Utah Valley University

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Results of the UVU Non-Traditional Student Survey 2013-2015

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Available at: https://works.bepress.com/ron-hammond/5/
Final Report
Of the UVU
Nontraditional Student
Online Survey

September, 2015

By
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Under the direction of
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Table of Contents

~Executive Summary 5

~Nontraditional Student Concerns at UVU 6

~UVU Former Student Case Study #1: 8

~UVU Former Student Case Study #1: 8

~About The Survey Project 9

~Response Rate 10

~Demographic composition of samples 10

~Table 1. Demographic Comparison Numbers and Percentages of the IRI Extracted Population (N=33,050) compared to Respondents who: Earned a Masters (MS) and or Doctorate (PhD) (N=24/3.5%); Earned Bachelor’s Degree (N=64/9.2%), or Had No Bachelor’s Degree (N=609/87.4%) Groups* 11

~Table 2. Demographic Comparisons of the IRI Extracted Population (N=33,050) compared to Respondents who: Earned a Masters (MS) and or Doctorate (PhD) (N=24/3.5%); Earned Bachelor’s Degree (N=64/9.2%), or Had No Bachelor’s Degree (N=609/87.4%) Groups* 12

~Results Based on Level of Interest in Returning to UVU to Complete a Degree 13

~Figure 1. Level of Interest in Returning to UVU to Complete a Degree 14

~Table 3. Demographic Comparison of those: VI (N=180), SWI (N=168); and NAAI (N=79) Groups* 15

~Why They Had To Quit Before Graduating UVU 15

~Table 4. Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180), SWI (N=168); and NAAI (N=79) Groups* 16

~Figure 2. Percentage of Respondents Selecting Two or More Family-related Issues 17

~Table 5. Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180), SWI (N=168); and NAAI (N=79) Groups* 18

~Results for the VI and SWI Groups 19
Table 6. Comparison of Current Roles of those: VI (N=180), SWI (N=168); and NAAI (N=79) Groups*

Table 7. Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180) and SWI (N=168) Groups*

Table 8. More Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180) and SWI (N=168) Groups*

Types of Resources and Support They Might Need if they Returned to UVU

Table 9. Comparison of Forms of Financial and Other Support that Might Be Needed if They Returned to UVU, between the VI (N=180) and SWI (N=168) Groups*

Top Ten Ranked Factors in their Decision to Return to UVU to Finish Their Degree

Table 10. Ranked Comparison of Top 10 Factors Important in Their Decision to Return to UVU between the VI (N=180) and SWI (N=168) Groups*

When, How and Where They’d Like to Take Classes

Figure 3. Percentage of Most Convenient Times for Them to Take Courses

Figure 4. Percentage of Most Convenient Course Delivery Modalities

Figure 5. Percentage Program Scheduling Options Selected

Figure 6. Percentage of UVU Sites Selected

Their Values and Attitudes

Table 11. Percent Agreeing for Combined Respondents (VI and SWI, N=348)

The Support They Might Need If They Returned to UVU

Table 12. Comparison of Ratings of Support that Might Be Needed if They Returned to UVU, between the VI (N=180) and SWI (N=168) Groups*

Table 13. Comparison of Ratings of Support that Might Be Needed if They Returned to UVU, between the VI (N=180) and SWI (N=168) Groups*

Inexpensive Changes UVU Can Make to Better Serve Nontraditionals
~Appendix 1 Actual Comments from the Something Else Circumstance.

APPENDIX 2 Top Two Most Significant Circumstances when they Quit UVU before Graduating

Table A1. Comparison of Number and Percentage of times the Top Two Most Significant Circumstances Leading to their Quitting Prior to Graduation were selected for the 12 Most often selected circumstances, between the VI (N=180), SWI (N=168); and NAAI (N=79)

APPENDIX 3 Actual Comments from Question on Other resources they might Need if they Came back to UVU

APPENDIX 4 Marketing Words about the Single Mother Scenario

APPENDIX 5 Marketing Words about the Nontraditional Man Scenario

APPENDIX 6 Focus Group Results

APPENDIX 7 Online Qualtrics Survey Instrument

APPENDIX 8 Data On All Utah, Wasatch, and Summit County (less Park City) Residents who have some college, but no bachelor’s degree yet

References
**Executive Summary**

Increasing UVU’s retention and graduation rates continues to occupy UVU, USHE, Northwest Accreditation, and overall U.S. educational directives. UVU has made concerted efforts to retain and graduate all students, but most recently NT students. UVU, U.S. Census, and other sources of data have identified a sizable population of non-bachelor’s degree earner, 25 and older, and UVU service area resident persons who once attended UVU and who could be recruited to come back to finish their bachelor’s degree here under the right conditions. This research study was conducted under the authority and direction of Dr. Jeff Olson, VPAA at UVU.

The overall findings suggest that this study accomplished the research goals recommended by the Lumina Foundation in their 2012 report, “From contact to completion: Supporting returning adult students in obtaining a college credential (Erisman, W., & Steele, P. 2012).” These goals were to contact the NT students, identify why they quit prior to graduation, assess the barriers they might face if they decided to return to UVU, and assess the resources they might need as a returning student.

The population of 33,050 students was solicited via email to take an online survey. Of those who responded, approximately 799 attempted the survey, but only 431 who completed the majority of the survey questions. These were categorized into three groups based on their level of interest: Very Interested, Somewhat Interested, and Not At All Interested. Of the 431, about 80.8 percent indicated some interest in returning to UVU and 41.8 percent indicated that they were very interested. Comparisons between these groups identified the more common non-UVU and UVU-related circumstances that contributed to their deciding to quit UVU prior to graduation. Family related issues were common and many had more than one prior to quitting. An assessment of their current roles indicates that they are already very busy people. Since the not at all interested group had less probability of ever returning much of the analysis focused on comparison of the Very and Somewhat interested groups taking into account the male and female differences where applicable.

The findings provide crucial insight into how UVU can make informed decisions on how to better: intervene when students reach a point of quitting; serve its students, proceed in recruiting these and other students; create a more effective and service-oriented campus environment; establish needed resources for students who are exceptionally tasked with multiple on and off-campus responsibilities; design program, schedules, and modalities to meet their complex scheduling needs; and engage the NT students in a manner that retains them and graduates them at higher rates. No single survey or study can find every answer to every dilemma, but this comprehensive study has laid the foundation of a baseline from which many informed decisions can be made and many future evaluations of programs can be compared.
Nontraditional Student Concerns at UVU

Demand for bachelor’s degree educated employees is increasing in the U.S. and in Utah. As of 2010, the U.S. Census Bureau estimated that more than one-fifth of Americans age 25 and older—around 43.5 million people have started but not completed their college education (U.S. Census Bureau. 2010). In spite of this, the Bureau of Labor Statistics (BLS) projected that the U.S. economy will need 29,176,700 workers who graduated with their bachelor’s degree. That represents 3,143,600 more college graduated employees (up 12.1%) from 2012 to 2022 (BLS, Richards and Terkanian, 2013).

In UVU’s tri-county service area (Utah, Wasatch, and Summit, excluding Park City) have an estimated 161,177 25 year and older residents who attended but failed to graduate with a bachelor’s degree from any institution (ACS Data retrieved 2015 and presented in Tables 1-3 below). Part of this statistic is contributed to by the nearly 7 out of 10 UVU NT Students who quit UVU without graduating with their bachelor’s degree (UVU IRI, 2015). In spite of these Utah and UVU statistical findings, recent Utah Department of Workforce Service (DWS) reports have indicated that “Entry-level educational requirements suggest that occupations requiring at least a bachelor’s degree will show the fastest growth rate over the next decade;” accounting for 37 percent of the growth in Utah jobs from 2012 to 2022 (DWS, 2014a).

Another DWS report identified future Utah employment needs in the decade between 2012 and 2022 indicating an increase in demand for Utah’s Bachelor’s Degree educated workers from 227,960 workers in 2012 up to 287,330 workers in 2022 (DWS, 2014b). That represents 59,370 more college graduated employees; not to mention the thousands who will be needed to replace existing Utah employees who will retire. It would better serve the U.S. and Utah economies to have more UVU NT Students retain and graduate. Increasing success rates in both of these areas is warranted.

What exactly is the definition of a NT Student? UVU has many students which the U.S. Department of Education defined as being “Nontraditional.” These students are considered NT if they have some or all of these traits: 25 or older, enrolled later in life, are financially independent from their parents; have dependents of their own, are single parents, earned a GED certificate, a veteran, employed full-time, and or are enrolled part-time (NCES, 1992). At UVU, marital status often identifies NT Students (married, divorced, widowed, separated, and cohabiting).

In higher education literature, the nomenclature of these students often includes these categories: “Nontrads, nontraditional, adult learners, mature, lifelong learners, reentering, returning, commuter, part-time, Comebackers, Nearbies, and 25 plus students.” For the purposes of this proposal and project NT Students are specifically defined as credit seeking students who are more 25 and older, and/or are in a marital or family status other than never married single categories.
UVU NT Students who were at least 25 and older as a proportion of the overall student body has shown an increasing trend in recent years (UVU IRI Factbook, 2014). For example in Fall, 2014, not counting high school students who take a variety of UVU courses, the NT portion of the student body accounted for 10,269 out of 25,188 non-high school students enrolled at UVU (40.8%) while in 2008 they accounted for only 38.2 percent of the student body (UVU IRI, 2014a). In comparison to its 16 peer institutions, UVU ranks as having the 4th highest proportion of NT Students (UVU IRI, 2015).

Other published reports available on the UVU IRI website focused on results of surveys taken of students who quit UVU which they refer to as “non-returning students.” Results from the “Fall 2012 to Fall 2013” time period indicated some of the trends involving NT Students. For example among the UVU NT Students who quit, 27 percent left in order to work more, 11 percent transferred to another school, and 2 percent left for marriage and/or children (UVU IRI, 2013). The report also identified that 38 percent worked 30 hours or more per week and 16 percent of these students supported at least one dependent.

This brings up a particularly difficult challenge faced by all NT Students. Pelletier (2010) reported that NT Students face competition between their off-campus life demands (work, family, community, etc.) and their on-campus obligations (tests, papers, assignments, credits, etc.). In this competition, Pelletier reported that their off-campus life-related demands often win out.

This is true among UVU’s NT Students. For example, UVU’s 2014 Fall Omnibus Survey indicated that many of UVU’s enrolled students faced interference from their off-campus life obligations. In it about 41 percent of the Fall, 2014 student body were married, 23 percent were parents, and 3 percent were divorced or separated and less than 1 percent were widowed. The report also indicated that 76 percent were employed and 20 percent of those students had more than one job, and many also volunteered on a regular basis off campus (UVU IRI, 2014b).

The report also summarized students’ responses to the question, “What obstacles get in the way of your graduating (mark all that apply).” About 65 percent reported money problems, 60 percent had problems scheduling a class at a time that was convenient, 50 percent reported having to work, 40 percent reported finding the time, 26 percent reported family commitments, and 12 percent reported child care issues (UVU IRI, 2014b).

These demands if not mediated with referrals, resources, and services translate into lower retention and graduation rates for many UVU students. Using one single mother’s case study illustrates a common pattern of off-campus demands which were not mediated by existing UVU and community resources, eventually contributing to a “drop out” scenario for an otherwise intelligent and capable student. See Case Studies # 1 and 2 for examples.
UVU Former Student Case Study #1:

To illustrate these findings this case study is about a former UVU student who quit and the circumstances that led to her decision to do so. A recently divorced single mother attended UVU over the course of 4 years, without ever having graduated with her early childhood education bachelor’s degree. She would work and save as much as she could, trying to take as many credits as possible. She earned 12 credits her first semester, 15 her second semester. The next year she only enrolled for 6 credits in the first semester then 4 credits in the second semester because her preschool children’s child care was so expensive that she had to work more hours.

The next year she took 3 and 3 credits respectively. Her oldest child began kindergarten and scheduling issues with work and school turned into time management burdens to the degree that in her fourth year she only took 3 credits total. By the fifth year she had quit. Upon interviewing her, I learned that she never asked another student, a faculty member or UVU employee about possible resources and support. Hard as it is to believe she never applied through FAFSA for a Pell Grant, because she mistaking believed her divorce had disqualified her somehow.

UVU Former Student Case Study #2

In a contrasting case study, another recently divorced mother found herself with only $10 dollars until the next payday. She was forced to choose between buying diapers for her infant or buying gas to put into her car. After visiting with the Women’s Success Center, she learned of community and campus resources which provided free diapers and a number of other already existing resources which she qualified to receive. The quality of her daily life increased dramatically due to the resources made available to her at that crucial point of need. She eventually graduated with her bachelor’s degree in Behavioral Science.

Data from UVU’s interactive Dashboard Graduation Cohort Progress Report provides graduation and retention trends for students who began at UVU in the year, 2005. Among NT Students, some went full-time and others went part-time. By comparing full and part-time NT Students, some disheartening statistics emerge. There were 69 percent of the full-time attending NT Students who had failed to graduate after 8 years and 86 percent of part-time attending NT Students who had not graduated after 8 years (UVU IRI, 2015b). Data representing cohort years of 2006 through 2012 indicate a continuing and low trend of NT Students graduating.

UVU’s 2014 mid-cycle accreditation evaluation identifies a strong imperative to increase retention and graduation rates here. The report states the goal as: “Improve graduation rates
and continue to work on the issue of students who are underprepared for college.” UVU’s President and VPAA have a completion plan in place which includes components of the plan which will support “Intervention and Outreach,” the implementation of retention mentors. This project will support this core accreditation goal (see full report at

About The Survey Project

The goal of this research project was to contact nontraditional former UVU students who reside in our tri-county service region (Utah, Wasatch, and Summit not including Park City) contact the NT students, identify why they quit prior to graduation, assess the barriers they might face if they decided to return to UVU, and assess the resources they might need as a returning student. The survey project originated out of the Vice President of Academic Affairs, Dr. Jeff Olson’s office. The research paradigm was based on the best practices model presented by the Lumina Foundation in their 2012 report, “From contact to completion: Supporting returning adult students in obtaining a college credential (Erisman, W., & Steele, P. 2012).”

The survey was developed over the Summer Months (May-August) 2015, based on the literature review, collaboration with UVU departments and key stakeholders, and on the results of a focus group. The survey was based on extensive literature reviews conducted by Ron Hammond’s Summer term 2015 BESC 4040 Applied Research students and by other members of the research team. A significant body of literature (see Reference Section below) was conducted by Ron Hammond’s Summer 2015 BESC 4040 Applied Research students (19 students) and by other members of the research team. Best practices, key concepts based on other studies, and informed survey strategies were gleaned from the literature prior to the survey being drafted.

Numerous consultations with Academic Affairs, Student Services, and Institutional Research stakeholders created campus-wide awareness of the survey and the overall effort to bring nontraditional students back and better serve those here as much as possible. Once a draft was written and revised, a focus group was convened to provide feedback on it. There were 22 current and past NT UVU Students and 5 UVU staff members who assessed which questions might need to be added, if any questions could be worded better, or if anything might come across as offensive to NT Students (See Focus Group results in the Appendix 6 section below).

The much revised draft was then considered in a focus group by 22 current and past NT UVU Students and 5 UVU staff members to assess which questions might need to be added, if any questions could be worded better, or if anything might come across as offensive to NT Students. Another version of www.Qualtrics.com Internet based survey was edited for a final time by the entire research team (See Appendix 7 for full copy of final online survey and the UVU records that were attached to their responses by UVU IRI). It was decided to conduct the
online survey first because it would provide the most data in time for Fall 2015 PBA meetings. An IRB was submitted and approved 18 August 2015 (IRB Tracking number 01444).

How were the samples obtained? Mark Lean and Geoff Matthews (UVU IRI) extracted a file from UVU records that had 33,050 former UVU students who were currently 25 and older, never graduated with a UVU or other bachelor’s or higher degree, listed their last permanent address as being in Utah, Wasatch, and/or Summit Counties (not Park City), and whose first UVU Semester was between Fall 2004 and Summer 2015.

**Response Rate**

The data was downloaded on 17 September 2015 after having been open for 20 days and after having sent 2 reminder emails. There were 799 responses of which 102 were removed because they failed to answer even one question. This left a functional sample of 697 (2% response rate). There were many surveys with a few questions answers and many individual questions left blank. In spite of this, the 697 functional surveys yielded three identifiable groups: 609 (87.4%) with no bachelor’s degree; 64 (9.2%) with a bachelor’s degree; and 24 (3.5%) with a masters and/or doctoral degree.

**Demographic Composition Of Samples**

The population was comprised of 33,050 students who fit the selection criteria. No one on the research team expected to contact and obtain survey responses from the majority of the population solicited to participate in this survey. In fact it was hoped that even a few might respond and the information derived from those few responses would be much better than having no data at all. Yet, in order to establish any degree of confidence in the 697 surveys, a comparison of the demographic composition of the 33,050 population and the three response categories had to demonstrate similarities between samples and population makeup. That is to say, one would hope that the samples resembled the population in most of the characteristics in “Table 1” and “Table 2”. The respondents who had not yet graduated with a bachelor’s degree were the most similar to the overall population we tried to survey. Those few who had earned a graduate degree were unique in that they received the lowest percentage of Pell Grants while at UVU. Those who earned a bachelor’s degree had were least similar to the population. They scored much lower on percent male and percent White. They scored much higher on percent who took Advanced Placement than did the population.
Table 1. Demographic Comparison Numbers and Percentages of the IRI Extracted Population (N=33,050) compared to Respondents who: Earned a Masters (MS) and or Doctorate (PhD) (N=24/3.5%); Earned Bachelor’s Degree (N=64/9.2%), or Had No Bachelor’s Degree (N=609/87.4%) Groups*

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Earned MS/PhD #/%</th>
<th>Earned Bach. #/%</th>
<th>No Bachelor’s #/%</th>
<th>IRI Extracted Sample #/%</th>
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<tbody>
<tr>
<td><strong>Gender:</strong> Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
<td>11/45.8%</td>
<td>24/37.5%</td>
<td>293/48.1%</td>
<td>18,110/54.8%</td>
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<tr>
<td>Female</td>
<td>10/41.7%</td>
<td>33/51.6%</td>
<td>244/40.1%</td>
<td>14,937/45.2%</td>
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<td><strong>Self-reported Race &amp; Ethnicity</strong></td>
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<td></td>
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<tr>
<td>White</td>
<td>19/79.2%</td>
<td>46/71.9%</td>
<td>475/78.0%</td>
<td>27,965/84.6%</td>
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<td>Alaskan Native/American Ind.</td>
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<td>1/1.6%</td>
<td>5/0.8%</td>
<td>351/1.0%</td>
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<td>Asian</td>
<td>0/0.0%</td>
<td>1/1.6%</td>
<td>2/0.3%</td>
<td>650/2.0%</td>
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<td>Black or African American</td>
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<td>1/1.6%</td>
<td>1/0.2%</td>
<td>302/0.9%</td>
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<td>0/0.0%</td>
<td>9/1.5%</td>
<td>609/1.9%</td>
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<td>Unknown</td>
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<td>2/3.1%</td>
<td>18/3.0%</td>
<td>662/2.0%</td>
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<td>Hispanic/Latino/Latina</td>
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<td>6/9.4%</td>
<td>27/4.4%</td>
<td>2,511/7.6%</td>
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<td><strong>Marital Status When UVU Student</strong></td>
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<td></td>
</tr>
<tr>
<td>Divorced/Separated</td>
<td>1/4.2%</td>
<td>1/1.6%</td>
<td>29/4.7%</td>
<td>1,574/4.8%</td>
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<td>Married</td>
<td>15/62.5%</td>
<td>32/50.0%</td>
<td>290/47.6%</td>
<td>13,633/41.2%</td>
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<tr>
<td>Single</td>
<td>4/16.7%</td>
<td>16/25.0%</td>
<td>178/29.2%</td>
<td>13,730/41.5%</td>
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<td>Widowed</td>
<td>0/0.0%</td>
<td>0/0.0%</td>
<td>2/0.3%</td>
<td>87/0.3%</td>
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<tr>
<td>Undisclosed</td>
<td>0/0.0%</td>
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<td>35/5.7%</td>
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<tr>
<td>Eligible (received)</td>
<td>2/8.3%</td>
<td>12/18.8%</td>
<td>123/20.2%</td>
<td>5,870/17.8%</td>
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<td>Eligible (but did not receive)</td>
<td>1/4.2%</td>
<td>0/0.0%</td>
<td>35/5.7%</td>
<td>1,472/4.5%</td>
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<tr>
<td>Eligibility Not Established</td>
<td>21/87.5%</td>
<td>48/75.0%</td>
<td>451/74.1%</td>
<td>25,708/77.8</td>
</tr>
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<td><strong>County of Last Permanent Residence</strong></td>
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<td></td>
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</tr>
<tr>
<td>Utah</td>
<td>21/87.5%</td>
<td>55/85.9%</td>
<td>516/84.7%</td>
<td>31,540/95.4%</td>
</tr>
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<td>Wasatch</td>
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<td>2/3.1%</td>
<td>19/3.1%</td>
<td>1,104/3.3%</td>
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<td>Summit (Not Park City)</td>
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<td>0/0.0%</td>
<td>2/0.3%</td>
<td>406/1.2%</td>
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<td><strong>Type of High School Degree</strong></td>
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<tr>
<td>Had a GED Certificate</td>
<td>0/0.0%</td>
<td>0/0.0%</td>
<td>4/0.7%</td>
<td>1,460/4.4%</td>
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<tr>
<td>Had a High School Degree</td>
<td>24/100%</td>
<td>64/100%</td>
<td>605/99.3%</td>
<td>31,5190/95.6%</td>
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<td><strong>High School UVU Credits Earned</strong></td>
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<tr>
<td>Took Concurrent Enrollment</td>
<td>1/4.2%</td>
<td>15/23.4%</td>
<td>120/19.7%</td>
<td>8,746/26.5%</td>
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<td>Took Advanced Placement</td>
<td>23/95.8%</td>
<td>49/76.6%</td>
<td>489/80.3%</td>
<td>1,454/4.4%</td>
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</tbody>
</table>

*not all values total to 100% due to rounding and missing data

Space Purposefully left blank
Table 2. Demographic Comparisons of the IRI Extracted Population (N=33,050) compared to Respondents who: Earned a Masters (MS) and or Doctorate (PhD) (N=24/3.5%); Earned Bachelor’s Degree (N=64/9.2%), or Had No Bachelor’s Degree (N=609/87.4%) Groups*

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>Earned MS/PhD</th>
<th>Earned Bachelor’s</th>
<th>No Bachelor’s</th>
<th>IRI Extracted Sample</th>
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<tbody>
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<td>Current Age (as of Sep. ’15)</td>
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<td></td>
</tr>
<tr>
<td>Mean</td>
<td>47.7 years</td>
<td>36.0 years</td>
<td>35.3 years</td>
<td>33.1 years</td>
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<td>Median</td>
<td>43.2 years</td>
<td>32.2 years</td>
<td>32.2 years</td>
<td>30.0 years</td>
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<tr>
<td>1st Quartile</td>
<td>28-35 years</td>
<td>25-28 years</td>
<td>25-28 years</td>
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</tr>
<tr>
<td>2nd Quartile</td>
<td>36-46 years</td>
<td>29-32 years</td>
<td>26-32 years</td>
<td>28-30 years</td>
</tr>
<tr>
<td>3rd Quartile</td>
<td>47-59 years</td>
<td>33-41 years</td>
<td>33-39 years</td>
<td>31-36 years</td>
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<tr>
<td>4th Quartile</td>
<td>60-70 years</td>
<td>42-63 years</td>
<td>40-71 years</td>
<td>36-90 years</td>
</tr>
<tr>
<td>Range</td>
<td>28-70 years</td>
<td>25-63 years</td>
<td>25-71 years</td>
<td>25-90 years</td>
</tr>
<tr>
<td>UVU Cumulative GPA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>3.13</td>
<td>3.21</td>
<td>2.85</td>
<td>2.53</td>
</tr>
<tr>
<td>Median</td>
<td>3.52</td>
<td>3.42</td>
<td>3.02</td>
<td>2.78</td>
</tr>
<tr>
<td>1st Quartile</td>
<td>0-2.95</td>
<td>0-2.73</td>
<td>0-2.34</td>
<td>0.0-1.9</td>
</tr>
<tr>
<td>2nd Quartile</td>
<td>2.96-3.52</td>
<td>2.8-3.42</td>
<td>2.35-3.02</td>
<td>1.93-2.8</td>
</tr>
<tr>
<td>3rd Quartile</td>
<td>3.53-3.91</td>
<td>3.43-3.87</td>
<td>3.03-3.52</td>
<td>2.8-3.3</td>
</tr>
<tr>
<td>4th Quartile</td>
<td>3.92-4.0</td>
<td>3.88-4.0</td>
<td>3.53-4.0</td>
<td>3.4-4.0</td>
</tr>
<tr>
<td>UVU Credits Earned</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>46.3</td>
<td>43.0</td>
<td>48.4</td>
<td>37.1</td>
</tr>
<tr>
<td>Median</td>
<td>41.8</td>
<td>25.0</td>
<td>39.0</td>
<td>26.0</td>
</tr>
<tr>
<td>1st Quartile</td>
<td>0-7</td>
<td>0-12</td>
<td>0-17</td>
<td>0.0-9.0</td>
</tr>
<tr>
<td>2nd Quartile</td>
<td>8-42</td>
<td>13-25</td>
<td>18-39</td>
<td>9.0-25.0</td>
</tr>
<tr>
<td>3rd Quartile</td>
<td>43-72</td>
<td>26-66</td>
<td>40-71</td>
<td>26.0-57.0</td>
</tr>
<tr>
<td>4th Quartile</td>
<td>73-165</td>
<td>67-181</td>
<td>72-262</td>
<td>58.0-262.3</td>
</tr>
<tr>
<td>UVU Remedial Courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took Remedial Math</td>
<td>2/8.3%</td>
<td>8/12.5%</td>
<td>216/35.5%</td>
<td>12,742/38.6%</td>
</tr>
<tr>
<td>Took Remedial English</td>
<td>1/4.2%</td>
<td>4/6.3%</td>
<td>66/10.8%</td>
<td>5,197/15.7%</td>
</tr>
</tbody>
</table>

Remedial Courses taken by Those who Earned GED

|                      |               |                  |               |                      |
| Took Remedial Math    | 0/0.0%        | 0/0.0%           | 2/50.0%       | 908/62.2%            |
| Took Remedial English | 0/0.0%        | 0/0.0%           | 4/100%        | 392/26.9%            |

*not all values total to 100% due to rounding and missing data

From the Table 2, one can see that those having earned a graduate degree were much older than the other sample categories and the population. All three categories scored higher on their cumulative UVU GPA and had also accumulated more UVU credits than did the population. Those with graduate or bachelor’s degrees were less likely to have taken remedial Math or English while at UVU and had no respondents who had earned a GED in lieu of a High School Diploma. Taken all together, these demographic compositions of each of these three samples SWI resembles that of the overall population and provides a modest degree of confidence as far as generalizing these findings to the entire population. In spite of this, the data derived
Results Based on Level of Interest in Returning to UVU to Complete a Degree

As mentioned above there were many respondents who answered not even one question on the survey who were eliminated from the findings. Among those not yet having earned a bachelor’s degree there were 178 who only answered a few of the questions (less than 1/3\(^{rd}\)). These were set aside for this part of the findings. The functional sample of non-graduated respondents who completed most of the survey was therefore 431.

In preparation for presenting the remainder of the findings for the 431 students, the results from the very last question on the survey are presented first. The question asked, “How interested are you in returning to UVU to complete a degree?” In Figure 1, the responses are shown according to their interest level. There were 79 (18.3%) who indicated that they were “NAAI;” 168 (39.0%) said they were “SWI;” another 180 (41.8%) were “VI;” and 4 (0.9%) left the answer blank. This is a very encouraging finding—80.8 percent of the ideal category of nontraditional students were SWI or VI in returning to UVU to complete their degree! The findings that 80 percent of those who responded to the survey indicated some interest in returning can also be a bit overwhelming. We surveyed over 30,000 former students. If only a fraction of them combined with a fraction of those in the community would exceed UVU’s resources if it was not better prepared to teach these students.
Date will be presented for these three groups based on level of interest. From here on the “NAAI” will be referred to as “NAAI;” the “SWI” as “SWI;” and “VI” as “VI”. The preliminary analysis indicated enough variation in the findings to justify comparing the data between these three groups.

The median ages for each group were as follows: VI 34.1 years (25-71); SWI 32.9 years (range 25-69); and Not 29.6 years (range 25-63). As interest level increases median age slightly increases. Table 3 shows some comparative findings about the demographics of these students.

Gender was similar between the groups as was the White and Non-White percentages. The percent Hispanic increased slightly with the level of interest. Marital status is very similar between groups. The percent of parents increases with the level of interest. The percent with children in the following age categories: 6-12, 13-17, and 18+ is highest as the level of interest goes up (compare each age category across rows). The majority of respondents were from Utah County. Those interested had higher percentages of having taken remedial Math and/or English. There are slightly lower levels of having taken HSCE courses among the interested groups.
Table 3. Demographic Comparison of those: VI (N=180), SWI (N=168); and NAAI (N=79) Groups*

<table>
<thead>
<tr>
<th>Demographic Characteristics</th>
<th>VI #/%</th>
<th>SWI #/%</th>
<th>NAAI #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender: Male</td>
<td>89/49.4 %</td>
<td>75/44.6 %</td>
<td>42/50.6 %</td>
</tr>
<tr>
<td></td>
<td>72/40.0 %</td>
<td>72/42.9 %</td>
<td>28/33.7 %</td>
</tr>
<tr>
<td>Self-reported Race &amp; Ethnicity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>141/78.3 %</td>
<td>133/79.2 %</td>
<td>62/74.7 %</td>
</tr>
<tr>
<td>Non-White</td>
<td>9/5.1 %</td>
<td>9/5.4 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>Hispanic/Latino/Latina</td>
<td>11/6.1 %</td>
<td>5/3.0 %</td>
<td>2/2.4 %</td>
</tr>
<tr>
<td>Marital/Parenting Status Now</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Divorced/Separated</td>
<td>18/10.0 %</td>
<td>17/10.1 %</td>
<td>3/3.6 %</td>
</tr>
<tr>
<td>Married</td>
<td>126/70.0 %</td>
<td>123/73.2 %</td>
<td>58/69.9 %</td>
</tr>
<tr>
<td>Never Married</td>
<td>33/18.3 %</td>
<td>24/14.3 %</td>
<td>11/13.3 %</td>
</tr>
<tr>
<td>Other</td>
<td>1/0.6 %</td>
<td>2/1.2 %</td>
<td>4/4.8 %</td>
</tr>
<tr>
<td>Cohabiting</td>
<td>2/1.1 %</td>
<td>2/1.2 %</td>
<td>2/2.4 %</td>
</tr>
<tr>
<td>Currently a Parent</td>
<td>110/61.1%</td>
<td>96/57.1%</td>
<td>38/45.8%</td>
</tr>
<tr>
<td>Household Composition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have Child/ren 0-2 years of age</td>
<td>63/35.0 %</td>
<td>63/37.5 %</td>
<td>24/35.0 %</td>
</tr>
<tr>
<td>Have Child/ren 3-5 years of age</td>
<td>45/25.0 %</td>
<td>53/31.2 %</td>
<td>14/16.9 %</td>
</tr>
<tr>
<td>Have Child/ren 6-12 years of age</td>
<td>60/33.4 %</td>
<td>45/27.0 %</td>
<td>18/21.7 %</td>
</tr>
<tr>
<td>Have Child/ren 13-17 years of age</td>
<td>36/20.0 %</td>
<td>27/16.2 %</td>
<td>8/9.6 %</td>
</tr>
<tr>
<td>Have Child/ren 18+ years of age</td>
<td>19/10.5 %</td>
<td>14/8.4 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>Have other relatives/Friends</td>
<td>37/22.2 %</td>
<td>38/22.8 %</td>
<td>14/16.8 %</td>
</tr>
<tr>
<td>County of Last Permanent Residence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utah</td>
<td>151/83.9 %</td>
<td>143/85.1 %</td>
<td>69/83.1 %</td>
</tr>
<tr>
<td>Wasatch</td>
<td>10/5.6 %</td>
<td>4/2.4 %</td>
<td>1/1.2 %</td>
</tr>
<tr>
<td>Summit (Not Park City)</td>
<td>19/10.6 %</td>
<td>21/12.5 %</td>
<td>13/15.7 %</td>
</tr>
<tr>
<td>Took Remedial Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took Remedial Math</td>
<td>80/44.4 %</td>
<td>61/36.3 %</td>
<td>26/31.3 %</td>
</tr>
<tr>
<td>Took Remedial English</td>
<td>22/12.2 %</td>
<td>20/11.9 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>High School UVU Credits Earned</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Took Concurrent Enrollment (HSCE)</td>
<td>32/17.8 %</td>
<td>31/18.5 %</td>
<td>21/25.3 %</td>
</tr>
<tr>
<td>Took Advanced Placement (AP)</td>
<td>10/5.6 %</td>
<td>9/5.4 %</td>
<td>5/6.0 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

Why They Had To Quit Before Graduating UVU

The very first question in this survey was “In these first questions, we’d like to better understand the circumstances that led up to your leaving UVU, before you earned your bachelor’s degree.” For purposes of ongoing comparison, the VI, SWI, and NAAI are all compared. There were a total of 33 categories of distractions that they could have selected. Table 4 shows the responses they gave to this question and has the categories that fall under the Family-related issues and Financial and resource issues sections. Family-related issues were more commonly selected by those who were interested in returning to UVU. There were 62.2 percent of the VI group and
47.5 percent of the SWI group who selected family-related while only 33.7 percent of the NAAI group selected family-related issues. Figure 2 shows the percentages of each group that selected two or more family-related issues. The VI group reported the highest percentage of two or more family-related issues, followed by SWI and NAAI interested. The higher the interest level, the higher the percent listing these.

### Table 4. Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180), SWI (N=168); and NAAI (N=79) Groups*

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>VI #/%</th>
<th>SWI #/%</th>
<th>NAAI #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family-Related Issues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was overwhelmed trying to balance family demands with school demands</td>
<td>77/40.8 %</td>
<td>46/27.4 %</td>
<td>17/20.5 %</td>
</tr>
<tr>
<td>Had to focus on my family</td>
<td>65/36.1 %</td>
<td>39/23.2 %</td>
<td>9/10.8 %</td>
</tr>
<tr>
<td>Became a parent</td>
<td>27/15.0 %</td>
<td>18/10.7 %</td>
<td>7/8.4 %</td>
</tr>
<tr>
<td>Got married</td>
<td>16/8.9 %</td>
<td>22/13.1 %</td>
<td>8/9.6 %</td>
</tr>
<tr>
<td>Was a single parent</td>
<td>15/8.3 %</td>
<td>7/4.2 %</td>
<td>1/1.2 %</td>
</tr>
<tr>
<td><strong>Financial &amp; Resource Issues</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ran out of money</td>
<td>73/40.6 %</td>
<td>43/25.6 %</td>
<td>15/18.1 %</td>
</tr>
<tr>
<td>Didn’t know about campus resources available to help me when I was in a bind</td>
<td>24/13.3 %</td>
<td>15/8.9 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>Couldn’t get babysitting</td>
<td>13/7.2 %</td>
<td>9/5.4 %</td>
<td>1/1.2 %</td>
</tr>
<tr>
<td>Needed medical care</td>
<td>18/10.0 %</td>
<td>5/3.0 %</td>
<td>3/3.6 %</td>
</tr>
<tr>
<td>Didn’t have a support system</td>
<td>26/14.4 %</td>
<td>18/10.7 %</td>
<td>9/10.8 %</td>
</tr>
<tr>
<td>Never applied for federal grants</td>
<td>15/8.3 %</td>
<td>7/4.2 %</td>
<td>2/2.4 %</td>
</tr>
<tr>
<td>Felt inferior compared to other students</td>
<td>15/8.3 %</td>
<td>18/10.7 %</td>
<td>9/10.8 %</td>
</tr>
<tr>
<td>Needed someone to help me learn how to use technology</td>
<td>5/ 2.8 %</td>
<td>6/3.6 %</td>
<td>2/2.4 %</td>
</tr>
<tr>
<td>Couldn’t get an on campus job</td>
<td>3/1.7 %</td>
<td>5/3.0 %</td>
<td>1/1.2 %</td>
</tr>
<tr>
<td>Didn’t have access to reliable transportation</td>
<td>3/2.7 %</td>
<td>6/3.6 %</td>
<td>1/1.2 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data*
“Having to focus on their family” was the part of the overall family-related issues and was the second most common issue and accounting for 26.2 percent of the total. It too increased with interest level increases. Becoming a parent, getting married, or being a single parent were also mentioned, yet were far less common.

In the Financial and resource section of Table 4 running out of money accounted for 30.4 percent of the total and also increased with interest levels. Not knowing about campus resources, not being able to get babysitting, needing medical care, not having a support system, and never applying for federal grants were next. Also selected were feeling inferior (which was highest for those NAAAI), needing help with technology, couldn’t get an on campus job, and not having reliable transportation.

Table 5 shows two other categories of concern, campus-related issues and a broad category simply labeled “distractions.” Under the campus-related issues, not getting classes that fit my schedule accounted for 21.1 percent and could not pass specific classes accounted for 16.7 percent. Each increased with interest levels. Of the 53 classes identified among those who took the time to list the specific class they could not pass, 40 (75%) were related to Math. The others varied (program specific courses, English, and computer classes were mentioned).

Not feeling connected to UVU accounted for 18.6 percent and decreased with interest level, meaning those Not interested at all reported this the most and the VI the least. About 13.5 percent of the total still had unfinished requirements and this increases with interest levels. Being upset with either a faculty or staff member was selected by nearly 7.8 percent for each variable. Not being able to decide on a major and UVU not having the desired major were also selected.
Table 5. Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180), SWI (N=168); and NAAI (N=79) Groups*

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>VI #/%</th>
<th>SWI #/%</th>
<th>NAAI #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-related Issues</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could not get classes that fit my schedule</td>
<td>52/28.9%</td>
<td>28/16.7%</td>
<td>11/13.3%</td>
</tr>
<tr>
<td>Could not pass specific classes</td>
<td>33/18.3%</td>
<td>24/14.4%</td>
<td>15/8.1%</td>
</tr>
<tr>
<td>Didn’t feel connected to the university</td>
<td>27/15.0%</td>
<td>33/19.6%</td>
<td>20/24.1%</td>
</tr>
<tr>
<td>Still had a few requirements but felt unable to complete them</td>
<td>30/16.7%</td>
<td>21/12.5%</td>
<td>7/8.4%</td>
</tr>
<tr>
<td>Was upset with a professor</td>
<td>13/7.2%</td>
<td>7/4.2%</td>
<td>14/16.9%</td>
</tr>
<tr>
<td>Was upset with a UVU staff member</td>
<td>13/7.2%</td>
<td>8/4.8%</td>
<td>12/4.5%</td>
</tr>
<tr>
<td>Could not decide on a major</td>
<td>12/6.7%</td>
<td>17/10.1%</td>
<td>6/7.2%</td>
</tr>
<tr>
<td>UVU didn’t have the major I wanted</td>
<td>8/4.4%</td>
<td>13/7.7%</td>
<td>6/7.2%</td>
</tr>
<tr>
<td>Couldn’t get an on campus job</td>
<td>3/1.7%</td>
<td>5/3.0%</td>
<td>1/1.2%</td>
</tr>
<tr>
<td>Distractions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My personal life competed with my academic life</td>
<td>53/29.4%</td>
<td>47/28.0%</td>
<td>21/25.3%</td>
</tr>
<tr>
<td>Got a good paying job</td>
<td>29/16.1%</td>
<td>25/14.9%</td>
<td>11/13.3%</td>
</tr>
<tr>
<td>Had severe medical issues</td>
<td>18/10.0%</td>
<td>13/7.7%</td>
<td>7/8.4%</td>
</tr>
<tr>
<td>Had a family emergency</td>
<td>14/7.8%</td>
<td>8/4.8%</td>
<td>3/3.6%</td>
</tr>
<tr>
<td>Got deployed in the military</td>
<td>3/1.7%</td>
<td>2/1.2%</td>
<td>4/4.8%</td>
</tr>
<tr>
<td>Served a mission</td>
<td>4/2.2%</td>
<td>9/5.4%</td>
<td>2/2.4%</td>
</tr>
<tr>
<td>Did a volunteer service project</td>
<td>1/0.6%</td>
<td>0/0.0%</td>
<td>2/2.4%</td>
</tr>
<tr>
<td>Something else</td>
<td>53/29.4%</td>
<td>62/36.9%</td>
<td>39/47.0%</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

In the distractions section, “my personal life competed with my academic life was selected by 28.1 percent of the total and was relatively high in all three groups. Having a good paying job was selected by 15.1 percent of the total. Medical issues, family emergencies, military deployment, a mission, and volunteering were also selected. The largest category select by 35.7 percent of the total was the “Something else” category. These were revealing and varied. Some dealt with financial complaints, others with program specific complaints, but most reflected their personal life demands that overtook their academic goals. The actual comments are pasted word for word and presented and grouped by each interest level in Appendix 1.

Respondents were also asked to pick the top two most significant circumstances from Tables 4 and 5. Those may also be of value to the reader so they are summarized in Appendix 2, Table A1. When asked “Do you currently have a student loan,” 42.5 percent of the Not; 42.9% of the SWI; and 56.1 percent of the VI group respondents indicated that they did. If they indicated they had a student loan, they were asked if they knew that their loans could go into deferment if they returned to school. Only 40.0 percent of Not, 39.3 percent of SWI; and 51.7 percent of
VI already knew that fact (keep in mind that none of these former UVU students has a bachelor’s degree).

Table 6 shows the list of current roles respondents have. Most of these students are employed part or full-time. Of those interested more than half are parents. The percent of caregivers goes slightly up with interest level. About 1 in 3 of the interested have significant volunteering roles. Because of the selection criteria, none of these respondents were currently UVU students. Perhaps most revealing, the NAAI group has the highest percent of students in it. Tables 3 and 4 reveal important subtleties of characteristics between the three groups.

<table>
<thead>
<tr>
<th>Current Roles</th>
<th>VI #/%</th>
<th>SWI #/%</th>
<th>NAAI #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part-Time Employee</td>
<td>24/13.3 %</td>
<td>40/23.8 %</td>
<td>17/20.5 %</td>
</tr>
<tr>
<td>Full-Time Employee</td>
<td>118/65.6 %</td>
<td>99/58.9 %</td>
<td>51/61.4 %</td>
</tr>
<tr>
<td>Parent</td>
<td>110/61.1 %</td>
<td>96/57.1 %</td>
<td>38/45.8 %</td>
</tr>
<tr>
<td>Caregiver to Person</td>
<td>20/11.1 %</td>
<td>14/8.3 %</td>
<td>3/3.6 %</td>
</tr>
<tr>
<td>Volunteer (significant)</td>
<td>49/27.2 %</td>
<td>53/31.5 %</td>
<td>14/16.9 %</td>
</tr>
<tr>
<td>Student</td>
<td>32/17.8 %</td>
<td>32/19.0 %</td>
<td>29/34.9 %</td>
</tr>
<tr>
<td>Other</td>
<td>20/11.1 %</td>
<td>26/15.5 %</td>
<td>4/4.8 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

Results for the VI and SWI Groups

Since the NAAI group will likely never return to UVU, from this point on, comparisons will only be made between the VI and SWI groups. Readers may wonder if there were male and female differences in the selection of circumstances that led to these students quitting prior to their graduation. Tables 5 and 6 above were replicated in here but included only the VI and SWI and included comparisons of males and females within each group.

Table 7 shows the responses both the VI males and females and the SWI males and females gave to this question “In these first questions, we’d like to better understand the circumstances that led up to your leaving UVU, before you earned your bachelor’s degree.” The patterns of which circumstances were selected the most reflect the same patterns already discussed above. But, the females selected more than the males did within the VI and the SWI groups on 9 out of the 19 circumstances in Table 7 and on another 2 out of the 12 in Table 8. Males only selected more than females on 3 out of 19 in Table 7 and 1 out of 12 in Table 8.

Why did the females select more than males? In Table 7 we see that females selected more in the family-related issues such as: being overwhelmed trying to balance family and school
demands; having to focus on their families; getting married; having a family emergency; being a single parent; and being unable to get babysitting.

Females also scored higher than males on: having their personal life compete with their academic life; not knowing about resources available to them on campus; and needing someone to teach them how to use technology. It may be safe to assume that UVU’s student body is very conservative (extremely high marriage rate and parenthood rate combined with many LDS and other religious members). Conservative values and the traditions still associated with them, still place heavier family expectations on females. Empowering UVU’s female students who need support in the family roles they have may be advised. Although UVU’s support programs have not included student childcare (present Wee Care excepted), Utah State (see http://www.usu.edu/aggiecare/htm/child-care-options notice the provider search function) have proactively installed support for their students in this crucial aspect of creating a social support structure for them. The University of Utah provides a number of child care
Table 7. Comparison of Circumstances Leading to their Quitting Prior to Graduation, between the VI (N=180) and SWI (N=168) Groups*

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>VI Females #/%</th>
<th>VI Males #/%</th>
<th>SWI Females #/%</th>
<th>SWI Males #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Family-Related Issues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was overwhelmed trying to balance family demands with school demands</td>
<td>34/47.2 %</td>
<td>34/38.2 %</td>
<td>21/29.2 %</td>
<td>17/22.7 %</td>
</tr>
<tr>
<td>Had to focus on my family</td>
<td>32/44.4 %</td>
<td>26/29.2 %</td>
<td>19/26.4 %</td>
<td>16/21.6 %</td>
</tr>
<tr>
<td>My personal life competed with my academic life</td>
<td>25/34.7 %</td>
<td>23/25.8 %</td>
<td>22/30.6 %</td>
<td>20/26.7 %</td>
</tr>
<tr>
<td>Something else</td>
<td>14/19.4 %</td>
<td>33/37.1 %</td>
<td>25/34.7 %</td>
<td>28/37.3 %</td>
</tr>
<tr>
<td>Could not get classes that fit my schedule</td>
<td>21/29.2 %</td>
<td>29/32.6 %</td>
<td>11/15.3 %</td>
<td>16/21.3 %</td>
</tr>
<tr>
<td>Got married</td>
<td>9/12.5 %</td>
<td>7/7.9 %</td>
<td>14/19.4 %</td>
<td>6/8.0 %</td>
</tr>
<tr>
<td>Became a parent</td>
<td>10/13.9 %</td>
<td>13/14.6 %</td>
<td>10/13.9 %</td>
<td>4/5.3 %</td>
</tr>
<tr>
<td>Had a family emergency</td>
<td>9/12.5 %</td>
<td>4/4.5 %</td>
<td>5/6.9 %</td>
<td>3/4.0 %</td>
</tr>
<tr>
<td>Got a good paying job</td>
<td>9/12.5 %</td>
<td>19/21.3 %</td>
<td>6/8.3 %</td>
<td>15/20.0 %</td>
</tr>
<tr>
<td>Didn’t feel connected to the university</td>
<td>7/9.7 %</td>
<td>17/19.1 %</td>
<td>14/19.4 %</td>
<td>17/22.7 %</td>
</tr>
<tr>
<td>Still had a few requirements but felt unable to complete them</td>
<td>9/12.5 %</td>
<td>17/19.1 %</td>
<td>7/9.7 %</td>
<td>10/13.3 %</td>
</tr>
<tr>
<td>Was a single parent</td>
<td>13/18.1 %</td>
<td>1/1.1 %</td>
<td>5/6.9 %</td>
<td>1/1.3 %</td>
</tr>
<tr>
<td><strong>Financial &amp; Resource Issues</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ran out of money</td>
<td>31/43.1 %</td>
<td>37/41.6 %</td>
<td>14/19.4 %</td>
<td>22/29.3 %</td>
</tr>
<tr>
<td>Didn’t know about campus resources available to help me when I was in a bind</td>
<td>12/16.7 %</td>
<td>9/10.1 %</td>
<td>8/11.1 %</td>
<td>5/6.7 %</td>
</tr>
<tr>
<td>Never applied for federal grants</td>
<td>6/8.3 %</td>
<td>7/7.9 %</td>
<td>3/4.2 %</td>
<td>3/4.0 %</td>
</tr>
<tr>
<td>Couldn’t get babysitting</td>
<td>9/12.5 %</td>
<td>2/2.2 %</td>
<td>8/11.1 %</td>
<td>1/1.3 %</td>
</tr>
<tr>
<td>Needed medical care</td>
<td>7/9.7 %</td>
<td>9/10.1 %</td>
<td>3/4.2 %</td>
<td>2/2.7 %</td>
</tr>
<tr>
<td>Felt inferior compared to other students</td>
<td>2/2.8 %</td>
<td>12/13.5 %</td>
<td>6/8.3 %</td>
<td>10/13.3 %</td>
</tr>
<tr>
<td>Needed someone to help me learn how to use technology</td>
<td>3/4.2 %</td>
<td>2/2.2 %</td>
<td>5/6.9 %</td>
<td>1/1.3 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

supports to their students (see https://childcare.utah.edu/care-options/programs.php for preschool and campus childcare programs and see http://asuu.childcare.utah.edu/ for their student government sponsored childcare. The University of Utah also has educational support programs for financing and budgeting childcare (see https://childcare.utah.edu/finances/). Weber State University also offers hourly childcare which can be found on their Nontraditional student’s webpage at http://www.weber.edu/nontrad/childcare.html.
Males scored higher than females on: getting a good paying job; still having a few requirements to meet but felt unable to complete them; and feeling inferior compared to other students. They were slightly more likely to select not feeling connected to the university than were females. Table 8 includes the last 12 circumstances and females scored higher than males on not having a support system and on having experienced a medical problem. Males scored slightly higher on not being able to find an on-campus job.

<table>
<thead>
<tr>
<th>Circumstances</th>
<th>VI Females #/%</th>
<th>VI Males #/%</th>
<th>SWI Females #/%</th>
<th>SWI Males #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus-related Issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Didn’t have a support system</td>
<td>12/16.7 %</td>
<td>11/12.4 %</td>
<td>8/11.1 %</td>
<td>8/10.7 %</td>
</tr>
<tr>
<td>Could not pass specific classes</td>
<td>14/19.4 %</td>
<td>15/16.9 %</td>
<td>9/12.5 %</td>
<td>12/16.0 %</td>
</tr>
<tr>
<td>Couldn’t get an on campus job</td>
<td>1/1.4 %</td>
<td>2/2.2 %</td>
<td>2/2.8 %</td>
<td>3/4.0 %</td>
</tr>
<tr>
<td>Didn’t have access to reliable transportation</td>
<td>1/1.4 %</td>
<td>1/1.1 %</td>
<td>4/5.6 %</td>
<td>2/2.7 %</td>
</tr>
<tr>
<td>Was upset with a professor</td>
<td>3/4.2 %</td>
<td>10/11.2 %</td>
<td>4/5.6 %</td>
<td>2/2.7 %</td>
</tr>
<tr>
<td>Was upset with a UVU staff member</td>
<td>3/4.2 %</td>
<td>10/11.2 %</td>
<td>2/2.8 %</td>
<td>4/5.3 %</td>
</tr>
<tr>
<td>Could not decide on a major</td>
<td>4/5.6 %</td>
<td>6/6.7 %</td>
<td>10/13.9 %</td>
<td>7/9.3 %</td>
</tr>
<tr>
<td>UVU didn’t have the major I wanted</td>
<td>6/8.3 %</td>
<td>2/2.2 %</td>
<td>5/6.9 %</td>
<td>5/6.7 %</td>
</tr>
<tr>
<td>Distractions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Had severe medical issues</td>
<td>12/16.7 %</td>
<td>5/5.6 %</td>
<td>7/9.7 %</td>
<td>4/5.3 %</td>
</tr>
<tr>
<td>Got deployed in the military</td>
<td>0/0.0 %</td>
<td>3/3.4 %</td>
<td>0.0/ %</td>
<td>2/2.7 %</td>
</tr>
<tr>
<td>Served a mission</td>
<td>1/1.4 %</td>
<td>3/3.4 %</td>
<td>3/4.2 %</td>
<td>6/8.6 %</td>
</tr>
<tr>
<td>Did a volunteer service project</td>
<td>0.00/ %</td>
<td>1/1.1 %</td>
<td>0/0.0 %</td>
<td>0/0.0 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

Types of Resources and Support They Might Need if they Returned to UVU

The survey then asked respondents to identify which forms of financial and other support they might need if they returned to UVU. Table 9 shows the 23 possible forms of resources for females and males in the VI and SWI groups. First it is interesting to note that there were 8 forms of financial support that came from a source other than the respondent’s personal or family finances (student loans, grants or scholarships, help applying for financial aid, employer tuition benefit, financial aid for summer term, veteran money, government program to forgive student loans, and reduced tuition if progressing towards degree).

These forms were the most popular among respondents with 88.0 percent of SWI females and 89.4 percent of males selecting it and with another 93.4 percent of VI females and 89.1 percent
of males selecting it. Also among the SWI 72.2 percent of females and 70.7 percent of males selected two or more forms of nonpersonal support. Among the VI 70.3 percent of females and 67.6 percent of males selected two or more forms.

Table 9. Comparison of Forms of Financial and Other Support that Might Be Needed if They Returned to UVU, between the VI (N=180) and SWI (N=168) Groups*

<table>
<thead>
<tr>
<th>Forms of Support</th>
<th>VI</th>
<th></th>
<th>SWI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females #/%</td>
<td>Males #/%</td>
<td>Females #/%</td>
</tr>
<tr>
<td><strong>Financial Sources</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grants or Scholarships</td>
<td>61/75.3 %</td>
<td>69/69.7 %</td>
<td>62/74.7 %</td>
</tr>
<tr>
<td>Reduced tuition if I make consistent progress toward my degree</td>
<td>48/59.3 %</td>
<td>43/43.4 %</td>
<td>46/55.4 %</td>
</tr>
<tr>
<td>Student Loans</td>
<td>46/46.5 %</td>
<td>40/49.4 %</td>
<td>35/42.2 %</td>
</tr>
<tr>
<td>Help Getting financial aid</td>
<td>25/30.9 %</td>
<td>23/23.2 %</td>
<td>16/19.3 %</td>
</tr>
<tr>
<td>Tuition benefit from employer</td>
<td>18/22.2 %</td>
<td>29/29.3 %</td>
<td>20/24.1 %</td>
</tr>
<tr>
<td>Financial aid for Summer Term</td>
<td>13/16.0 %</td>
<td>12/12.1 %</td>
<td>11/13.3 %</td>
</tr>
<tr>
<td>Personal savings</td>
<td>12/14.8 %</td>
<td>12/12.1 %</td>
<td>14/16.9 %</td>
</tr>
<tr>
<td>Family funding</td>
<td>10/12.3 %</td>
<td>13/13.1 %</td>
<td>9/10.8 %</td>
</tr>
<tr>
<td>Personal loans</td>
<td>5/6.2 %</td>
<td>10/10.1 %</td>
<td>3/3.6 %</td>
</tr>
<tr>
<td>Off-campus job</td>
<td>9/11.1 %</td>
<td>7/7.1 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td><strong>Federal/State-based Post-Graduation Financial Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran’s benefits</td>
<td>1/1.2 %</td>
<td>9/9.1 %</td>
<td>0/0.0 %</td>
</tr>
<tr>
<td>Gov’t program to forgive student loans for public service jobs</td>
<td>12/14.8 %</td>
<td>12/12.1 %</td>
<td>8/9.6 %</td>
</tr>
<tr>
<td><strong>Child Care Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affordable day care</td>
<td>19/23.5 %</td>
<td>6/6.1 %</td>
<td>21/25.3 %</td>
</tr>
<tr>
<td>Evening day care</td>
<td>7/8.6 %</td>
<td>4/4.0 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>Weekend day care</td>
<td>6/7.4 %</td>
<td>3/3.0 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>Drop-in day care</td>
<td>14/17.3 %</td>
<td>4/4.0 %</td>
<td>16/19.3 %</td>
</tr>
<tr>
<td>A place for my older children</td>
<td>10/12.3 %</td>
<td>2/2.0 %</td>
<td>7/8.4 %</td>
</tr>
<tr>
<td><strong>UVU-based Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-campus job</td>
<td>9/11.1 %</td>
<td>10/10.1 %</td>
<td>11/13.3 %</td>
</tr>
<tr>
<td>UVU accept my transfer credits</td>
<td>6/7.4 %</td>
<td>14/14.1 %</td>
<td>17/20.5 %</td>
</tr>
<tr>
<td>A fellow student as a mentor</td>
<td>9/11.1 %</td>
<td>6/6.1 %</td>
<td>5/6.0 %</td>
</tr>
<tr>
<td>A faculty member as a mentor</td>
<td>19/23.5 %</td>
<td>16/16.2 %</td>
<td>15/18.1 %</td>
</tr>
<tr>
<td><strong>Other Support</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UTA supported transportation</td>
<td>6/7.4 %</td>
<td>8/8.1 %</td>
<td>6/7.2 %</td>
</tr>
<tr>
<td>Other</td>
<td>10/12.3 %</td>
<td>18/18.2 %</td>
<td>10/12.0 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

There was much similarity between VI and SWI groups and for males and females, so this discussion will only focus on the unique differences that merit being mentioned. Females expressed a higher level of desire to have their tuition remain constant if they are making
consistent progress toward my degree than were males (15.9% higher for very and 13.0% for SWI females than males). Across the board less than half selected student loans. Males were more interested in an employer benefit than were females. The SWI males and females were slightly more interested in using their personal savings than were the VI ones. The VI were slightly more interested in a government program that forgave student loans for public service work.

There were striking gender difference in the section on child care. VI females were 4 times more likely to select affordable child care and SWI females were 10 times more likely than males. This pattern was similar for: evening, weekend, drop-in, and a place for my older children day care options. A variable was created that added the 5 child care options into one scale (affordable, evening, weekend, drop-in, and older child). Among the SWI males 94.1 percent chose none of these and among the VI males 88.9 chose none. Among the SWI females only 66.3 percent of females and among the VI only 69.1 percent of females chose none. The important finding is that 33.7 percent of SWI females chose at least one childcare option and 16.8 percent chose 2 or more options. Among the VI females 30.9 percent chose at least one and 19.8 percent chose 2 or more childcare options.

These respondents were also given the opportunity to identify other resources they might need (see Appendix 3 for the actual comments). There were 47 who chose to type an answer. No clear gender patterns emerged. The most common type of other resource was more online (mentioned 10 times), weekend (4 times), and other flexible course offerings (3 times). A few asked for better service from UVU (7 times). One mentioned a place to nurse her baby and another mentioned childcare for her child.

Top Ten Ranked Factors in their Decision to Return to UVU to Finish Their Degree

They were asked this question “Please rank the importance of each of these factors in helping you to decide to return to UVU and complete your bachelor’s degree. 1= most important and 10=least important.” Table 10 shows the comparative results. The 10 factors are listed in descending order from the factor most chose by the entire group to the one least chosen. Both sets of Males chose the “number of credits they might get for their work experience as number 1 most significant factor. Males in the SWI group and Males and females in the VI group chose a semester-by-semester plan as either their 1st or 2nd choice. UVU can already accommodate this with the Graduate Plan function of Wolverine Track. Also coming in at 2nd or 3rd place for the same three was the number of semesters it might take to graduate. VI males chose jobs they might get with a chosen major as their 3rd choice. SWI females chose an estimate of the cost needed to graduate as their 1st choice. The other choices appear in descending order and were less popular for these students.
Table 10. Ranked Comparison of Top 10 Factors Important in Their Decision to Return to UVU between the VI (N=180) and SWI (N=168) Groups*  

<table>
<thead>
<tr>
<th>Factors</th>
<th>VI</th>
<th>SWI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females</td>
<td>Males</td>
</tr>
<tr>
<td>The number of college credits you could receive for your work experience</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
</tr>
<tr>
<td>A semester-by-semester plan showing which courses you would need to take</td>
<td>1&lt;sup&gt;st&lt;/sup&gt;</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;</td>
</tr>
<tr>
<td>How many semesters it would take to graduate</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>6</td>
</tr>
<tr>
<td>A center on campus to help returning nontraditional students such as yourself</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>An estimate of about how much money would be needed for books, fees, and tuition for you to graduate</td>
<td>6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Which jobs you could get with your chosen major</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;</td>
</tr>
<tr>
<td>Emails suggesting specific things you could do to graduate faster</td>
<td>5&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>A website that would link you to all the resources that could help you succeed</td>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Emails suggesting specific resources to help you with your needs</td>
<td>7&lt;sup&gt;th&lt;/sup&gt;</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>The Bureau of Labor Statistics’ estimate for future job demand in your major field</td>
<td>9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>8&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

When, How and Where They’d Like to Take Classes

The next question asked them which were the most convenient times for them to take classes. Their choices allowed them to select multiple answers. Figure 3 shows that the most convenient time was in evenings (63.5%), followed by weekends (50.6%), variety of classes on different times and days (32.8%), morning (28.2%), and finally afternoons (24.1%). UVU is well positioned to accommodate many of these times and days with its existing resources.
They were then asked to select the most convenient delivery options from a list provided to them. Figure 4 shows the percentages from their selections. Their choices allowed them to select multiple answers. Online was most popular (67.5%), followed by Hybrid (55.2%), Live Interactive (LI) to their home PCs or Macs (49.4%), in-person (49.1%), and finally at a distant last place LI to a UVU site (12.6%).

The next question asked them to select any or all of the program scheduling options that might benefit them. Figure 5 shows that these students indicated some interest in unique program scheduling options. There were 59.8 percent who selected “A program that cuts years off the time it takes to graduate, by building the courses on a year-round Spring Semester, Summer Semester, Fall semester plan.” Only 22.1% selected “A program that places each student in a cohort or group that takes all the same classes together, until they graduate.” Another 48.3
percent selected “Availability of 3 credit classes that are taught in 6 days, allowing students to get essential courses completed between semesters.” There were 39.4% who selected “Availability of Financial Aid for summer courses. And another 55.7% who selected “The availability of all courses in a bachelors’ degree, exclusively on evenings and weekends.” Finally and coming in with the highest percentage at 63.2% was “The availability of all courses in a bachelors’ degree, exclusively online.”

Figure 5. Percentage Program Scheduling Options Selected

Figure 6 shows the selections they made of all the UVU sites that might be convenient for them. The overall levels of selecting sites was relatively low in comparison to other selections mentioned above. The highest selected was the Orem National Guard Building (30.7%) followed by the Xactware Building in Lehi at 26.4%. The others were less popular and can be seen in Figure 6 below. Among the others were main campus (12 times), North Utah County (5 times), Payson/Salem (4 times), Salt Lake Valley (10 times), and a few others.

Figure 6. Percentage of UVU Sites Selected
Their Values and Attitudes

The next question asked them to agree or disagree with 16 statements pertaining to the benefit they might get from graduating with a bachelor’s degree. Table 11 shows the comparative Means for each statement which used this response scale: 1 = strongly disagree, 2 = disagree, 3 = neutral/I don’t know, 4 = agree, and 5 = strongly agree. Preliminary analysis indicated very similar means across groups and between males and females so these data will be presented for all respondents (VI and SWI).

It is reassuring to find that over 80 percent agreed that they would find great personal satisfaction, and that their family would be very proud of them, and that it has always been a goal of theirs to graduate with a bachelor’s degree. They also agreed that their family would benefit if they completed their bachelor’s degree (69.2%). Many agreed that their pay would increase if they earned their bachelor’s degree (53.5%). Also 40.0 percent agreed that they would qualify for a promotion if they graduated with their bachelor’s degree. The intrinsic motivation is in place.

They agreed to automatically having an associate’s degree awarded to them rather than having to apply for it (69.2%). They agreed that they would enjoy a hybrid course format (67.3%).

There were 60.9 percent who agreed that they already don’t have enough time to do all that is required of them. Part of the reason many quit UVU was that they were overwhelmed by balancing academic and personal life demands. Interestingly, it appears that their busy lives continued being overwhelming off campus, even though they all quit UVU in the past. Nearly half agreed that face to face class time was not convenient (48.3%) and they could take classes if they were closer to their home (42.3%). A smaller portion agreed that they would need help with: Math (52.6%), Biology (27.9%), English (14.9%), and other listed subjects (9.2%). Finally, 21.3 percent agreed that they would need to update their computer skills.

In the next few sections, they were asked a few questions designed to identify how they view their status as a “nontraditional student.” They were asked, “Today, most students at UVU don’t fit the traditional “recent high school graduate, younger than 25, and single” category. Most educators call students 25 and over with unique circumstances “nontraditional.” Does the label “nontraditional” work for you or would you prefer another label or category? There were 301 out of 348 (86.5%) who answered “Yes.” The few who answer no provided some interesting alternatives. These included some thoughtful suggestions: “student” (9 times), “working student” (4 times, “Mature student” (3 times), Alternate/returning (2 times each), and then once for each of these “Adult, continuing, successive, lifer, normal, and unique.” There were 5 student who asked why they even needed a label and 9 who described the label “nontraditional” as being lazy or in some other way negative.

The next question provided the respondents with a hypothetic scenario of a student, “A 31 year-old single mother worked part-time and eventually graduated with her bachelor’s degree.” They were then asked, “what one word would you use to describe her accomplishments?” This question was designed to elicit their responses in hopes of identifying the traits of a successful
Table 11. Percent Agreeing for Combined Respondents (VI and SWI, N=348)

<table>
<thead>
<tr>
<th>Statements</th>
<th>Percent Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would find great personal satisfaction if I completed my bachelor’s degree</td>
<td>87.7%</td>
</tr>
<tr>
<td>My family would be very proud of me if I completed a bachelor’s degree</td>
<td>85.9%</td>
</tr>
<tr>
<td>It has been a goal of mine to graduate with a bachelor’s degree</td>
<td>83.9%</td>
</tr>
<tr>
<td>I would like UVU to automatically award me an associate’s degree once I earned it, rather than having to apply for it</td>
<td>77.8%</td>
</tr>
<tr>
<td>My family would benefit if I completed a bachelor’s</td>
<td>69.2%</td>
</tr>
<tr>
<td>I would enjoy a course that only required me to attend class once per week, and had the remainder of the assignments/course available online</td>
<td>67.3%</td>
</tr>
<tr>
<td>I don’t have enough time to do all that is required of me as it is</td>
<td>60.9%</td>
</tr>
<tr>
<td>My pay would increase if I completed my bachelor’s degree</td>
<td>53.5%</td>
</tr>
<tr>
<td>I would need some extra help with passing Math</td>
<td>52.6%</td>
</tr>
<tr>
<td>Face to face class time is not convenient for me</td>
<td>48.3%</td>
</tr>
<tr>
<td>I could take classes if they were available closer to my home</td>
<td>42.3%</td>
</tr>
<tr>
<td>I would qualify for a promotion if I completed my bachelor’s degree</td>
<td>40.0%</td>
</tr>
<tr>
<td>I would need some extra help with passing Biology</td>
<td>27.9%</td>
</tr>
<tr>
<td>I would need to update my computer skills</td>
<td>21.3%</td>
</tr>
<tr>
<td>I would need some extra help with passing English</td>
<td>14.9%</td>
</tr>
<tr>
<td>I would need some extra help with passing another subject (which one?)*</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

*33 specific courses were mentioned including stats (5), Computers (5), and a variety of others mentioned less often

nontraditional student which might be used as a new label for them. Because these have potential for marketing to current and future students, they are included in their entirety in Appendix 4 below and separated by interest level and gender. The most common words were as follows: Amazing (14), Dedicated (14), Persistent/perseverance (14), determined (11), and great (7). The others provide insight into the values of these nontraditional students who speak from the real-life trenches that the scenario typified.

The next Question offered another scenario, but about a nontraditional man this time. The scenario was “A 27 year-old married man worked full-time, supported his wife and children and eventually graduated with a bachelor’s degree.” Again they were asked to offer one word to describe his accomplishments. The entire list is provided in Appendix 5 below. The responses were very similar, but also included some very traditional masculine labels such as “the man, Superman, champ, tough, trooper, father, rockstar, and rock.”
The Support They Might Need If They Returned to UVU

The last section of the survey asked the respondents about the support they might need if they returned to UVU. They were asked to rate 11 campus services, using these possible responses: very important, SWI (Specialized Work) important, or not important. Table 12 shows the comparative rating by VI (Veterans) and SWI and by males and females. When asked about the importance of an advisor who specializes in the needs of nontraditional students, over 90.0 percent mentioned that it was important. This was the strongest finding of all 11 campus services and illustrates the values of advising to nontraditional students.

When asked to rate the importance of a Math, English, or other tutor who could work with students in their circumstances, females in both groups rated it more important than males. Over half of all respondents rated on-campus child care as not important and the males rated not important more than the females. Online live chat help was important to about 74.0 percent of males and females in the VI group and 80.0 percent in the SWI group. Telephone help was rated important by about 70.0 percent of all groups. Less than half of each group rated activities on-campus for students like them and their family as being important.

Table 13 shows the remaining 5 types of support. Help finding financial resources was rated important by about 89.0 percent of all groups except the SWI males only rated it at 78.8 percent important. An email address that could give them quick answers (in 1-2 hours) was important to the VI females and males at about 86.0 percent and to the SWI females and males at about the 93.0 percent level of importance. About 66.0 percent of all groups rated a peer mentor who had similar circumstance to theirs who could be a mentor to them as being important. Help finding community resources was slightly more important to both groups of females than males. Most reported not important on a veterans specialist. There was a great deal of continuity between VI and SWI groups in these 11 forms of support.

The SWI females and males were slightly more interested in the quick email answers to their questions and the online live chat help. The on-campus childcare would benefit just under half of these nontraditional students. It merits consideration given the thousands of nontraditional students already enrolled at UVU and those who might return to us as well. Less than half of these students would want on-campus activities for them and their families. Even though the veteran’s specialist was not important to the majority of these nontraditional students, military veterans on campus already have a specialist. In fact many of these services already exist at UVU. Any and all of these forms of support could be put into place by the reallocation of existing staff and resources and with specific training for those persons reassigned to specifically work with nontraditional students.
Table 12. Comparison of Ratings of Support that Might Be Needed if They Returned to UVU, between the VI (N=180) and SWI (N=168) Groups*  

<table>
<thead>
<tr>
<th>Forms of Support</th>
<th>VI</th>
<th></th>
<th>SWI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females #/%</td>
<td>Males #/%</td>
<td>Females #/%</td>
<td>Males #/%</td>
</tr>
<tr>
<td>An advisor who specializes in the needs of nontraditional students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>66/81.5 %</td>
<td>71/71.7 %</td>
<td>59/71.1 %</td>
<td>56/65.9 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>15/18.5 %</td>
<td>21/21.2 %</td>
<td>21/25.3 %</td>
<td>24/28.2 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>0/0.0 %</td>
<td>6/6.1 %</td>
<td>2/2.4 %</td>
<td>3/3.5 %</td>
</tr>
<tr>
<td>A math, English, or other tutor who could work with students in my circumstances</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>44/54.3 %</td>
<td>34/34.3 %</td>
<td>41/49.4 %</td>
<td>33/38.8 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>24/29.6 %</td>
<td>37/37.4 %</td>
<td>31/37.3 %</td>
<td>33/33.8 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>13/15.0 %</td>
<td>27/27.3 %</td>
<td>9/10.8 %</td>
<td>16/18.8 %</td>
</tr>
<tr>
<td>On-campus childcare</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>26/32.1 %</td>
<td>17/17.2 %</td>
<td>22/22.5 %</td>
<td>8/9.4 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>12/14.8 %</td>
<td>25/25.3 %</td>
<td>16/19.3 %</td>
<td>19/22.4 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>43/53.1 %</td>
<td>56/56.6 %</td>
<td>45/54.2 %</td>
<td>56/65.9 %</td>
</tr>
<tr>
<td>Online live chat help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>25/30.9 %</td>
<td>30/30.3 %</td>
<td>30/36.1 %</td>
<td>21/24.7 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>34/42.0 %</td>
<td>40/40.4 %</td>
<td>37/44.6 %</td>
<td>46/54.1 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>20/24.7 %</td>
<td>27/27.3 %</td>
<td>13/15.7 %</td>
<td>16/18.8 %</td>
</tr>
<tr>
<td>Telephone help</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>18/22.2 %</td>
<td>23/23.2 %</td>
<td>20/24.1 %</td>
<td>12/14.1 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>37/45.7 %</td>
<td>46/46.5 %</td>
<td>37/44.6 %</td>
<td>43/50.6 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>24/29.6 %</td>
<td>29/29.3 %</td>
<td>25/30.1 %</td>
<td>28/32.9 %</td>
</tr>
<tr>
<td>Activities on-campus specifically for students like me and my family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>12/14.8 %</td>
<td>14/14.1 %</td>
<td>14/16.9 %</td>
<td>10/11.8 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>22/27.2 %</td>
<td>32/32.3 %</td>
<td>28/33.7 %</td>
<td>24/28.2 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>47/58.0 %</td>
<td>52/52.5 %</td>
<td>40/48.2 %</td>
<td>48/56.5 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

Space purposefully left blank
Table 13. Comparison of Ratings of Support that Might Be Needed if They Returned to UVU, between the VI (N=180) and SWI (N=168) Groups*

<table>
<thead>
<tr>
<th>Forms of Support</th>
<th>VI</th>
<th>SWI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Females #/%</td>
<td>Males #/%</td>
</tr>
<tr>
<td>Help finding financial resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>59/72.8 %</td>
<td>68/68.7 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>15/18.5 %</td>
<td>19/19.2 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>7/8.6 %</td>
<td>11/11.1 %</td>
</tr>
<tr>
<td>An email address that could give me quick answers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1-2 hours) to questions I might have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>41/50.6 %</td>
<td>41/41.4 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>29/35.8 %</td>
<td>45/45.5 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>11/13.6 %</td>
<td>12/12.1 %</td>
</tr>
<tr>
<td>A peer mentor who had similar circumstances to mine,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>who could mentor me the semester I returned</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>30/37.0 %</td>
<td>33/33.3 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>25/30.9 %</td>
<td>35/35.4 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>26/32.1 %</td>
<td>30/30.3 %</td>
</tr>
<tr>
<td>Help finding community resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>31/38.3 %</td>
<td>27/27.3 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>29/35.8 %</td>
<td>40/40.4 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>21/25.9 %</td>
<td>30/30.3 %</td>
</tr>
<tr>
<td>A specialist who helps veterans return to school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Important</td>
<td>19/23.5 %</td>
<td>26/26.3 %</td>
</tr>
<tr>
<td>Somewhat Important</td>
<td>9/11.1 %</td>
<td>15/15.2 %</td>
</tr>
<tr>
<td>Not Important</td>
<td>52/64.2 %</td>
<td>57/57.6 %</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data

The last question that will be discussed here is the question on how UVU could best provide the 11 services listed in Tables 12 and 13 above. Only 65 (15.1%) out of the combined 431 VI and SWI respondents selected “A section of campus with staff to help students, such as yourself.” This indicates that a center for nontraditional students is not necessarily desired by these respondents. There were 134 (31.1%) who selected “An online resource that I could access from home, work, and other places off-campus.” There were 262 (60.7%) who selected “A combination of the two (center and online resource).

**Inexpensive Changes UVU Can Make to Better Serve Nontraditionals**

Efforts have been and currently are underway to retain and graduate more UVU students, especially nontraditional ones. UVU always has limited funds to allocate to improving its overall campus service quality. But, some of the comments made by students brought to light some free changes that could be made.
We can present a united professionalism to the students both in and outside the classroom. One male student, who left UVU and was Not interested in returning commented, “Every semester I had multiple (1-2) professors who would only bad mouth UVU. The fact that it shouldn't be a university, there shouldn't be an institute building, the leadership doesn't have a clue what they're doing, etc. I got tired of it and transferred to BYU.”

We can try to put things right when we make mistakes. Another Not interested male stated, “My #9@!! financial advisor 'accidentally' cancelled my loan, which led to my needing to withdraw.” A SWI male said, “UVU made a mistake 2 semesters in a row preventing me from registering for Calculus, then expired my math credits unapologetically.”

We can make sure and invite everyone often and focus our outreach. One SWI female said, “I started with Concurrent Enrollment and didn’t know how to continue once I graduated High School.”

We can create a hotline for students who reach a tipping point. One SWI female student wrote, “Financial Aid refused to grant me funds for one last semester.” We can make efforts to help those mostly done with their graduation requirements. One female SWI said, “I’m working on finishing up a couple of incompletes that arose from a difficult semester with a breakup. I am finishing my last class now.”

We can focus our online course offerings into a degree/pathway. One SWI male wrote, “Lack of online class availability.” Another said, “More class options in the evening/online.”

We can improve UVU’s scheduling protocols. As one VI female said, “Flexibility around a rotating work schedule.” Another male said, “The classes I had left were not available in the evenins when I could attend.” A female NAAI student wrote, “UVU did not offer enough of the required classes often enough or at all.”

We can improve UVU’s Website and how it facilitates, interface with students who use it. One male VI student wrote “have any administrators tried to complete a degree at uvu? Tried to add classes from the website? Emailed their advisors that never return emails or calls? Why spend millions of dollars on a rock climbing wall when you have adjuncts teaching and the website looks like a student designed it.”

We can become aware that student perceptions of us are biased, but our efforts to treat them as valued persons may help their overall attitude towards UVU. One VI female student wrote, “just didnt feel like you were willing to help the students, it was more about your money, not our success!” As another NAAI student complained, “UVU wasn’t very good. The staff seemed uninterested in me being a student, and there were lots of silly barriers to me taking more computer classes.” A female NAAI Student said, “It also didn't help having the ________ Adviser (or person in charge of that degree program) talk to me in a disrespectful way and tell me that I should look into a different career path because there wasn’t a future in this degree area.”
Appendix 1 Actual Comments From The Something Else Circumstance. (These Are Unedited)

Q32_Text Something else

NAAI

I lost aid due to ged issues and didnt have help resolving them. so now im stuck paying for 25000 dollars of school that i cant pay for either so....

Bureaucratic policies continuously kept me from getting into the classes I needed to take.

Don't let your schooling get in the way of your education. That was exactly my experience. Lots of school and school work and no education of value to myself.

education as a whole needs a massive reform to appeal to someone like me, or, in my opinion, certain kinds of creative thinkers, rote learning is a joke

Every semester I had multiple (1-2) professors who would only bad mouth UVU. The fact that it shouldn't be a university, there shouldn't be an institute building, the leadership doesn't have a clue what they're doing, etc. I got tired of it and transferre to BYU.

For a foreign student it was impossible to pay tuition on my own

I couldn't connect because of medical reasons to turn in my last assignment.

I decided a degree offered less value than its cost.

I despise having to sign up for classes on your web site.

I didn't see what any of the classes had to do with what my major was. It was a waste of time.

I felt satisfied with my two AAS degrees

I got a job in the field where I wish to work. I dont see the value of paying so much money for a degree

I had enough credits to graduate with an associates from UVU but my advisor there said I had to take one more semester of classes from UVU even though I already had enough credits to earn my associates.

I had to go support a family business out of state at a request.

I had tried my best to lose weight while taking five classes in the spring. many days exercising 1 1/2 hours per day. I lost 40 lbs but stopped losing a pound a week when summer hit instead I gained 8 lbs. I struggled in u.s. economic history had big est and big paper due in week time of one another. I stopped going to US economic history class, because test was to big. Both UVU and UVU WC has been a
giant hassle especially when I was harassed in High school. My High school experience made a negative impact on me making it hard to concentrate in class and on my homework.

I moved out of state

I passed my math class by wasn't allowed to move on until I got a better grade and I moved out of state before I could finish. Pretty infuriating.

I was not sure that I wanted to complete a degree when I started.

I was paying WAY TOO much for classes I didn't need and WAY TOO much for books. I was able to transfer to a different college that served my needs better. It also didn't help having the Elementary Ed Adviser (or person in charge of that degree program) talk to me in a disrespectful way and tell me that I should look into a different career path because there wasn't a future in this degree area. The fact is that I was already teaching part-time in a secondary classroom and had been for 12 years - I am a forty something woman - and it was shocking to be treated in that way. I felt like he was prejudice to my age.

I was sick of wasting my money on worthless classes in name of being "Well-Rounded." Arrogant adjunct faculty didn't help either. The college was far more focused on bleeding every dollar they could out of anyone they could.

I was taking a class to supplement my skill set, not interested in a degree

I was under the impression that I would be unable to get into my program at uvu.

I wasn't learning. I was reviewing material I learned in High School. I had one challenging class (Physics for Engineers), which also reviewed material from High School, but in far more depth. The CS teachers at the time seemed to have better things to do than teach.

In high school, you'd pay nothing to go to a class where someone with a master's degree in presenting information would present appropriately graded subjects--very very well. At UVU, you'd pay thousands of dollars to sit in a class with someone barely trained in either the info or how to present, and then watch them try to present complex subjects... poorly. My best UVU professor was about as good at conveying information as my average high school teachers, and one of the classes info was about on par with what I encountered in 7th grade.

It became apparent after 2 semesters that UVUs online aviation program was a joke and UVU was NAAI in helping local students fly anything but UVU planes.

It quickly became obvious how wasteful and costly attending school was.

Lost my scholarship from failing finals because I had to be nurse to my sister in law after she was in an accident without insurance the week before finals

Moved to Dixie (St George)

My idiot financial advisor 'accidentally' cancelled my loan, which led to my needing to withdraw
My parents wanted me to have experiences outside of Utah County

Paying for parking after the all the other fees. Went to WGU.

The farther I got in my education the worse the professors were. Most times a student in class knew more about the subject than the teacher

There is abuse by "Professors" in the anatomy classes

Too expensive

UVU wasn't very good. The staff seemed uninterested in me being a student, and there were lots of silly barriers to me taking more computer classes.

was a student with disabilities, but was allowed to be mercilessly bullied by students to the point of having to call paramedics for severe panic attacks and leaving classes for every semester I attended, even had teachers allowing the bullying to happen

Was told that I wouldn't get accepted into the nursing program without straight A's

Web dropped classes did not save in the system, cost me thousands of dollars that the school still collected that I got NOTHING for in return

SWI

2 Things. 1. I could not afford your skyrocketing tuition.2. My math teacher was so condescending I just quit

Auto injury to my neck.

Class fees, books, and parking are out of control.

couldn't get to classes on time because of a boot on my foot, there wasn't enough handicapped parking, too many students per class, ADHD and anxiety

Counseling both in Financial Aid and with my academic advisor was horrible leading me to make multiple mistakes and missed opportunities that made getting a degree harder and slower than it had to be.

full time work and school, more accessible degrees online

have 2 kids and full time job and just bought a house.

I delayed getting a loan secured

I didn't complete the associate's culinary arts program because I felt I had gained enough already to start my own business, which I did.
I didn't qualify for grants because MY PARENTS made too much money. My parents were not paying for my education.

I don't believe my credits are still active/would be accepted

I felt it was an accomplishment finishing my AAS Degree

I felt like the staff wasn't eager to help me and that I was a burden to professors, advisors, and councillors. The only person who ever helped me was a councillor named Gunn

i felt the religious atmosphere appalling and stunting to students

I finished my associates degree and haven't desired to further my formal education.

I found a job that allowed me to do what I would have been able to do had I finished my degree. I couldn't justify paying to finish my degree, nor could I find the time because I had a full time job. The classes I had left were not available in the evenins when I could attend.

I found it difficult to balance work, school and personal life..

I got accepted to another university. (The major was even more geared to what I wanted)

I got too much run-around from advisers and the financial office. No one seemed to care. It was like trying to get things done in a government building.

I had a job with irregular hours

I had an associate degree from an out of state college and too few classes transferred. VI disappointed when it said I only had 25% of the requirements satisfied.

I have a disability, and though I received accomodations, I don't feel the services fit my needs.

I have learning distillates, i.e. Dyslexic, that make it hard for me to succeed.

I lost my scholarship even though I was told I wouldn't

I moved

I moved abroad

I moved out of state

I needed to get a second job to pay bills, not enough time for school and 2 jobs.

I never intended to get a bachelor's degree. I got an AAS in Mechatronics, and that fit my goals.

I started with Concurrent Enrollment and didn't know how to continue once I graduated High School.

I transferred to another university. UVU was/is a GREAT school.
I wanted a degree from a different university.

I wanted to start a career in learning Java so I can make mobile device apps. But I had a lot of general classes to do, and requirements before I could ever get to what my passion was. I lost my passion during that time, and gave up. I am now back at it, going through online college degrees that I can focus on that language and not have to do pre-requisites and generals. My passion is still here and it has been a year.

I was accepted to the Nursing Program at Weber State University and not at UVU.

I was not accepted into nursing program.

I was using UVU for classes in conjunction with USU. Graduated from USU.

In all my interactions with the administration and office staff, I felt like I was viewed as a number instead of an individual with needs. VI impersonal and cold experience.

It was difficult for me when I decided to go back because I was already an older student and felt out of place among the 20 year olds, but after I started I had a number of deaths in my family and each one set me back. There was my wife’s grandma, then her grandpa, then her dad, then her other grandma, then my dad. All of those were within a two year period, and I had a difficult time staying committed after that. I began to look for other options, like more on-line opportunities like at WGU, but I never did go back and finish a degree.

Joined the Military

Math classes were "expiring" after 2 years and I got sick of retaking them

Medical Problems

most classes, if not all, were not worth the money I was paying for them

moved to a different state

My credits expired and I would have to take the same classes again that I took years ago. Waste of time and money if I haven’t used the class yet then I won’t need to take it again. IE Math 1050

My job has taken a lot of time I would use for school

My mom works at BYU where I get 50% discounted tuition, and was looking for a change of pace at a new school, not to mention the religious benefits to be found at BYU.

My professor gave me an f on my senior capstone class, even though I tried harder than any class before, and then I couldn’t fit it the same class because it wasn’t offered for another year.

Offered a scholarship to Baylor

Oilfield job in Vernal, Utah working 70 hours/week
Poor university resources and administration; absolutely terrible parking situation that added unneeded stress

relocated to another city

Seeing where it was all going after I jumped through all the hoops at school

The classes were a waste of my time, I wasn't learning anything that I felt was worth the money and effort being spent, the professors were very inconsistent, some were over-the-top difficult and others were so easy I got nothing out of the class. There was too much busy work and as an older student with children and a successful business owner, it really didn't work for me to do group projects or be in cohorts with a bunch of immature 18 year olds who wanted to put all the work on other students because they had dates or 5Ks to run.

There was no more financial aid available

Too expensive!

UVU did not offer a bachelors in CS when I was a full time student in 1985. Now I go to class when I can but will probably never complete the degree.

UVU kept changing the requirements for a Fine Arts Degree and too much 'in house politics'

UVU made a mistake 2 semesters in a row preventing me from registering for Calculus, then expired my math credits unapologetically

UVU no longer offers Refrigeration

UVU's instructors in the Computer Science and Computer Engineering degrees are all sub-par.

we moved away

Working full time and family make it difficult, it increased my stress level more than made me comfortable.

Accessibility services did not give the support I needed

All available classes conflicted with my regular work day. Opted for what was making me money instead of something that would cost money.

Depression/Anxiety has made full-time college difficult

Didn't have tuition money (I didn't run out, just no tuition)

Divorce
Emotional Issues

Financial Aid refused to grant me funds for one last semester

Getting too expensive for a part time student!

I am slowly taking classes 1-3 per year while working full time.

I completed pilot certification and began work.

I felt that the professors didn't care if I passed or failed so I quit caring

I felt very unproductive taking classes like physical education, ethics and values, biology, and other classes that did not pertain to a Bachelors degree in business. If UVU would offer a more streamlined process to get through the educational experience more people would stay because they are actually learning stuff that pertains to their degree and they won't get so burnt out by all the fluff.

I got an internship, which turned into a career.

I had one class with a very demanding, 30 page thesis paper that I always planned on finishing. I was graduating that semester and my teacher gave me an incomplete so I could still walk, but we bought a house and moved the same week as graduation, then about a month later I had my first baby. Family life took over and I've never been able to finish writing, or defend my thesis. I'm literally 15 pages away from my diploma, and it's still a goal of mine to finish.

I had to get a full time job to better support my family due to the housing market crash in 2008. ended up working in the oil and gas industry.

I have ADHD

I moved out of state

I signed up for classes that didn't really interest me, which killed my motivation/enjoyment of college, leading to an academic probation and disqualified for financial aid. I didn't have the money on my own to continue.

I suffered a chronic back injury that makes sitting difficult.

I will be returning next semester

I'm working on finishing up a couple of incompletes that arose from a difficult semester with a breakup. I am finishing my last class now.

Job demands (needed to increase sales) to be able to support my family also Family (dedicate time to my growing family)

Just wasn't worth the money and time for a degree I didn't care about and teachers/staff who didn't really care to help
Lack of online class availability.

Math requirements are outrageous compared to others in the state.

Mental Illness

misunderstanding about how to get my BS

moved out of state

My husband took a job out of state.

My job became more demanding and I hope to come back in the near future

No majors for older students and for students that own businesses..

not enough evening classes in the CS degree.

Not enough online courses for the History Department

One of my professors wanted my capstone paper to be the equivalent of a masters thesis.

surpassed aggregate limits. Thanks Obama.

Suspended due to being bullied by staff and students, which negatively affected my mental health

Technicalities forced me to stay away from UVU

Teh major I wnated, financial resources, work, family and convnenice of class scheduling. UVU has a lot of non-traditional students, yet not enough online classes.

The Digital Media Department is vastly underfunded.

The graduation office told me my credits would transfer and I found out after I moved out of state and left my job the credits would not transfer.

The number of online degrees is very small

the teachers available for math at the time were horrible at teaching the subject so I left.

There were not enough online classes offered.

Transfer to another university out of state

Trouble getting my financial assistance to pay for school due to misinformation provided by financial staff

UVU computer science program is sub-par. edx.org offers a free computer science class from harvard, even though it is online it was amazing. The problem is upon going back to uvu after taking that 1 free
course, the difference in teaching quality was so apparent that it was hard to stay motivated at UVU. Harvard actually offers their course materials for free to university professors for the intro to computer science class.

UVU did not offer enough of the required classes often enough or at all

UVU made things so difficult to manage that it became difficult to work full time, and attend school.

UVU's standard of erasing math credits after they're taken is a con to get more money

Work Demands

Work demands are stronger

Work experience put me so far ahead of my degree that it was hard to sit in class and know more than the professors about the topics. Yet the professors got down right hostile at the suggestion of testing out of a class.
Appendix 2 Top Two Most Significant Circumstances When They Quit UVU Before Graduating

When all 33 of these circumstances were added together into a new variable, the NAAI respondents were found to only have selected an average of 3.3; the SWI averaged 3.5, and the VI averaged 4.1. In other words, the more interested the respondents were, the more circumstances they selected on the average. When asked to pick the 2 most significant circumstances that led up to their leaving UVU before graduating the results were very revealing. Table A2 shows the ranked circumstances highest to lowest as selected by the respondents. Only 12 of the 33 circumstances are listed because there were many selected only by a few respondents (if 6 or fewer selected any circumstance, it was excluded from Table A2).

<table>
<thead>
<tr>
<th>Family-Related Issues</th>
<th>VI #/%</th>
<th>SWI #/%</th>
<th>NAAI #/%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ran out of money</td>
<td>39/21.7%</td>
<td>21/12.5%</td>
<td>7/8.9%</td>
</tr>
<tr>
<td>Was overwhelmed trying to balance family demands with school demands</td>
<td>32/17.8%</td>
<td>19/11.3%</td>
<td>5/6.3%</td>
</tr>
<tr>
<td>Could not pass specific classes</td>
<td>20/11.1%</td>
<td>17/10.1%</td>
<td>8/10.1%</td>
</tr>
<tr>
<td>Couldn’t get class to fit my schedule</td>
<td>20/11.1%</td>
<td>11/6.6%</td>
<td>4/5.1%</td>
</tr>
<tr>
<td>Personal life competed with academic life</td>
<td>16/8.8%</td>
<td>14/8.3%</td>
<td>2/2.6%</td>
</tr>
<tr>
<td>Got a Good paying job</td>
<td>14/7.8%</td>
<td>16/9.5%</td>
<td>19/24.1%</td>
</tr>
<tr>
<td>Had to focus on my family</td>
<td>16/8.8%</td>
<td>16/9.5%</td>
<td>4/5.1%</td>
</tr>
<tr>
<td>Had severe medical issues</td>
<td>11/6.1%</td>
<td>7/4.2%</td>
<td>4/5.1%</td>
</tr>
<tr>
<td>Became a parent</td>
<td>10/5.6%</td>
<td>7/4.2%</td>
<td>3/3.9%</td>
</tr>
<tr>
<td>Got Married</td>
<td>3/1.7%</td>
<td>12/7.1%</td>
<td>1/1.3%</td>
</tr>
<tr>
<td>Was upset with a professor</td>
<td>6/2.4%</td>
<td>4/2.4%</td>
<td>5/6.3%</td>
</tr>
<tr>
<td>Was upset with a staff</td>
<td>4/2.2%</td>
<td>0/0.0%</td>
<td>5/6.3%</td>
</tr>
</tbody>
</table>

*not all values total to 100% due to rounding and missing data
APPENDIX 3 Actual Comments From Question On Other Resources They Might Need If They Came Back To UVU

Male SWI

A revamped, personalized bachelor degree program that replaces most traditional coursework and class time for focus on completing high quality research essays, under supervision of a mentor in the faculty

Ability to take most or all of my courses online.

Class times offered in the evening and online

have any administrators tried to complete a degree at uvu?tried to add classes from the website? Emailed their advisors that never return emails or calls? Why spend millions of dollars on a rock climbing wall when you have adjuncts teaching and the website looks like a student designed it. Why does it take so many credits to graduate? I have six years of college classes but because they don't fit a specific department, I don't even qualify for an associates. My advice is to have an admin go through the actual process of being a non traditional student and you will quickly find the many ways it becomes difficult to graduate.

I failed the last semesters, causing me to be in a position where I need to meet with 5 counselors and write a paper to get back in. I am the one giving money, not the way around. You are a business. But even then, I know I would have to take generals and lose my passion.

Mentoring and guidance so that I can create a realistic plan and know of opportunities and pitfalls ahead of time to maximize my ability to achieve.

my employer reimburses tuition

No evening or weekend classes for my major

Online classes

Female SWI

A quiet place to nurse the baby or let a tired child rest

Aging parent care

have a general studies BA. I have enough credits to have a Bachelors but they are in different fields. 1

More class options in the evening/online

More guidance for graduation requirements, using work experience for credit

More online courses so less has to be done on campus away from family.
Online classes I can fit into my work schedule better

Socialization help and distraction low environments for students with autism/spd

someone to map out courses necessary to reach my professional goals

**Males VI**

accepting credit from a years back.

Distance ed courses that are at-your-own-pace

Distance education options

Don’t require high school diploma's or transcripts for students that haven't been in high school for 5-10yr.

Flexibility around a rotating work schedule.

Get the aggregate limits raised again.

how to increase the amount of loans/financial aid received for the academic school year.

i don't know right now

I just to go talk to a counselor

just didnt feel like you were willing to help the students, it was more about your money, not our success!

More options of classes at night or online

Online courses for the rest of my remaining credits

Parking - I had to pay for parking just because my class started 1/2 hr before I could park anywhere on campus

Providing a functioning counselor - my business counselor never answers my phone calls, ditches appointments with me and couldn't be less interested if I succeed or not, I'm really just extra stress to Clint

Some way to better understand the system I need to follow to return and complete my degree as well as some way to figure out how to compete my degree while supporting my family as a single dad.

The biggest thing I need is an online pathway to a degree. Literally ANY degree with an online pathway.

Time turner
Work Credit, support testing out of courses.

**Female VI**

Ability to get childcare (preferably on campus) that will watch my kids during class AND during work study or on campus job

Ability to work with teachers concerning tests/finals1 when having medical issues

Advisor to go over what I need to do.

I am working so I can return in the future

I would love the University to stop allowing a professor to fail a student for poor attendance when they were otherwise passing the course. Particularly when the absences are due to serious medical concerns.

Less structured, self paced math course.

Make my courses available online

More options for online courses

Online classes

tutor for Stats
APPENDIX 4 Marketing Words About The Single Mother Scenario

Males SWI
10
A Worrier
Achiever
Admirable
amazing
Amazing
awesome
Awesome
Capable
committed
Congratulations
dedicated
Dedicated
Dedicated? Wtf kind of question is this?
Dedication
determined
determined
Determined
driven
Driven
Epic
Exceptional
Focused
good
Good
good job
great
Great
i don't know
impressive
Impressive
inspiring
Inspiring
lucky
Lucky
maybe
Miraculous
Monumental
n/a
No one word can describe that difficult achievement. If I had to choose I'd say Miracle.
Outstanding
persevere
persistant
Persistant
Persistence
persistent
Persistent
relief
relieved
respectable
Rockstar
Significant
Tremendous
Triumphant
Unnecessary

Females SWI
accomplished
admirable
amazing
Amazing
amazing!
Amazing!
awesome
Awesome
Awesome!
awsome
dedicated
Dedicated
Dedication
Deserving
Determination
determined
Determined
Difficult
Driven
epic
Extraordinary
fabulous
fantastic
Fantastic
Finished. And beginning.
Good job, but I am sure she has crazy amounts if student loans, great
Great
Hard earned
hardworker
impressive
Inspirational
inspiring
Inspiring
Miraculous
MOTHER
perserverance
persistent
Persistent
rockin'
superwoman
Superwoman
This question is sexist.
Tough and determined (yeah two words- so sue me!)
Triumph

Males VI

able
Above Average
Admirable
Amazing
Amazing!
AMAZING!
an accomplishment
arduous
Astounding!
awesome
Awesome
Awesome!
brave
Champ
commendable
Commendable
Congrats
dedicated
Dedicated
Dedication
determined
Determined
Doable if I was a single mother - but I'm not, I'm a married husband and have the tender
feelings of my wife and baby to deal with plus I need to give them shelter and put food in their
mouths and clothes on their back
Driven
Earned
Easy
Excellent!!!
exhausting
Extraordinary
fantastic
Focus
fortunate
Fortunate
great
Great
Hero
impressive
Improbable
Incredible
Inspiring
Mother
Neat
Nice
outlier
Outstanding
OUTSTANDING
outstanding!
patient
perserverence
persistant
Phenomenal
Remarkable
Rockstar
role-model
Strong
subsidized
Successful
Superhuman
supermom
Tremendous
Wonderful
Females VI
Admirable
amazing
Amazing
Amazing!  
amazing!  :)
Ambition
Ambitious
Awesome
Comendable
dedicated
Dedicated
DEDICATED
Dedicated.
Determination
determined
Determined
Difficult
Dilligent
Empowering
endurance
exemplar
Faboulas
Fantastic
Focused
Graduate
Great!
hard working
Hard Working
Hard-working
Hardworking
Incredible
Inspiring
Miracle
monumental
Non traditional
nontraditional
Perservere
perseverance
Perseverance
Persistent
Strong
Successful   tenacious   Tenacious
APPENDIX 5 Marketing Words about the Nontraditional Man Scenario

**Males SWI**

Perseverance  
Supersrar  
"...Eventually..."  
10 accomplished  
Achiever  
Again, no one word can suffice. I'm 30 years old, married, with three kids. A miracle is what it is. amazing  
Amazing  
awesome  
Awesome  
Balance  
Barbaric  
Busy  
Caring  
Commendable  
Commited  
committed  
Congratulations  
dad  
dedicated  
Dedicated  
dedication  
determined  
Determined  
devoted  
Disciplined  
driven  
Driven  
enduring  
Equally Epic (two words)  
Fantastic  
Fatigue  
Flabbergasted  
focused  
Forever  
Fortunate
goal keeper
good
Good
great
Great
Groundbreaking
hard working
Hardworking
honorable
Honorable
Impressive
Incredible
maybe
n/a
nice
Normal
Notable
nuts
Ordinary
Outstanding
relief
Resourceful
Selfless
Significant
Successful
Tough
Trooper
um, also admirable

**Females SWI**

admirable
amazing
Amazing
awesome
Awesome
Busy. And dedicated.
commendable
Courageous
dedicated
Dedicated
Determination
determined
Determined
Difficult
Driven
duty
fantastic
FATHER
Flexible
focused
Focused
Good
great
Great
Grown Ass Man with Values
hard working
Hard-working
hardworker
hardworking
Hardworking
hero
honorable
Honorable
impressive
imPresSive
Incredible
Industrious
inspiring
Love
mormon
Nice
Perseverance
persistent
persistent
Proud
Responsible
Rock
sacrifice
sacrifices
Student loans are awful
Success
Superman
Support
the usual college set up
This question is sexist.
Well deserved
Wonderful
**Males VI**

A Man
able
Absent
Admirable
amazing
Amazing
an accomplishment
arduous
Average Depending on Major/Sector
Awe-inspiring
Awesome
Awesome!!!
Beastmode
Champ
commendable
Commendable
committed
Committed
Congrats
Cool
courageous
dedicated
Dedicated
Dedicated!
determined
Determined
driven
Driven
Exhausted
exhausting
expected
Expected
Extraordinary
fantastic
Father
Fortunate
Go getter
great
Great
Hard
Hardworking
Hero
Heroic
Honorable
How?
Impossible
impressive
Incredible
insanity
lonely
Must have a great wife.
Non-typical
Normal
Outstanding
Outstanding!
patient
Remarkable
resolute
Rockstar
Stalwart
Stellar
Stretched
Successful
Sucessful
Sufficient
super
Superhuman
superman
tipical
uncommon
Uncommon
Worthwhile

**Females VI**

Admirable
amazing
Amazing
Amazing!
Awesome
Committed
dedicated
Dedicated
DEDICATED
dedicated
determination
Determination
determined
Determined
Difficult
Discipline
driven
endurance
Expected
Fabulous!
Fantastic
Focused
Graduate
great
Great
Great!
hard working
Hard Working
hard-working
Hard-working
Hardworker
Hardworking
Hero
Heroic
Impossible
impressive
Impressive
Inspiring
Motivated!
Mythical
Necessary
Non traditional
nontraditional
Normal
Outstanding
Perservere
perseverance
Perseverance
Reliable
Responsible
Sacrifice
Selfless
Spectacular
Superman
APPENDIX 6 Focus Group Results

We held the actual focus group held between 11-12:45 on July 16th 2015 in SC 206gh. This was a particularly talkative and engaged group who comprised current and recent NT Students. The focus group discussion was enhanced by having key UVU staff present as well. The goal of the focus group was to read through the various sections of the telephone survey draft and identify any issues we may have overlooked, identify anything that might be rude or insensitive, and develop together any labels or brands we could use for NT Students student campaigns and programs here at UVU.

The focus group went about 1.5 hours. The feedback was mostly positive, in part because the participants were pleased that the survey was being asked and that it might lead to better circumstances for them. The marketing or label portion of the focus group did not immediately identify any label to best use in campaigns of marketing. But, in the discussion, we realized that a few valuable things about NT Students:

1) NT Students are the “Normal” students now at UVU

2) NT Students bring a resource to UVU by virtue of their meaningful life experiences

3) NT Students might be better branded by what they do rather than just their status. A successful brand may be best identified by a brand that focuses on: how the UVU experience makes them a better person, the remarkable feet graduating with a bachelor’s degree actually is, what they bring to enrich UVU, and/or what they will do to change the world once they graduate.

Traci Wennerholm’s minutes identify some of the insightful discussion on the marketing portion of the discussion:

“some call them: “Non trads, non traditionals, 25+, comebackers, nearbies, commuters, mature, part timers, adult students, lifelong learners, re-engaged, second chancers.”

“Two students like “comebacker” because of it’s utility in familiar phrases such as “welcome back” and “come on back” he/she “Made a comeback” were brought up. Marketing felt that this might not relate to the masses. Adult students and adult learners were also well received. Lifelong learners was received with mixed reaction. Some felt that it was a positive and encouraging phrase while others felt that it gave the impression of being in school a long time and felt it a little depressing. The phrase that was the least well received was “re-engaged” which felt “eh” and disconnected.”

“Other suggested phrases: “Make your comeback, re-entry students, returning students, re training students, back in the saddle again, be more, step up, jump in—the water’s fine, bring your life experience, share what you have, contribute, sharpen the saw—refine skills.”

It was also repeatedly mentioned how much Turning Point had helped so many UVU students and there needs to be a similar center for NT Students. One where they could just “drop in for tea and sympathy” when things got real heavy. One student mentioned how nice it was to get an e-card from President
Matthew Holland on her birthday. Another student was recruited by the University of Phoenix because her husband is military and she could go there free. The U of Phoenix recruiter had an entire plan of how fast she could graduate taking certain classes in a specified sequence. She also mentioned that her husband’s veteran friends often ask why UVU leaves millions in unclaimed military benefits on the table by not adequately connecting potential and current students to all the Veteran’s Administration has to give. This claim is most likely misstated or untrue since current UVU efforts procure many military benefits for our students.

Students would like a “one stop-like” center where they can quickly get answers to their questions. But, many of the students who had been here for years find the One Stop a bit frustrating. Make the time it takes to contact a UVU service dept. worth the effort with solutions to problems! Ease of application, registration resource acquisition, and “actually getting into classes” would make a big service difference. One of the students said the 801-863-4636 help number sent her to the education building rather than the EE building. When she got there and explained her plight of missing her class, the School of Education Dean’s secretary volunteered to drive her up to EE so she could at least attend part of the class.

Another important issue that emerged in the focus group was the concept of “aggressive or intrusive advising” that asserts itself into the emails and text messages of students alerting them to resources, requirements, opportunities, and events, making it nearly impossible for them not to know what is going on or where they can go and how they can get there to obtain support. One of the former NT Students who now works at UVU did not know about a Pell Grant for the first 2 years of her studies here. Her friend told her about it. This student had started and stopped enrollment to earn enough money to pay cash for her tuition and fees back then.

How did we obtain survey feedback? We had originally invited 38 students who had they all attended would have represented more than one student in each of the demographic categories we selected to participate. There were 7 who actually showed up to the actual focus group. Ironically, the main reason most could not attend in person is very similar to the main reason many NT Students quit college—they are busy with work, family, and other off-campus life demands. Even though all who read the survey and gave feedback via email had expressed a desire to do so. There were 15 who read through the survey and provided feedback via email. And the others never replied to the phone or email invitation to attend.

**Feedback was obtained from these 22 students and 5 UVU staff**

7 current or recently graduated NT Students UVU students attended the actual focus group. Among them the following demographics were represented:

- 60 year old male just graduated UVU May 2015 divorced with 2 older children living at home works part-time at UVU
- 52 year old widowed mother/grandmother of 4 raising her imprisoned daughter’s 2 daughters, working full time, almost a Junior at UVU
- 51 year old mother of 6 stay at home graduated in 2006 from UVU, considering grad school at UVU
- 68 year old married lives with husband, works part-time at UVU and is mother of 3 adult children, graduated May of 2015
- 35 year old never married female, lives with elderly parents, works part-time at UVU and graduated at age 27 from UVU BS
- 45 year old married woman with 4 children at home, working part-time is taking 6 credits in Fall 2015 semester
- 56 Year old female graduated in 2014 from UVU looking for full-time work 2 children living at home, working part-time in local school district

(Also present were former: NT Students who work in key departments here at UVU, Tiffany Evans, Joy Brown (UVU Extended Studies, earned BS and MS over 30 years); and Laura Holden (UVU Grants office, earned BS as single divorced mom)

There were 15 not present but contributed via email

7 Not Present Males
- 29 year old graduated May 2014 at U of Utah MS program, married, stay at home wife, 2 preschool children
- 25 year old never married living with unrelated individuals, not taking UVU Summer courses but will be taking 12 credits in Fall 2015
- 26 year old married, lives with spouse and 2 young children works part-time, graduated UVU May 2014 will start MS degree at USU in Fall, 2015
- 53 year old, combat veteran got into MSW program back east, yet still needs to pass one math class to have officially earned UVU BS degree, was a divorced single father while at UVU with older children, just married another NT Students UVU student
- 32 year old male, married 3 small children, working part-time, caregiving to elderly sick family member, taking 12 credits per semester
- 29 year old male, married no children living in home but one living with ex-wife in another state, has associates degree is taking 12 credits this summer and 15 in the Fall 2015 semester
- 31 year old married lives with spouse works full-time and did the last 2 years of his UVU degree completion, just graduated May 2015

8 Not Present Females
- 58 year old never married no children, working part-time, providing significant volunteering time to religion, will earn bachelor’s in December 2015 and will take 12 credits at UVU Fall 2015 and hates math
- 46 year old divorced, raising 2 teens and having 2 older children living at home, working full-time, has earned associate’s degree
- 66 year old divorced, working part-time earned a bachelor’s from UVU and master’s from BYU and is taking credits for “enlightenment”
- 40 year old widowed, raising 4 children ages 13-18 and one older child, working part-time, volunteering significant time to religion has master’s but hated math
- 43 year old divorced 2 children at home, working part-time about the sophomore level in degree
- 28 year old married lives with husband and 2 children, working part-time earned associates degree and had to stop to support husband’s life plans
- 25 year old divorced a child, working full-time, just graduated May 2015, struggled with math and writing
- 25 year old cohabiting no children has brother-in-law in their home, working full-time is not taking summer classes but will be taking 15 credits in Fall 2015

Others present
Angela Ward (UVU IRI); Marinda Ashton; Whitney Wilkerson came from the Recruitment and Marketing
One traditional student, Ryan Johnson came to transcribe
APPENDIX 7 Online Qualtrics Survey Instrument

Online Survey
CONSENT STATEMENT
STOP! DO NOT PUT YOUR NAME ANYWHERE IN THIS SURVEY!

This survey should take about 15-20 minutes to complete. Individuals must be 25 years of age or older to participate. In this study, researchers are surveying past UVU students to assess their interest in returning to UVU to complete their bachelor’s degree. The results of this survey will provide information that can be used to help UVU identify any barriers potential students may have that would keep them from completing their bachelor’s degree and put into place as many resources as possible to support returning students. In this survey, you will be asked to share your opinions and understandings. In addition, you will be asked to provide some information about yourself.

This scientific study is being supervised by Dr. Ron J. Hammond, UVU Professor of Sociology (801)863-8344 ronh@uvu.edu and you may call or e-mail if you have any further questions. Also, if you have any questions regarding your rights as a research participant, or if problems arise which you do not feel you can discuss with the investigator, please contact the UVU Institutional Review Board Office at (801)863-8150.

In addition, the answers you provide on this survey will be matched to your existing UVU records in order to provide researchers with a better understanding of the UVU experiences you had in relation to the responses you give on this survey. Rest assured, the researchers will never see your survey results, UVU records, or your name connected to them. The UVU research Department will remove all identifying information prior to sending your combined survey responses and your educational records. It is essential for this survey research study to work that we absolutely protect your identity and keep all records and comments separated from any identifying information about you so we can maintain your confidentiality. UVU and the PI will ensure that these measures take place as described here. Your answers will be kept strictly anonymous and confidential! On top of that, the file sent to the researchers will only contain data on all the students who take the survey in aggregated form and they will protect the file in their firewall and encryption protected files.

Your participation in this study is completely voluntary. You may choose not to participate, you may choose not to respond to particular questions, or you may also discontinue participating at any time without penalty. By clicking on "I Consent" below, you consent to participate in this study. Thank you for your participation.

___ I Consent
___ I chose NOT to take the survey
SECTION ONE:
Please answer a few questions about the last time you attended UVU

In these first questions, we’d like to better understand the circumstances that led up to your leaving UVU before you earned your bachelor’s degree.

From this list of challenges would you indicate if any apply to you?
__ I never applied for federal grants
__ I didn’t know about resources available to help me on campus when I was in a bind
__ I couldn’t get an on campus job
__ I didn’t have access to reliable transportation
__ I didn’t feel connected to the university
__ I didn’t have a support system
__ I still had a few requirements but felt unable to complete them
__ I needed medical care
__ I was a single parent
__ I was overwhelmed trying to balance family demands with school demands
__ I needed someone to help me learn how to use technology
__ I felt inferior compared to other students
__ I was upset with a professor
__ I was upset with a UVU staff member
__ I could not pass specific classes (Which ones_________)
__ I had a family emergency
__ I ran out of money
__ UVU didn’t have the major I wanted
__ I got a good paying job
__ I could not decide on a major
__ I had to focus on my family
__ I had severe medical issues
__ I could not get classes that fit my schedule
__ I got married
__ I became a parent
I got deployed in the military  
I served a mission  
I did a volunteer service project  
I couldn’t decide on a career path  
My personal life competed with my academic life  
I couldn’t get babysitting  
Other. Please explain.

Of the reasons you selected from the list above, which were the two most significant ones?

SECTION TWO:

Please answer a few questions about your financial circumstances that will help us to arrange for more financial support for former students who decide to return to UVU.

Do you currently have any unpaid student loans?  __Yes __No
If yes, did you know they could go into deferment once you return to complete your bachelor’s degree?  __Yes __No (Deferment means you would not have to make student loan payments again until you finished your education)

Please indicate which of these forms of financial and other support you might need if you return to UVU:

Financial
__Student loan
__Grant or scholarship
__Information about available financial aid and help applying
__Family funding
__Personal loans (e.g. credit cards, home equity line of credit)
__Personal savings or use of a trust fund
__Tuition benefit from employer
__Financial aid for summer terms
__Military veteran aid
__A government program to forgive student loans for public service jobs
__On campus job
__Off campus job
__Affordable day care
__Evening daycare
__Weekend day care

Other Resources
__Day care that will allow me to drop in with my children at times
__UVU accepting some of my course credits from another institution
__Reduced tuition if I make consistent progress toward graduation
__UTA-supported transportation
__A fellow student as a mentor
__A faculty member as a mentor
__A place for my older children to wait while I do things on campus
__Could you tell us any other resources you know of that we have not mentioned here?

Please rank the importance of each of these factors in helping you to decide to return to UVU and complete your bachelor’s degree. (use the rank and sort option on Qualtrics)
1= most important and 10=least important
__A semester-by-semester plan showing which courses you would need to take
__How many semesters it would take to graduate
__A website that would link you to all the resources that could help you succeed
__Emails suggesting specific things you could do to graduate faster
__Emails suggesting specific resources to help you with your needs
__A center on campus to help returning nontraditional students such as yourself
__An estimate of about how much money would be needed for books, fees, and tuition for you to graduate
__The number of college credits you could receive for your work experience
__Which jobs you could get with your chosen major
__The Bureau of Labor Statistics’ estimate for future job demand in your major field
SECTION THREE:

Please answer a few questions about some alternative locations and course delivery and program schedule options that might work best for you if you returned.

Please select the most convenient times for you to take classes: (Select all that apply)

__Morning
__Afternoon
__Evening
__Weekend
__Variety of Classes at different times and days

Of these course delivery options, please select all that might be convenient for you:

__In-person
__Online
__Online and In-person combination (UVU calls these “hybrids”)
__Live broadcast class-to-home (professor teaches from UVU and you watch and interact with the class live on your computer)
__Live broadcast class-to-center (professor teaches from UVU and you watch and interact with the class live at one of UVU’s off-campus sites)

Please indicate which of these program scheduling options might be of benefit to you. (Select all that apply)

__A program that cuts years off the time it takes to graduate by building the courses on a year-round Spring Semester, Summer Semester, Fall semester plan
__A program that places each student in a cohort or group that takes all the same classes together until they graduate
__Availability of 3 credit classes that are taught in 6 days allowing students to get essential courses completed between semesters
__Availability of Financial Aid in summers so summer courses can be funded
__The availability of all courses in a bachelors’ degree, exclusively on evenings and weekends
__The availability of all courses in a bachelors’ degree, exclusively online

Please select all that might be convenient for you from these UVU sites:

__Wasatch Campus in Heber
__XACTWARE Building in Lehi
__Orem National Guard Building Across I-15 from Main UVU campus ("West Campus")
__Westlake High School
__Advanced Learning Center Springville (old Westside Elementary School)
__Spanish Fork High School
__Santaquin City Court Building
__Springville High School
__Eagle Mountain site
__Other locations, which ones? ________________________________

SECTION FOUR:

Please answer a few questions about yourself

We’d like you to answer using one of these responses:

1=Strongly Disagree 2=Disagree 3=I don’t know 4=Agree 5=Strongly Agree

My pay would increase if I completed my bachelor’s degree
I would qualify for a promotion if I completed my bachelor’s degree
I would find great personal satisfaction if I completed my bachelor’s degree
It has been a goal of mine to graduate with a bachelor’s degree
I don’t have enough time to do all that is required of me as it is
Face to face class time is not convenient for me
My family would benefit if I completed a bachelor’s degree
My family would be very proud of me if I completed a bachelor’s degree
I could take classes if they were available closer to my home
I would need some extra help with passing Math
I would need some extra help with passing English
I would need some extra help with passing biology
I would need some extra help with passing another subject (which one)
I would enjoy a course that only required me to attend class once per week and then had the remainder of the assignments/course available online
I would like UVU to automatically award me an associate’s degree once I earned it, rather than having to apply for it
I would need some updated computer skills
SECTION FIVE:
Please answer a few questions about how UVU might refer to students in similar circumstances as yours. Today, most students at UVU don’t fit the traditional “fresh out of high school, younger than 25, and single” category. Most educators call students over 25 and over with unique circumstances “nontraditional”

Does the label “nontraditional” work for you or would you prefer another label or category?

__Works for me
__I’d prefer another label. Please describe it here__________________

If you heard the true story of a 31 year-old single mother who worked part-time and eventually graduated with her bachelor’s degree, what one word would you use to describe her accomplishment? Type it here____________________

If you heard the true story of a 27 year-old married man who worked full-time and supported his wife and children and eventually graduated with a bachelor’s degree, what one word would you use to describe his accomplishments? Type it here____________________

SECTION SIX:
Finally, “UVU is very concerned about providing support to students who are older than 25 and have diverse experiences by the time they return to complete their degree. We really need your feedback on how we might best arrange resources for students such as yourself. Please rank the following aspects of a nontraditional student services that would best fit your needs if you were a UVU student at this time in your life.

(Rank each service using 1=very important 2=somewhat important 3=not very important important)

__On-campus childcare
__Online live chat help
__Telephone live chat help
__Activities on-campus specifically for students like me and their family members
__An advisor who specializes in the needs of nontraditional students
__A math, English, or other tutor who could work with students in my circumstances
__A specialist who helps veterans come back to school
__An email address that could give me quick answers (1-2 hours) to questions I might have
__Help finding financial resources
__Help finding community resources
__A peer mentor who had similar circumstances to your who could mentor you the semester you returned

Which would be the best way to provide these services to you?
*select all that apply*
__An actual section of campus with staff to help students such as yourself
__An online resource that I could access from home, work, or other off-campus places
__A combination of the above

**SECTION SEVEN:**

Please answer a few questions about your circumstances. (We will keep all of your information strictly confidential)

Current Age in Years______
Are You: __Female __Male
Current marital Status
__Married
__Never Married
__Divorced/Separated
__Widowed
__Cohabiting
__Other please describe

Please list the number of people who currently live in your household for each category (Select all that apply)
__Spouse/partner
__Child/children <age2
__Child/children Ages 3-5
__Child/children Ages 6-12
__Child/children Ages 13-18
__Child/children Ages 18+
__Grandparent/Uncle/Aunt
__Grandchild/children/Nieces/Nephews
__Siblings
__Unrelated individuals
__Other please describe:
Please list all of the current roles you have
__Part-time employee <35 hours/week
__Full-time employee > 35 hours/week
__Parent
__Caregiver to disabled/sick/clinically challenged person
__Significant Volunteering role: religion/community/other
__Current student
__other?_________________________________

Please list all the degrees you have already earned:
__High School diploma/GED
__College/Vocational Certification
__Associates degree (Year Graduated ______)
__Bachelor’s Degree (Year Graduated ______)
__Master’s Degree (Year Graduated ______)
__Doctorate (Year Graduated ______)

SECTION EIGHT:
Thank you for taking the time to answer this survey. UVU is very supportive of its students and will support you if you choose to return. If you would like to contact someone to find out more information on your specific return to UVU then copy and paste this link into a browser and contact any one of these UVU Staff for more information
http://www.uvu.edu/futurestudents/contactus.html
Contacting UVU does not obligate you to return. It is just a resources for information.
Thank you again for helping UVU better serve its students and the community.

UVU IRI Student Records added to their responses By IRI
These data included: High School attended and HS GPA; last permanent address, Phone, and email; COUNTY_CODE and NAME; IPEDS_ETHNICITY; Self-reported ethnicity; BIRTH year; If students was Pell Grant qualified and received or did not receive actual grant; GENDER; birthdate; if first-generation student; total advanced Placement credits earned; total concurrent Enrollment credits earned; High School GPA; if took UVU remedial Math and/or English; total credits earned at UVU; UVU GPA Overall; Total High School Concurrent Enrollment credits earned; first term attended UVU; last term attended UVU; if Received Financial Aid; if received scholarship; status as UVU athlete; Marital Status at UVU; and if ever graduated certificate or associates from UVU; and last preferred email address. The survey link was sent on 33,050 to all students fitting the specific demographic via their email addresses.
APPENDIX 8 Data On All Utah, Wasatch, and Summit County (less Park City) Residents who have some college, but no bachelor’s degree yet

Tri-county American Community Survey Results

The tri-county service area for UVU has many potential UVU NT Students in its population. In an effort to recruit some of the NT Students in the tri-county service area, data was collected from the American Community Surveys (ACS) Factfinder Webpage. Table 1 shows the 2009-2013 5-year based estimate of Utah County residents who have a high school diploma or GED but who do not yet have a bachelor’s degree.

This data shows that there are 80,509 females and 66,342 males living in Utah County who could be recruited to attend UVU and earn their bachelor’s degree. Of especial interest are those 40,244 females and 34,869 males who already have some college and would need less time to enroll, matriculate, and graduate. There are also 16,109 females and 11,716 males who already graduated with an associate’s degree.

<table>
<thead>
<tr>
<th>Table 1. Utah County’s 25 and older Population</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>25 to 34 years:</strong></td>
</tr>
<tr>
<td>HS/GED</td>
</tr>
<tr>
<td>Some Col.</td>
</tr>
<tr>
<td>Assoc.</td>
</tr>
<tr>
<td><strong>35 to 44 years:</strong></td>
</tr>
<tr>
<td>HS/GED</td>
</tr>
<tr>
<td>Some Col.</td>
</tr>
<tr>
<td>Assoc.</td>
</tr>
<tr>
<td><strong>45 to 64 years:</strong></td>
</tr>
<tr>
<td>HS/GED</td>
</tr>
<tr>
<td>Some Col.</td>
</tr>
<tr>
<td>Assoc.</td>
</tr>
<tr>
<td><strong>65 years and over:</strong></td>
</tr>
<tr>
<td>HS/GED</td>
</tr>
<tr>
<td>Some Col.</td>
</tr>
<tr>
<td>Assoc.</td>
</tr>
</tbody>
</table>
Table 2 shows similar data for Wasatch County. There are 4,308 females and 3,717 males who could be recruited as UVU students. Again those with some college include 2,089 females and 1,828 males who already have some college. There are also 834 females and 460 males who already graduated with an associate’s degree.

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25 to 34 years:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>260</td>
<td>368</td>
</tr>
<tr>
<td>Some College</td>
<td>531</td>
<td>386</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>192</td>
<td>102</td>
</tr>
<tr>
<td><strong>35 to 44 years:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>248</td>
<td>299</td>
</tr>
<tr>
<td>Some College</td>
<td>424</td>
<td>428</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>172</td>
<td>91</td>
</tr>
<tr>
<td><strong>45 to 64 years:</strong></td>
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<td></td>
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<tr>
<td>HS/GED</td>
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<td>476</td>
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<tr>
<td>Some College</td>
<td>862</td>
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<tr>
<td>Associates Degree</td>
<td>360</td>
<td>246</td>
</tr>
<tr>
<td><strong>65 years and over:</strong></td>
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<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>376</td>
<td>286</td>
</tr>
<tr>
<td>Some College</td>
<td>272</td>
<td>258</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>110</td>
<td>21</td>
</tr>
</tbody>
</table>

Finally, Table 3 represents Summit County data. Since Park City falls within the University of Utah service area, the Park City estimates were subtracted from the total Summit County estimates yielding the data presented here. Summit County has 2,582 females and 2,719 males who could be recruited to UVU. Of them, 1,136 females and 946 males already have some college. There are also 393 females and 385 males who already graduated with an associate’s degree.

From the ACS data in Tables 1-3 it becomes apparent that there are many members of the community who fit the description of a NT Students student and who could be recruited from the tri-county pool of 161,177 age 25 and older who have not yet earned a bachelor’s degree. Special focus should be given to the 152,750 with some college and the 29,897 with an associate’s degree.
Table 3. Summit County’s 25 and Older Population: Females and Males by HS/GED; Some College; & Associates Degree.

<table>
<thead>
<tr>
<th></th>
<th>Females</th>
<th>Males</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25 to 34 years:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>264</td>
<td>525</td>
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<tr>
<td>Some College</td>
<td>327</td>
<td>172</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>85</td>
<td>132</td>
</tr>
<tr>
<td><strong>35 to 44 years:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>170</td>
<td>221</td>
</tr>
<tr>
<td>Some College</td>
<td>213</td>
<td>183</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>116</td>
<td>131</td>
</tr>
<tr>
<td><strong>45 to 64 years:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>358</td>
<td>405</td>
</tr>
<tr>
<td>Some College</td>
<td>457</td>
<td>438</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>172</td>
<td>119</td>
</tr>
<tr>
<td><strong>65 years and over:</strong></td>
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<td></td>
</tr>
<tr>
<td>HS/GED</td>
<td>261</td>
<td>237</td>
</tr>
<tr>
<td>Some College</td>
<td>139</td>
<td>153</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>20</td>
<td>3</td>
</tr>
</tbody>
</table>

*Park City’s estimates were subtracted from the Summit Co. total estimates.*

In sum, tens of thousands of students who had decided not to return and complete their bachelor’s degree and who have not yet earned a Bachelor’s degree from another institution have accumulated in the tri-county citizenry and among the ranks of UVU’s alumni.
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Survey Finds Unexpected Relationship between Engagement and Retention. Students ‘Swirl’ Their Way to Four-Year Degrees


