point Average? (GPA)

6. What problems have you encountered with adjusting to "back to school" process?

7. Do you feel that Non-traditional students have a higher GPA than traditional college students? If "yes," briefly state why.

Appendix B

Personal Interview Participant:

Interview Consent Review

I authorize Susan M. Bovinette, a student at Southern Illinois University at Carbondale, to use information obtained through my personal interview, as information obtained for the purpose of a Honors Class Project discussing Non-traditional students. I have been informed that this is a random selection process, the interview will take no longer than 30 minutes (one time), and my name will not be disclosed within the thesis paper or in any other public manner, nor will I be contacted after my personal interview with Susan M. Bovinette. My interview is completely voluntary and I am receiving no compensation for my participation, nor will I suffer any penalty for discontinuing participation. If I have any questions pertinent to this study, I may contact Anita Goben, faculty staff project supervisor, College of Technical Careers, 453-7263.

This project has been reviewed and approved by the SIUC Human Subjects Committee at Southern Illinois University at Carbondale, and I may phone 453-4533 if I have any questions.

I am over the age of 18, and consent to an interview, and may withdraw from participation at any time without notification being necessary.

Susan M. Bovinette, an Alumni of John A. Logan College (JALC) has notified JALC and has been approved to circulate this questionnaire. She will be conducting randomly selected interviews which will be selected from, and based on the questionnaire previously completed. This is a voluntary process and you can choose not to participate at any time. All information will be kept CONFIDENTIAL by the researcher at her home in a locked file cabinet only accessible to her. Any information linking data to subjects name will be destroyed upon completion of the project. Non-traditional student has being defined as:

Any student whose age is equal to or over 30 years of age.

Thank you for your cooperation and help in providing information for the purposes of completing the project.

Respectfully,

Susan M. Bovinette

Susan M. Bovinette

PERSONAL INTERVIEW QUESTIONS
Recording Sheet

1. How long have you been at JALC?

2. Why did you choose JALC instead of Southern Illinois University at Carbondale (SIUC)?

3. What are your present academic goals? I.e., associate, bachelor, master's degree.

4. Has your course curriculumm been designed realistically toward goal achievement?

5. What effect will your education have on achieving the goals you have determined?