

An Analysis of the Importance of Specific Student Resources at
Milwaukee Area Technical College

By

Robert M. Moore

A Research Paper

Submitted in Partial Fulfillment of the
Requirement for the

Education Specialist Degree

With a Major in

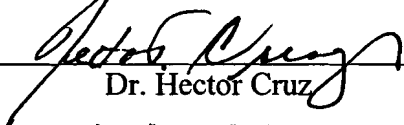
Career and Technical Education

Approved: 6 Semester Credits




Dr. Howard Lee, Field Study Chair

Field Study Committee Members:



Dr. Héctor Cruz



Dr. Juliann Taylor

The Graduate School
University of Wisconsin-Stout
May, 2008

**The Graduate School
University of Wisconsin-Stout
Menomonie, WI**

Author: Moore, Robert M.

Title: *An Analysis of the Importance of specific Student Resources at Milwaukee Area Technical College*

Graduate Degree/ Major: ED.S./Career and Technical Education

Research Advisor: Dr. Howard Lee

Month/Year: May, 2008

Number of Pages: 90

Style Manual Used: American Psychological Association, 5th edition

ABSTRACT

On college campuses today, student bodies are becoming more diverse than ever and student needs are changing faster than ever. To accommodate the needs of ever changing demographics of college students, educational institutions must have a grasp on what those needs entail. This study intended to expand upon previous research pertaining to these needs and wants of students. In order to expand this data the investigator conducted a survey among current students at Milwaukee Area Technical College. The survey was five pages in length and asked the students to individually rate the level of importance of 20 student specific resources, using a scale from 1 to 5 with 1 = irrelevant and 5 = very important. Students were also asked to answer five specific questions pertaining to demographics about themselves. Based upon reported demographic information students were placed into two respective groups, traditional and non-traditional students. Based upon the ratings of importance given by participants, the researcher rank ordered each of the 20 items in terms of importance within each of the two groups and

overall. T-tests were also run between groups per item in order to illustrate any statistical significance. The results showed very little difference between groups in terms of rating each item. The study will review past literature pertaining to growing diversity within the college setting and ever changing needs of college students, educational resources presently perceived as most or least important by students, design, implementation and result of this study as well as summary, conclusions and recommendations for further areas of research.

TABLE OF CONTENTS

	Page
.....	
ABSTRACT.....	ii
List of Tables	vii
Chapter I: Introduction.....	1
<i>Background for the Study</i>	1
<i>Problem Statement</i>	6
<i>Purpose of the Study</i>	7
<i>Research Objectives</i>	8
<i>Importance of the Study</i>	8
<i>Limitations of the Study</i>	9
<i>Timeline of the Study</i>	10
<i>Definition of Terms</i>	10
Chapter II: Literature Review	12
<i>Introduction</i>	12
<i>The Non-Traditional Student</i>	12
<i>Displaced Workers</i>	12
<i>Multiple Degree Seeking Students</i>	14
<i>Single Parents</i>	15
<i>Entrepreneurial Students</i>	15
<i>Discharged Military Personnel</i>	16
<i>Graduate Students</i>	16
<i>Former High School Dropouts</i>	17

<i>Senior Students</i>	18
<i>Addressing the Needs of Non-Traditional Students</i>	18
<i>What Resources Non-Traditional Students Want</i>	25
Chapter III: Methodology	27
<i>Introduction</i>	27
<i>Subjects</i>	27
<i>Setting</i>	28
<i>Instrumentation</i>	28
<i>Procedures</i>	29
<i>Limitations</i>	30
Chapter IV: Results.....	31
<i>Introduction</i>	31
<i>Return Rate</i>	31
<i>Variables of Measurement</i>	31
<i>Non-Traditional Group</i>	32
<i>Traditional Group</i>	32
<i>Entire Sample</i>	33
<i>African American Students</i>	33
<i>Caucasian (European American Students)</i>	33
<i>Hispanic American Students</i>	34
<i>Male Students</i>	34
<i>Comparison and Significance Between Groups Per Item</i>	35
Chapter V: Summary, Conclusions, Recommendations.....	55

<i>Introduction</i>	55
<i>Summary</i>	55
<i>Conclusions</i>	58
<i>Recommendations for Further Research and Program Development</i>	60
References.....	63
Appendix A: Student Services Survey.....	72
Appendix B: Implied Consent Statement for Research Involving Human Subjects	78
Appendix C: Student Survey Letter.....	80
Appendix D: Institutional Review Board Letter.....	81
Appendix E: Exempt Letter	82

List of Tables

Table 1: Non Traditional Students.....	36
Table 2: Traditional Students.....	37
Table 3: Entire Sample.....	38
Table 4: African-American Students.....	39
Table 5: European (Caucasian) Students.....	40
Table 6: Hispanic American Students.....	41
Table 7: Male Students.....	42
Table 8: Female Students.....	43
Table 9: T-Test Per Item.....	44
Table 10: T-Test Instructor Availability (Subcategories).....	45
Table 11: Flexible Class Scheduling (Subcategories).....	45
Table 12: Service in Student Affairs (Subcategories).....	46
Table 13: Student Health Services (Subcategories).....	46
Table 14: Social Scene or Student Life (Subcategories).....	47
Table 15: Class Size and Structure (Subcategories).....	47
Table 16: Academic Support (Subcategories).....	48
Table 17: Selection of Academic Programs (Subcategories).....	48
Table 18: Tuition Cost (Subcategories).....	49
Table 19: Job Placement (Subcategories).....	49
Table 20: T-Test Credit Transfer (Subcategories).....	49
Table 21: Name or Academic Reputation (Subcategories).....	50
Table 22: Sports and Athletics (Subcategories).....	51

List of Tables (continued)

Table 23: Proximity to a Metropolitan Area (Subcategories).....	51
Table 24: Community Service (Subcategories).....	52
Table 25: Library and Instructional Resources (Subcategories).....	52
Table 26: Child Care (Subcategories).....	53
Table 27: Housing and/or Transportation (Subcategories).....	53
Table 28: Acceptance Rate (Subcategories)	54
Table 29: Campus Size and Structure (Subcategories).....	54

Chapter I: Introduction

Background for the Study

On college campuses today, the demographics of those individuals who collectively comprise the student population are changing faster than ever. As student populations become more diverse, so must the array of resources which colleges provide to meet the needs of those students (Adams, 1992; McInnis, 1999; Teaching For Inclusion, 2001; Gutierrez-Jones, 2003). Student resources may be defined as any service provided by an educational institution which aids in the fulfilling of its mission which should ultimately be enabling students to grow personally and professionally. Some student resources may include but are not limited to the following; advising and instruction, program selection, class scheduling, health and medical services, community involvement, academic support and job placement (Milwaukee Area Technical College, 2005; Madison Area Technical College, 2006).

Student resources always need to be expanded to meet the needs of students for the following three reasons: The first reason is that the numbers of students who utilize these services continue to grow. In 1970 it was estimated that 28% of all students who entered postsecondary are non-traditional students as defined by; being more than five years out of high school, over 25 years of age or with families. By 2005 that number had grown to 73% (University of Phoenix, 1998; National Center for Educational Statistics, 2002; Data Monitor, 2005; U.S. News, 2007; Wikipedia, 2007).

As society moves further into the 21st Century, several dynamics will increase both the need for obtaining higher education and the numbers of under prepared college ready individuals. These dynamics are as follows:

- The transition from a product-driven to a service driven economy.

- The globalization of the economy.
- The aging of the baby boomers.
- The growing technology market.
- The growing number of minorities in the workforce (Day & McCabe, 1997; Brothen & Wambach, 2004).

Many sociologists and economists maintain that the transition into a service- driven economy began in the late 1970s and early 1980s as factories, especially those in the Midwest and Great Lakes regions, first became automated, downsized, bought out by mega corporations and ultimately outsourced. This ongoing dynamic, driven by cheaper labor and overhead, higher volume and ultimately a higher profit margin, displaced huge numbers of workers. Many had just a high school education or perhaps some not even that, others were non English speaking as well. These workers usually had many years invested, families, and were making good wages. Displaced production workers still represent a large number of students within communities and technical colleges all over the country (Thibodeau, 2003; Greenhouse, 2005, Business Week, 2006; Wikipedia, 2007).

The globalization of the economy is very much related to the shift from product to a service-driven economy. Approximately 90% of all manufactured household goods (including electronics) are now imported from China, India, Indonesia, Mexico, and Japan (Thibodeau, 2003; Greenhouse, 2005; Business Week, 2006, Wikipedia, 2007). American based mega organizations such as Wal-Mart are able to purchase these goods for five percent of what they would cost to manufacture them here. There are also many services that have off shore conglomerates as well, such as most cellular telephone companies, energy companies, engineering and drafting firms, and information technology firms (Thibodeau, 2003;

Greenhouse, 2005; Business Week, 2006). It is not a far-fetched notion that when organizations move the better part of their operations overseas, that American workers become displaced and therefore have to retool, retrain, or suddenly need a postsecondary education. Hence they come to community and technical colleges to accomplish this objective often without simple college survival skills.

In the technical sector of postsecondary education the aging of the baby boomers is creating a demand in both technical trades and health sciences. Those who have saturated the technical trades such as electricians, plumbers, carpenters, engineering technologists, heating, ventilating and air conditioning (HVAC) fitters, steam fitters and the like, are getting near retirement age. Therefore there will very soon be a shortage in many technical professions. As jobs need to be filled in these areas, technical college programs, which in the not so distant past were stagnating, have become very vital and are growing. The health sciences have been steadily growing for approximately the last 15 years. The hottest fields right now at most technical or community college are radiological technology, dental hygiene, nursing, surgical technology, physician's assistant, physical therapist assistant, and other jobs in the health care field. Demands and shortages in these professions are expected to grow at unprecedented rates while the baby boomers become elderly and sick. As these academic programs grow, of course so does the diversity of students who enter, hence does the need for more diversity of student services (Lake, 2001; Milwaukee Area Technical College, 2004; Milwaukee Area Technical College, 2005; Madison Area Technical College, 2006; Wikipedia, 2007).

As society becomes more and more dependent on technologies such as information technology, satellite communications, biomedical technology, and even alternative energy, this of course creates further demands in these fields which technical and community colleges need

to service as well. From approximately 1992 to 2000 was the first technological boom in information technology as the internet was being built. There were so many jobs opening up in this field that the stock market increased from a high of 3,100 points in 1992 to an all time high of 12,400 points in April of 2000. Although the information technology field is no longer increasing at the dramatic rate that it was in the 1990s, the social impact that this boom has created is still being felt in higher education. Distance education and the field of computer engineering both continue to grow. As mass media continues to convert to digital, cellular communication, and global positioning continues to grow, jobs in these fields are in demand and so is education and training for them. Biomedical technology incorporates demands for both growing health care and technology and therefore has waiting lists at many Midwestern Technical Colleges for approximately six years (Milwaukee Area Technical College, 2004; Milwaukee Area Technical College, 2005; Madison Area Technical College, 2006; Wikipedia 2007). Alternative energy sources has not yet caught on because of social and political forces, however is looking like more and more of a necessity as we become more and more dependent on the middle east for fossil fuel (Chevron/Texaco, 2005).

Another dynamic which in recent times has drastically changed the composition of the American workforce is the further influx of minorities and women. Although this is not a brand new dynamic, by 2050 it is estimated that minorities will comprise 70% of the workforce. How this relates to student services is that a more diverse student body always has a more diverse set of needs such as distance education, availability of teaching staff, tutoring, remedial services and individualized help in the areas of admissions, financial aid and/or registration (Adams, 1992; University of Phoenix, 1998; McInnis, 1999; Teaching For Inclusion, 2001; National Center for

Educational Statistics, 2002; Gutierrez-Jones, 2003; Data Monitor, 2005; U.S. News, 2007; Wikipedia, 2007).

In the Wisconsin Technical College system, the significantly most diverse student population is in the Milwaukee Area. Milwaukee Area Technical College is the largest technical college in the Midwest, the division of student services includes Admissions, Registration and Records, Financial Aid, Academic Support, Counseling, Testing, Student Life, Health and Child Care Services, and Distance Education. Brief descriptions of these programs are as follows: Admissions consist of two hubs one is for general information as it pertains to enrolling in the school as well as international student admissions and the other deals with the processing of applications and high school transcripts or transfer work. Transfer or returning students represent 67% of their student population. Registration and Records deals with the clerical function of enrolling students into classes, archived student and course records, enrollment verification and student biographical information. Financial aid deals with student grants, loans, scholarships and work study programs. At this technical college, 90% of students receive public aid. Non-traditional students as defined above comprise 67% of that population. Academic support consists of an array of tutoring services, computer and technology resources, special needs and accommodations. It is estimated that of those who utilize these services 71% are non-traditional as defined above. Counseling services functions strictly as an advising unit. In this department students are directed each semester of their program in terms of which classes to take. This is especially important for students who are displaced workers since they need to get in and out of school as quickly as possible. Testing services not only administers admission testing (the Accuplacer) they conduct workshops and tutoring in terms of preparing for it. This also is

especially relevant to students who have not taken exams in years. Student life encompasses the school newspaper, athletics, student senate and information pertaining to outside resources such as housing, legal help and other supportive agencies. The three latter of these are especially relevant for returning, working and non-traditional students as are free or reduced health and child care services, since a large percentage of non-traditional students have children and do not have health insurance. Distance education works in conjunction with each academic division to provide courses on weekends, online, over the air, thru compressed video and at satellite locations to accommodate students who cannot come to the campus during the weekdays for class (Milwaukee Area Technical College, 2005).

Because those departments listed above do not actually provide all the student services or public relations within Milwaukee Area Technical College (MATC) or at any college, the survey which will be used in this study will examine the following 20 student services or factors that draw students to postsecondary institution. These are: Instructor availability, flexible class scheduling, services provided by student affairs (such as admissions, registration, financial aid, advising and testing), student health services, social scene or student life, class size or structure, academic support, academic programs, tuition cost, job placement, credit transfer, academic reputation, sports and athletics, proximity to a metropolitan area, community service, library and instructional resources, child care, housing and/or transportation, acceptance rate and campus size and structure.

Problem Statement

As the student body at MATC continues to grow consistently more diverse from year to year, so must the services/resources in order to meet the educational needs of those students. In order to further meet these ever changing needs of this diverse student population, those at

MATC who play the role of educators must know what needs and wants students consider most important in order to appropriately expand those services.

Purpose of the Study

The purpose of this research is to determine what services at Milwaukee Area Technical College students consider most important to their educational well being and then to compare and contrast those conclusions reached between and within traditional and non-traditional students. From September of 2007 to February of 2008 a random sample of 60 current students will surveyed using a 20 point questionnaire which will request students to rate the importance of the following student resources: Availability of instructors, flexible class scheduling, availability of student services such as admissions, advising, registration, financial aid, student accounts etcetera, availability of free or reduced health or medical services, size of classes, social scene or student life, availability of academic support such as special accommodations, tutoring and remedial services, selection of academic programs, cost of tuition, job placement, ability to transfer credits to other colleges and universities, world class name, sports and athletics, proximity to metropolitan area, activity within the community, library resources, child care services, housing and/or available transportation, acceptance rate and size of campus. Students within the sample will be placed into two groups. One group will represent traditional students or those within five years of high school graduation, under age 25, single and with no children. The non-traditional group will encompass everybody else. Scores of each of the listed twenty items will be compared and contrasted between and within groups through the use of a simple correlation coefficient. All data will be collected in person.

Research Objectives

This study will address the following objectives:

1. To determine the importance of student resources at MATC by currently enrolled students.
2. To identify which actual services within each overall student resource is most important by currently enrolled students.
3. To determine the differences in which student resources at MATC by selected demographics such as age, major, number of children, traditional or non-traditional status, sex and race are deemed as most important.

Importance of the Study

The ability to determine importance of student services at any college is essential to maintaining enrollment and fulfillment of the mission to educate students. At a technical college that serves a largely non traditional student population and provides a great deal of remediation the need for this is much greater than perhaps a university that is able to pick and choose students.

Identification of how students arrive at their conclusions in regard to which student services are most important is essential to determining the importance of those services. In order to develop student resources and provide ongoing evaluation of those services the needs of the students for which they are designed to serve must be inventoried.

Determining the differences in student services at MATC by demographics is important because, at a large urban technical college students bring with them a vast array of personal needs, which change from year to year and vary as much as the overall diversity of this population. Demographic research and needs inventories conducted in 2002 for example may

yield completely different results do to ever changing social factors in the community such as the depletion of social services in and the relocation of business from the Milwaukee area.

Limitations of the Study

The following are limitations of this study:

1. All information gathered is based upon those who voluntarily participate in this survey.
2. Prior research has shown that those who do participate in random surveys generally have very strong feeling regarding what the survey is attempting to measure.
3. There is no actual means to knowing whether or not our sample is indicative of the student population at this educational institution.

Those who voluntarily participate in surveys often do not represent the larger populations since they take time out of their busy schedules to provide ongoing feedback. One point that has been consistent about surveys is that most people do not bother to fill them out. A very high return rate for a survey is noted to be approximately 30% (Accreditation Committee Perfusion Education, 2005). Some possible explanations for this may be more important personal matters to take care of at a given time or the commonly held belief that participation in a survey will not change anything.

Another commonly held belief about those who do participate in surveys is that they feel very strongly about the subject matter presented within the survey. This belief which is seen as common knowledge of course cannot be measured. There is no such thing as a completely unbiased sample. Surveys and those who respond to them however are often seen as more biased than other types of quantitative and qualitative research.

There is no means to know whether our sample is representative of the student population at MATC. Because those who participate are a very small percentage with perhaps strong

sentiment regarding those points covered in the survey. However a case regarding the representative ness of the student population at large can be built by designing and providing extensive follow-up research to this over time.

Timeline of the Study

This study will take place from September 1 of 2007 to February 29 of 2008. The following objectives will be accomplished in the following time periods;

1. From September 1 to October 1 of 2007; the survey will be posted in four student service areas at this educational institution.
2. From October 2 to November 1 of 2007; collected surveys will be sorted into two groups representing traditional and non-traditional students. Thirty (30) students from each group will be randomly selected.
3. From November 2 to January 31, 2008; all data will be gathered and analyzed and graphed, using a correlation coefficient.
4. From February 1 to February 29, 2008; Conclusions will be drawn up in regards to what both traditional and non-traditional students believe are the most important student resources and how the two groups differ.

Definitions of Terms

The following are definitions of terms used in the study;

Accuplacer. A college entrance exam utilized by most community or technical colleges which includes four academic subjects which are as follows; sentence skills, reading comprehension, basic arithmetic, and algebra (The College Board, 2002).

Baby Boomers. The birth cohort of American citizens born between 1945 and 1960. This is the largest cohort in U.S. history to date (Wikipedia, 2007).

Distance Education. The process of delivering instruction to locations away from the classroom via internet, video, audio, multimedia communications, or some other form of non-traditional delivery method (Northeast Texas Network Consortium, 2005).

Educational Institution. An accredited organization who's mission is to socialize groups of people and/or to prepare for a profession, trade or occupation (Milwaukee Area Technical College, 2005; Madison Area Technical College, 2005).

Economic Globalizing. A recent phenomenon in which businesses simultaneously produce goods or provide services in more than one country (Greenhouse, 2005; Wikipedia, 2007).

Non-traditional Student. Those students now in the majority who are at least one of the following; 25 years of age or older, more than 5 years out of high school, married and or with children (University of Phoenix, 1998; U.S. News, 2007; Wikipedia, 2007).

Postsecondary Education. A formal instructional program which is designed for students who have completed a high school diploma or the equivalent (Northeast Texas Network Consortium, 2005).

Product-driven Economy. An economic base of a society that is driven by the manufacturing and producing of goods (Greenhouse, 2005; Wikipedia, 2007).

Service-driven Economy. An economic base of a society that is driven by the providing of services to the consumer (Greenhouse, 2005; Wikipedia, 2007).

Student Resources. Any service provided by an educational institution which aids in the fulfilling of its mission which should ultimately be enabling students to grow personally and professionally (Milwaukee Area Technical College, 2005; Madison Area Technical College, 2005).

Chapter II: Literature Review

Introduction

In this section of the report, the following concepts will be addressed and discussed:

- Who are non-traditional students and what types of issues they confront as they return to school.
- How do postsecondary institutions attempt to accommodate the needs of the non-traditional students and what ways do they continue to reach out to this population.
- What contemporary literature conclude about what student resources non-traditional students feel are most important to their educational experience and why.

The Non-Traditional Student

This report has provided a very broad definition for the following group of students.

There are as many types of non-traditional students as there are people. However, much previous literature addressing the needs of non-traditional students usually deals with eight very specific groups of non-traditional students. These eight groups of students will be addressed in this section as well as those issues that they are faced with in returning to school. These groups are the following; displaced workers, multiple degree seeking students, single parents, entrepreneurs, discharged military personnel, graduate students, former high school dropouts and senior students.

Displaced Workers

Displaced worker encompass a very broad scope in terms of age, income, education level and national or racial demographics. The traditional story that comes to mind here is that of the factory worker whose plant has been automated and then outsourced who may or may not have a

high school diploma and/or language barriers, which in reality represents a small part of the picture.

Displaced workers are anybody who have been laid off or terminated do to the downsizing or closing of a business. Two very recent examples of professions gone awry that have set younger and often college educated adults up for failure is the boom and collapse of the information technology sector and the housing market (Haggin, 2003; Wikipedia 2007). The average firm in the Information Technology sector only seven years ago was asking new college graduates to sign on at salary between from \$40,000.00 to 90,000.00 per year with 2,000.00 to 10,000.00 signing bonuses depending on the geographic region of the United States. Many of these IT firms large and small eventually leveled off in unprecedented growth. Some outsourced their labor, others failed on account of corporate fraud, but most failed because the majority of them were new and small and seven out of ten new businesses do fail. This shift left a glut of recent graduates in the IT field with an uncertain future (Haggin, 2003; Wikipedia, 2007). Many experts speculate that the ripple effect of the IT crash which is documented as having happened between August of 2000 and April of 2002 not only triggered the largest stock market crash ever at 5,300 points (in the Dow Jones) but ultimately gave way to the boom and crash within the housing market through the yielding of historically low interest rates. This however was exacerbated through aggressive marketing of mortgage and new legislation pertaining to bankruptcy that promoted the false sense of security amongst sub prime lenders that no matter what happened they would still profit. These mortgage brokers and lending companies became substantial employers of recent business management graduates, as did real estate brokerage firms (Haggin, 2003; Greenhouse, 2005; Wikipedia, 2007). Displaced workers do confront the issues unemployment and/or underemployment, however also often relearning study habits or

learning them for the first time and balancing school and/or work with family obligations (Lorenzen, 2002; Timarang, Temaungil & Sukrad, 2002; Brothen & Wambach, 2004; Doyle, 2007; Wikipedia, 2007).

Multiple Degree Seeking Students

Multiple degree students are closely related to displaced workers in the sense that they often have worked in a field prior to going and training for a different field. However this group is exclusively already college educated. Multiple degree seekers may choose to go back to school because they are out of a job; however the majority reenters college because they no longer like their current or first profession. In 1970, 85% of recent college graduates regarded liking their job as a right and not a luxury, compared to one-third as of 2006. Many human resource experts however agree that the only way an individual can possibly excel at his or her profession is if he or she likes their job (Management-Issue Ltd, 2000; Reed, 2006; Conference Board, 2007; USA Today, 2007; Wikipedia, 2007). Two current college educated professions which require with high turn over rates are social services and K thru 12 teaching. Much literature asserts a direct correlation between turnover in these fields and recent political forces which continue to slash funding and generate more paperwork for social programs and education (Sackman, 2005; Weisman, 2005; American Federation of Teachers, 2007; Klein, 2007; Wikipedia, 2007). Multiple degree seekers may or may not have families and may or may not be displaced. They usually do have adequate study skills, since they are college graduates. For this group the change in lifestyle as well as reestablishing study habits are more likely ongoing issues. This group is very motivated to finish up and get on with their new careers, because they career change and perhaps because their curriculum can be completed, in much less time, the second time around

(Lorenzen, 2002; Timarang, Temaugil & Sukrad, 2002; Brothen & Wambach, 2004; Doyle, 2007; Wikipedia, 2007).

Single Parents

Single parents may and often do fall under other categories of non-traditional students. Their reason for going back to school 78% of the time is family or child related such a divorce or a dissolving of a partnership, the birth of a child and/or the recovery from an illness or an addiction. In 75% of these cases, returning students are women who work at least 35 hours per week. This to continues to be a growing population as the economy shifts to service orientated, jobs become outsourced, and minimal credentials to obtain livable employment continues to inflate, and the workplace becomes more diverse as traditional views pertaining to marriage and family continue to change. Currently the average college student who is a single parent is 26.5 years of age, has two children, an income level of \$16,500 per year and has a high school education. Motivation of this group is seen as initially high since this is about supporting children. However previous research shows that one third of single parents who begin postsecondary degree programs actually complete those programs (Sado & Bayer, 2000; Newman & Grauerholz, 2002; Manning, 2007; USA Today, 2007; Wol, 2007).

Entrepreneurial Students

Entrepreneurial students are those who are presently involved business. They include business owners and managers and other current practicing professionals who are either taking a degree program or single courses to expand their businesses, obtain a promotion, as additional training for a current job and the like. Nine out of ten entrepreneurial students who begin coursework do complete it. However over 60% of these students are non-degree seeking. Because this group consists of professionals who are working full time, two thirds attend classes

via distance education (McCarthy, 2002; Lorenzen, 2002; Timarong, Temaugil & Sukad, 2002; Answers.com, 2007).

Discharged Military Personnel

Discharged military personnel refer to any college student that has served their full commitment in any branch of the United States military. The average age of a discharged veteran returning to school is 25.5 years, since a six year commitment in the service is required in order to obtain the maximum Serviceman's Readjustment bill allowance which is presently \$30,000.00. Many veterans also begin college while still active and therefore receive addition tuition assistance (Wikipedia, 2007). Of those discharged veterans who enter college 85% of them graduate from their prospective programs, which indicates that they are highly motivated. The number of veterans that are enrolled in colleges and universities peaked in the mid 1990s however has been steadily declining as military recruitment continues to decrease and current military personnel continue to be called for multiple tours in Iraq and Afghanistan (Dao, 2005; Schmitt, 2005; Wickham, 2005; Fryer, 2006; Baldor, 2007).

Graduate Students

Graduate students have always fit the definition listed above for non-traditional students since they are five or more years out of high school. However this population of students also is rapidly changing as the economy does. As recently as thirty years ago the typical graduate student entered his or her academic program immediately after four years of undergraduate studies which typically began immediately after high school. Graduate degrees at this time would assure an individual a position in upper management or teaching on a college level. Approximately two out of ten college graduates would enter these programs were entered by means of having a grade point average at least 3.5 or better and competitive Graduate

Requirement Entrance scores. The other eight would enter the workforce. Masters degrees were usually completed in two years and doctoral degrees within four, therefore students usually finished in their twenties. The lifestyle of the graduate student at this time was much like that of the undergraduate, in terms of attending class several times per week, taking exams, writing reports and the like; just for a few more years. Currently three out of ten students who are in master's programs have entered immediately upon finishing their undergraduate studies. The other seven are working adults of varying age experiences and life obligations. Because the composition of this group has changed so has curriculum. Currently there are more than twice as many online and/or weekend graduate programs as there are traditional curriculum. Since these students are reentering school later in life, many master's programs are finding alternative means of admitting students to that of traditional grade point average and GRE requirements. In reference to doctoral programs, eight out of ten of them now require professional experience and references in order to enter. The average age of a doctoral student is now 36.2 years (Knable, 2000; Azuma, 2003; Polson, 2003; University of Minnesota, 2003).

Former High School Dropouts

Former high school dropouts refer to individuals who complete their high school diploma or General Education Diploma several years after their teenage years. The great lakes region is amongst the highest high school dropout rate in the United States, showing a 45% dropout rate in the Chicago area and 50% in the Milwaukee area. The average age of this returning college student is approximately 29 years. Seven out of ten of these students have at least one child. Seven out of ten need remedial courses and services in order to succeed in their academic programs and therefore end up at two year institutions instead of universities or at least begin the

studies there. This is the most difficult population to retain with approximately a 60% drop out rate (Day & McCabe, 1997; Breneman & Harlow 1998; Carr, 2002; Bloom, 2005).

Senior Students

Senior students refer to those who are 60 years of age and over. This population comprises approximately 10% of enrolled college students today, as opposed to 2.7% in 1977. Of this group 85% engages in incidental study or takes individual classes and the other 15% in degree programs. Most college and/or universities provide subsidized tuition for seniors. Senior students, unlike any other non-traditional or traditional group, for that matter, have typically reached the top of their careers and are generally seen as learning for the passion of it. This group more often than not does not have the same needs as their slightly younger working adults since their career and family obligations have more likely passed. This group is also known for having the most androgynous or hands on learning style (Pitts, 2000; Bernstein, 2004; Getman, 2007).

Addressing the Needs of Non-Traditional Students

There is an array of services which postsecondary institutions have begun to provide, improve upon and/or continue to utilize in order to reach out to non-traditional students. Some of these services are as follows; academic support, individualized advising, credit transfer, flexible scheduling, accelerated programs, hands on instruction, career services and placement, free or reduced health services, remediation, financial assistance and general customer service.

Academic support refers to general tutoring services, test monitoring, special accommodations (pertaining to a disability) and one-on-one instruction. These services are often utilized by any non-traditional student however more so by those who often need remedial services as well. Most technical or community college have expanded these services to meet the

needs of non-traditional students, most noted under prepared displaced workers and those who are former high school dropouts. However, these services may be used by anybody who is having a difficult time with a subject (Kentucky State University, 2007; Montana State University, 2007; Oakland Community College; 2007).

Individualized advising to, can benefit anybody who wants to use it. There however has to been an emphasis on expanding these services within the last 30 years. How this pertains to the needs of non-traditional students, is that many of them as working or perhaps recently unemployed adults are very motivated to retrain and re-enter the work force as fast as possible. The job of the advisor is to work with the student and find the quickest means for him or her to finish the academic program and move on. This may entail evaluating previous credits for transfer, testing out of classes and referral to accelerated programs as well as on going and comprehensive guidance through not only registering for appropriate classes but monitoring progress within those classes (Romberg, 1993; Rutgers University, 2002; Slowinsky & Hammock, 2005).

Credit transfer is the ability to carry credits to or from another postsecondary institution. This is normally done through articulation agreements or contracts between colleges. Although postsecondary institutions have always transferred credits, the recent trend especially for two year non-profit institutions is to secure more articulation agreements, so more credits become transferable in order to market to a group that not only has previous college credits but often previous degrees. At Milwaukee Area Technical College in Wisconsin, the number of articulation agreements with other postsecondary institutions has increased ten fold since 1985 (Milwaukee Area Technical College, 2005).

Flexible scheduling has been the cornerstone of non-traditional or adult education. This may involve scheduling of classes at night, on weekend, via distance education, online or a combination of the above. Distance education has been around for approximately 100 years this was when the very first correspondence school opened up. However with the advent of the internet and more non-traditional students and working adults in school than ever, this has flourished to unprecedented heights with two-third of enrolled students involved in some form of distance instruction (Lorenzen, 2002; McCarthy, 2002; Polson, 2003; University of Minnesota, 2003; Center for Teaching, Learning & Faculty Development, 2007; Getman, 2007).

Accelerated programs are very self-directed programs which can be completed in less time than a conventional course of study. This is accomplished through specific class curriculum which allows the student to condense material covered in each class. For instance subject matter in a class may be completed within six weeks as opposed to the 16 week semester. Credits can also be given based upon work experience. These types of programs initially debuted on the graduate level and were taught on weekends. Accelerated undergraduate programs shortly afterward became more common as more entrepreneurial students were expected to go back to school in order to be promoted or keep their current jobs (Lorenzen, 2002; McCarthy, 2002; Polson, 2003; University of Minnesota, 2003; Center of Teaching, Learning & Faculty Development, 2007; Getman, 2007; Wikipedia, 2007).

Hands-on or androgical instruction is the teaching method of choice for non-traditional students. This type of instruction places a heavy emphasis on real world application as opposed to theory, is to very self-directed, involves a great deal of classroom discussion and group projects as opposed to examinations or written assignments. In this milieu the instructor does a great deal of facilitation and very little lecturing. The operating principle is that students bring a

mosaic of experiences to the table rather than the instructor (Lorenzen, 2002; McCarthy, 2002; Polson, 2003; University of Minnesota, 2003; Center for Teaching, Learning & Faculty Development, 2007; Getman, 2007; Wikipedia, 2007).

Career services and placement is the reason that the vast majority of non-traditional students come back to school. In the case of displaced workers, single-parents who are just going back, those who had finished their high school education later in life and entrepreneurial students taking individual courses, the two year institution is where these groups will more likely pursue their education. The reason for this is the combination of social and remedial services as well as accelerated programs in healthcare and technical trades. Since these academic programs are short in length and their fields are in demand and are able to command attractive salaries upon entry this is a viable alternative for somebody who needs to learn a trade fast and have a 90% chance of finding a job within six months of graduation. Multiple degree seeking students are more often at four year institutions or universities because they already have degrees and usually just need additional major credits. However many graduates of two year colleges have also become multiple degree seekers to. Because multiple degree seekers are motivated to get out of unfulfilling work environment and into more exciting fields, they are most interested in job placement. Graduate students may also be very much interested in obtaining employment however those who are currently working in their profession and seeking a promotion not only benefit from the degree and the instruction but the ability to network with other graduate students, faculty professionals brought into the classroom and the like (Knable, 2000; Lorenzen, 2002; McCarthy, 2002; Haggin, 2003; Jones, 2005; Murray, 2006; Five College Community Based Learning, 2007).

Free or reduced health services have traditionally been the function of health centers on four year college campuses or universities, and have been a service solely for the student attending the college and not any family there of. Because of the growing number of non-traditional students, primarily single parents and displaced workers, many two year institutions have been expanding their medical or health related services beyond that of the student nurse. Many two and four year institution alike have expanded their services to meet the needs of not only enrolled students but their dependents as well. Those institutions that do not have these policies in place, which are still in the majority, often, provide referrals to community clinics which will provide those services to students' dependents (American Medical Association, 2006; Five College Community Based Learning, 2007; Springfield Technical Community College, 2007; University of Missouri, 2007).

Remedial services are those provided by educational institutions that enable prospective students to enter academic programs when they do not meet basic educational requirement for that program. These are most often in the form of pre-college or high school level classes, and are assigned as a result of a low score on an admissions test such as an ACT, SAT or Accuplacer. These types of services are more often provided at two year institutions. However more four year colleges and universities than ever are providing them. Other types of remedial services include special accommodations, intensive tutoring and pre-college, adult high school, GED or basic skills classes. The later four are only available at two year institutions presently. The objective of remedial services is to meet the student or prospective student at their level. The demand for remedial services continues to grow. In 1996 it was estimated that one-third of students entering college utilized at least one form of remedial services. By 2003 this number had grown to 46%

(Breneman & Harlow, 1998; Lake, 2001; Crane, McKay & Poziemski, 2002; Brothen & Wambach, 2004; Bettinger & Long, 2005; Bloom, 2005).

Financial assistance for non-traditional students in most cases seems to be an obvious need. However this encompasses more than the traditional government grants and student loans. There are approximately 700 private scholarships that are listed with Kaplan, Fastweb, Compassguide and Broke Scholar. These scholarships however are always very time sensitive. Non-traditional students, due to the very nature of why they are in school, seldom have time to fish through 700 possible scholarships read fine print and apply for those that might be useful. Financial aid counselors or representatives because of their caseloads do not have the time to do this either. Therefore a great deal of money does go unused and therefore many non-traditional students and traditional students alike at the end of their academic programs are more in debt than ever. In 2006 the average student loan at the end of a bachelor's degree was \$28,000.00 compared to half of that in 1993 (Berkner, He, Lew, Cominole & Siegel, 2004; Advisory Committee on Student Financial Assistance, 2006; Bottorf, 2007).

General customer service within the college setting refers to the ability to provide students with the help or resources that they need in order to enroll or complete their academic programs. There has been much literature that suggests that customer service in the college campus is poor next to other forms of business. Some explanations that are suggested for this are the following: There are no objective boundaries in higher education regarding what constitutes customer service. There are numerous departments which are large and have little communication between them. There is a great deal of politics that drives inter department efforts. College campuses until recently have never been for profit. The customer has traditionally been young people who may not know their rights, need their credits and do not

have a great deal of time or money. Instructors are usually tenured. Lack of boundaries regarding what constitutes customer service on the college campus begins with the cliché in other businesses the customer is always right and it is this simple. In college this cannot be since the customer is there to be educated and evaluated. Therefore it should really be the mission of the college to make a concerted effort to meet the needs of students. The wants cannot always be met. Human resource experts suggest that numerous departments that are large and have little communication between them often lead to diffusion of accountability and responsibility since it takes too much time to track a complaint, investigate it and take action. Furthermore in order for people to communicate effectively they must develop some form of a working relationship. Regarding politics many theorist suggest that changes workplace policies are driven more by the wants of those in positions of power within and very little by the needs of the customer. This can be exacerbated when customers or student will always keep coming and often will wait for service as long as it takes because the institution has something that the student needs. Students also have historically been young, with little money and time and therefore have had better things to do than worry about being given the runaround. This is changing as more non-traditional students enter the classroom. Colleges have historically been non-profit. However for profit education has been rapidly emerging. There have been many allegations however that these institutions are expensive and give out credits and A grades as long as those credits are paid for. The theory that instructors are not as motivated to work if they are tenured is often a sticky subject with as much literature arguing for this assertion as there is against. The experts however agree more than not on the old adage “you get what you pay for.” Those with outstanding credentials will go where life is much easier because they can (Greenville College,

2002; Keith, 2005; University of Arizona, 2005; University of Cincinnati, 2005; City University of New York, 2006).

What Resources Non-Traditional Student Want

Much research has been conducted on what constitutes a non-traditional student (Whisnant, 1992; Michigan Tech, 2000; Tutoring and Academic Success Centers, 2002; About.Com, 2007; U.S.News, 2007). Numerous student resource surveys are have been conducted on most college campuses and are available however few of these surveys publish their results. Some examples of these surveys are cited as follows (Indiana University, 2002; Accreditation Committee Perfusion Education, 2005; University of Northern Texas, 2005). Of those available results, the following colleges or universities provided the most relevant information to this study, these are: Los Angeles Harbor College, University of Colorado at Boulder and Michigan Tech. Of those non-traditional students who participated in those surveys at each institution, the following results were yielded, in terms of the percentage of participants rating each listed student resources as important to very important: Flexible class scheduling and availability of services such as admissions, registration and financial aid scheduling both appeared to be most important with 87% of respondents rating this as such. Library resources were observed as the third most important resource with 72.6% of respondents rating them as such. Numbers 4, 5 and 6 were observed as instructor availability with 63% of respondents rating this as at least important, proximity to metropolitan area, important to 61.5% of respondents and credit transfer with 56% of participants rating this as very important to important. Numbers 7, 8 and 9 were housing and/or available transportation, academic program selection and acceptance rate given important ratings by 54%, 52% and 51% of respondents. Numbers 10 thru 13 were size of classes, ivy league name or academic reputation, availability of academic support, such ads

special accommodations, tutoring and remedial services and job placement at 48% 42.3%, 42% and 41.6% of respondents rating these resources at important to very important. Numbers 14 thru 17 were tuition cost, social scene or student life, free or reduced health services and community activity with 38.3%, 32.6%, 22% and 16% rating these as important. The two resources which were rated as least important were child care and sports with 9.5% and 4% of respondents rating them as important. No information was provided regarding campus size (University of Colorado at Boulder, 1997; Michigan Tech, 2000; Los Angeles Harbor College, 2005).

Chapter III: Methodology

Introduction

The purpose of this research was to analyze differences between and within groups concerning which students' resources both traditional and non-traditional students believe to be most important to their educational well being. Chapter Three provides information related to the following points: General description of the subjects and how they were selected, description of the setting in which they were selected from and studied in, description of the instrumentation that was used to provide measurements within the study and any reliability or validity issues. Additionally, a description of how data was collected is provided, any statistical tests that were used to analyze the data are described and limitations dealing with the sampling technique, data collected procedures, and instrumentation are addressed.

Subjects

In order to illustrate differences between what resources traditional and non-traditional students value as most important, 60 subjects (n=60) were identified and placed into two groups. Groups were as follows: Non-Traditional students (n=30) as defined by one or more of the following criteria; five or more years out of high school, 24 years of age or older or with children. Traditional students (n=30) as defined by all of the following criteria; single without children, under 24 years of age and less than five years out of high school.

Subjects were selected after they had completed the survey. Because only the information recorded on the surveys was used, the subjects were able to remain anonymous. The survey was distributed in the following departments within the student services division; Admissions, Registration, Counseling, Financial Aid and Testing. Subjects filled out the survey between the hours of 7:45 a.m. to 6:00 p.m. on the days of Monday through Friday, between the calendar

dates of October 10 through November 22, 2007. Of the overall return rate of the surveys, the 60 were randomly selected by using a stratified method in which the 30 traditional students and 30 non-traditional that equally represented all four age groups were gathered.

Setting

Milwaukee Area Technical College is the largest technical college in the Midwest with over 60,000 enrolled students and four campuses. The largest of the four MATC campuses is in downtown Milwaukee. The other three campuses are in Milwaukee suburbs. Most of the students that are served by MATC reside within the Milwaukee metropolitan area. There are also many students from other areas in both the state and the region. Milwaukee Area Technical College offers over 170 academic programs as Associate degrees, one year diplomas and certificates. All academic programs that are offered within this institution are based out of five academic divisions, these are; Liberal Arts, Business, Technical and Industrial, Allied Health and Pre College. The highest traffic areas within the downtown campus are within the student services division. This division encompasses the departments of Admissions, Registration, Transcripts, The Registrar's Office, Counseling, Testing, Financial Aid and Veterans Affairs.

Instrumentation

The instrumentation used in this study was a 20 point survey which attempted to measure each student's perception of the following resources in terms of importance on a scale of 1 to 5. These resources are; availability of instructors, flexible class scheduling, student affairs, student health services, social scene or student life, class size and structure, academic support, academic programs, tuition cost, job placement, credit transfer, name or academic reputation, sports and athletics, proximity to a metropolitan area, community service, library and instructional resources, child care, housing and/or transportation, acceptance rate and campus size and

structure. These resources were selected because each of them individually appeared to carry a great deal of student feedback, pilot research and further articulation based upon the relevance within a college setting (Answers.Com, 2002; Accreditation Committee Perfusion Education, 2005). Students were asked to list their major area of study, gender (by circling Male or Female), age by circling (18-23, 24-30, 31-40 or 41 and over), years out of high school by circling (0-5, 5-10, 11-20 or 20 and over), number of children by circling (0,1-2, 3-4, or 5 and over) and race by circling (W = White [Caucasian American], B = Black [African American], H = Hispanic, A = Asian (Pacific Islander), N = Native American). In reference to reliability and validity issues, this survey has not been used before. Although similar surveys have been administered to students, little information is available regarding the reliability and/or validity of these surveys (Answers.com, 2002; Accreditation Committee Perfusion Education, 2005). The validity of a test refers to whether the test measures what it is intending to measure such as reading sentence structure and mathematical skills. The reliability of a test refers to whether a test will score consistently between trials given variable such as the test taker, setting, and time limit are controlled.

Procedures

Procedures for data collection and analysis are as follows: First, Instructional Review Board (IRB) approval from the University of Wisconsin-Stout and MATC was sought. Second, surveys were distributed in student affairs. Third, those surveys were returned. Fourth, 30 non-traditional students were randomly selected from the completed surveys equally representing all four listed non-traditional age brackets. Fifth, 30 traditional students were randomly selected from those who complete the surveys. Sixth, mean scores for each of the 20 listed resources were calculated for each group as a whole and also for each of the following selected demographics

within those two groups; age, years out of high school, major, number of children, sex and race. Seventh, all recorded means for each demographic within the two groups and for each group as a whole were arranged in rank order from the most to least important listed student resource. Eighth, a t-test was performed for each listed resource side by side between groups. Last, conclusions were determined regarding statistical significance of any relationship shown to illustrate differences on all items between traditional and non-tradition students.

Limitations

This report has a number of methodological restrictions that may limit the generalizability of its findings. These are as follows:

1. The sample is relatively small. In fact it is minimal for correlational research. This may limit the generalizability of our findings.
2. Since the entire sample is taken from a single campus of a mid western technical college, this can further limit our generalizability to that of other colleges that serve different populations in different geographical areas.
3. Those who complete surveys often do because they feel very strong about the subject matter of the survey; this may further limit our findings.

Chapter IV: Results

Introduction

Chapter Four of this report is to discuss the findings of the research in terms of the following points: return rate, variables of measurement, within the non-traditional grouping of students, within the traditional grouping of students, by race, by gender and within the entire sample. Statistical significance between groups per item and within subcategories of each item will also be addressed.

Return Rate

Of the 200 surveys which were distributed in the following area within the student services division; Admissions, Registration, Counseling, Financial Aid and Testing, 78 were completed and returned. Of the 78 completed surveys 47 of these were non-traditional students and 31 were traditional students. Once the surveys had been sorted into the two groups, 30 surveys were randomly selected from each group in a stratified fashion in order to ensure equal variation of age, number of children, race, gender, and years out of high school within the non-traditional group as well as race and gender within the traditional group.

Variables of Measurement

Overall means and standard deviations for both traditional and non-traditional students were calculated. These means and standard deviations were based on the raw scores that were obtained through the measurement of each of the 20 listed student resources. The scale which was used within the survey had a range of 1 to 5 (1 equaling irrelevant and 5 equaling very important). Variation within cross sections of each group was also recorded and incorporated into the total scores. These cross section included; major course or study, age, years out of high school, race, gender and number of children. Major course of study was omitted as a variable

because only three participants reported this. Age and years out of high school for non-traditional participants were consolidated into one variable, because they correlated perfectly with each other in each and every case. Participants within the traditional grouping were all under 24 years of age and five or fewer years out of high school, therefore the variable(s) age range and years out of high school were not applicable. In regards to race were as follows, no participants in either group reported being of Asian (Pacific Islander) or Native American descent therefore no data was recorded pertaining to either ethnicity. In regards to gender, data specifically pertaining to both males and females in both groups was recorded. Number of children also was a variable that was only applicable to non-traditional participants and therefore only recorded within this group.

Non-Traditional Group

Table 1 showed the ranking of each of the 20 listed items in terms of importance with their means and standard deviations. These results show a relatively distinct negative correlation between the means and standard deviations of each student resource in relation to one another. In this case as the means decrease, the standard deviations increase. Because the means suggest level of importance and standard deviation suggest level of variability or variance in scores collected, these results conclude that those student resources that show a higher level of importance also show a higher level of reliability and validity among those surveyed. This does not appear to be an unusual pattern. After all when participants feel strongly about an issue the logical conclusion should be that they consistently feel strongly about that issue and the converse should be true as well.

Traditional Group

Table 2 showed the ranking of each of the 20 listed items in terms of importance with their means and standard deviations. Much of these results are very similar to that of the non-

traditional group in so far as the rank order of each student resource in terms of importance. This refutes the assumption that diversity within the non-traditional group has a significant influence on which resources students perceive as important. Furthermore with this group as well, the standard deviations generally decrease as the means increase. Which also concludes that the more strongly students feel about an issue, the more consistent they are in their evaluations.

Entire Sample

Table 3 showed the rankings in of importance of the 20 listed items for the entire sample. These are more similar to that of the non-traditional group than the traditional students. Since both groups also show the same negative relationship between means and standard deviations of each listed resource, so does the entire sample, this to suggest that consistency within reporting increases with the level of importance of a given student resource.

African American Students

Table 4 showed the order in which the 20 items were ranked in terms of importance with their means and standard deviations. This group showed the same general consistency in terms of the rankings of each item and the negative relationship between means and standard deviations of each listed resource. This suggest even further that consensus within reporting increases with the level of importance of a given student resource.

Caucasian (European) American Students

Table 5 showed this groups ranking of 20 items in terms of importance as well as means and standard deviations for each item. The Caucasian American students showed some variation from the African American students however most of this variation lies with those items that rank in the middle of the list. The top and bottom five items remain within those areas. The general negative relationship between means and standard deviations of each listed resource also

remains. This too suggest that consensus within reporting increases with the level of importance of a given student resource.

Hispanic American Students

Table 6 showed the ranking of each of the 20 listed items in terms of importance with their means and standard deviations. The Hispanic American students showed a similar general pattern to all other samples so far. The Item labeled child care in this cross section held its highest ranking at number 12. This to displayed a general negative relationship between means and standard deviations of each item which suggest that consensus within reporting increases with the level of importance of a given student resource.

Male Students

Table 7 showed the ranking of the 20 listed items in the following order in terms of importance with their means and standard deviations. The male students showed a pattern which is more consistent to the entire sample then any of the racial cross-sections. The negative relationship between means and standard deviations of each item was also stronger which suggest a stronger relationship between levels of consensus and importance of each resource.

Female Students

Table 8 showed the ranking of the 20 listed items in terms of importance with their means and standard deviations. The female students showed more variation from the entire sample then the male students. The general pattern remained the same however. The negative relationship between means and standard deviations of each item was not as strong as that of the males however the relationship between levels of consensus and importance of each resource was still very much present.

Comparison and Significance between Groups per Item

Each of the 20 items was compared side by side and significance between the traditional and non-traditional groups was determined by using a t-test. The results were displayed in Table 9. Of the above 20 listed student resources, community services were the only item that displayed statistical significant differences between groups. These differences can be explained through an underlying assumption that non-traditional students are typically older and more involved in their communities. What ran counter-intuitive to this are the non-significant differences in other areas like flexible class scheduling, child care, instructor availability, job placement, acceptance rate and academic programs. These items also were very close in their means and rank order positions between groups.

Significance within Subcategories of Each Item

T-tests were run between groups to determine significance between the non-traditional and traditional groups for each subcategory of each item. Those results were displayed in tables 10 to 29. Of all the subcategories within each item the following were found to be statistically significant between groups; service in financial aid (service in student affairs), technical trades (selection of academic programs), ivy league colleges are worth the price (tuition cost) and campus recruitment (community service). All other subcategories in all other items were found non-significant between groups. Those subcategories above that were found to be significant between groups all showed T-statistics of 0.0 and a two tailed probabilities of 1.0. Upon further review it was found that these scores were obtained because all of these subcategories had identical means and standard deviations between groups. Therefore in actuality there were no differences between groups. All other subcategories that were non-significant between groups

further implicated little or no differences in perceptions of importance of student services between groups.

Table 1

Non-Traditional Students

Student Resource	Mean	Standard Deviation
Credit Transfer	4.65	0.721
Service in Student Affairs	4.59	0.660
Flexible Class Scheduling	4.38	0.732
Library & Inst. Resources	4.37	0.980
Instructor Availability	4.31	0.834
Job Placement	4.23	0.911
Academic Support Services	4.22	0.818
Tuition Cost	4	0.924
Class Size & Structure	3.99	1
Selection of Academic Programs	3.97	1.202
Campus Size & Structure	3.77	1.285
Acceptance Rate	3.62	1.244
Community Service	3.5	1.39
Student Health Services	3.43	1.524
Social Scene or Student Life	3.35	1.336
Child Care	3.33	1.615
Name or Academic Reputation	3.29	1.129
Housing & Transportation	3.23	1.488
Sports & Athletics	2.9	1.266
Proximity to a Metropolitan Area	2.88	1.28

Table 2

Traditional Students

Student Resource	Mean	Standard Deviation
Credit Transfer	4.46	0.746
Service in Student Affairs	4.46	0.823
Library & Inst. Resources	4.44	0.681
Instructor Availability	4.23	0.827
Academic Support Services	4.14	0.972
Job Placement	4.06	0.859
Academic Programs	4.05	0.959
Student Health Services	4.05	1.01
Flexible Class Scheduling	4	1.013
Tuition Cost	3.93	0.902
Class Size & Structure	3.93	0.960
Community Service	3.51	1.125
Acceptance Rate	3.5	1.246
Social Scene & Student Life	3.45	1.331
Campus Size & Structure	3.43	1.135
Housing & Transportation	3.33	1.409
Sports & Athletics	3.06	1.406
Child Care	3	1.474
Name or Academic Reputation	2.88	1.194
Proximity to a Metropolitan Area	2.66	1.206

Table 3

Entire Sample

Student Resource	Mean	Standard Deviation
Credit Transfer	4.56	0.734
Service in Student Affairs	4.53	0.742
Library & Inst. Resources	4.41	0.831
Instructor Availability	4.27	0.831
Flexible Class Scheduling	4.19	0.873
Job Placement	4.15	0.885
Academic Support Services	4.18	0.895
Academic Programs	4.01	1.08
Tuition Cost	3.97	0.913
Class Size & Structure	3.96	0.980
Student Health Services	3.74	1.267
Campus Size & Structure	3.6	1.21
Acceptance Rate	3.56	1.245
Community Services	3.505	1.258
Social Scene & Student Life	3.4	1.3335
Housing & Transportation	3.28	1.4485
Child Care	3.165	1.511
Name or Academic Reputation	3.09	1.243
Sports & Athletics	2.98	1.336
Proximity to a Metropolitan Area	2.77	1.243

Table 4

African American Students

Student Resource	Mean	Standard Deviation
Service in Student Affairs	4.721	0.346
Credit Transfer	4.5	0.843
Instructor Availability	4.464	0.719
Library & Inst. Resources	4.464	0.543
Academic Support Services	4.286	0.575
Job Placement	4.238	0.926
Selection of Academic Programs	4.207	.679
Tuition Cost	4.179	0.984
Flexible Class Scheduling	4.134	0.933
Class Size & Structure	4	1.064
Social Scene or Student Life	3.857	1.224
Campus Size & Structure	3.786	0.97
Student Health Services	3.741	1.294
Community Service	3.714	0.899
Acceptance Rate	3.643	0.981
Housing & Transportation	3.5	1.46
Child Care	3.499	1.386
Name or Academic Reputation	3.298	1.106
Sports & Athletics	2.952	1.251
Proximity to a Metropolitan Area	2.845	1.125

Table 5

European (Caucasian) American Students

Student Resource	Mean	Standard Deviation
Credit Transfer	4.639	0.572
Library & Inst. Resources	4.281	0.892
Flexible Class Scheduling	4.236	0.641
Service in Student Affairs	4.191	0.694
Instructor Availability	4.097	0.678
Job Placement	4.055	0.779
Academic Support Services	4.025	0.788
Selection of Academic Programs	3.883	0.99
Tuition Cost	3.764	0.561
Class Size & Structure	3.737	0.688
Student Health Services	3.604	1.156
Acceptance Rate	3.445	1.039
Campus Size & Structure	3.403	0.943
Housing & Transportation	3.11	1.161
Community Service	3.094	1.298
Name or Academic Reputation	3	1.138
Social Scene or Student Life	2.903	1.152
Sports & Athletics	2.806	1.397
Child Care	2.764	1.439
Proximity to a Metropolitan Area	2.514	1.232

Table 6

Hispanic American Students

Student Resource	Mean	Standard Deviation
Service in Student Affairs	4.667	0.479
Credit Transfer	4.667	0.485
Library & Inst. Resources	4.625	0.711
Academic Support Services	4.5	0.682
Flexible Class Scheduling	4.5	0.857
Instructor Availability	4.389	0.698
Class Size & Structure	4.333	0.97
Selection of Academic Programs	4.3	0.877
Student Health Services	4.292	0.908
Campus Size & Structure	4.222	0.647
Job Placement	4.111	0.963
Child Care	4.056	0.938
Housing & Transportation	3.944	1.11
Community Service	3.875	0.947
Acceptance Rate	3.833	1.043
Proximity to a Metropolitan Area	3.778	0.732
Tuition Cost	3.778	1.114
Social Scene or Student Life	3.722	1.127
Sports & Athletics	3.5	1.425
Name or Academic Reputation	3.278	1.179

Table 7

Male Students

Student Resource	Mean	Standard Deviation
Credit Transfer	4.489	0.707
Service in Student Affairs	4.413	0.589
Library & Inst. Resources	4.375	0.819
Instructor Availability	4.189	0.873
Job Placement	4.1	0.949
Flexible Class Scheduling	3.978	1.091
Academic Support Services	3.953	0.729
Selection of Academic Programs	3.887	0.908
Tuition Cost	3.878	1.14
Class Size & Structure	3.844	1.059
Student Health Services	3.717	1.196
Acceptance Rate	3.578	1.324
Campus Size & Structure	3.478	1.392
Community Service	3.375	1.17
Housing & Transportation	3.289	1.581
Social Scene or Student Life	3.256	1.45
Sports & Athletics	3.133	1.47
Name or Academic Reputation	3.1	1.237
Child Care	2.9	1.636
Proximity to a Metropolitan Area	2.767	1.264

Table 8

Female Students

Student Resource	Mean	Standard Deviation
Service in Student Affairs	4.647	0.486
Credit Transfer	4.589	0.806
Academic Support Services	4.407	0.524
Instructor Availability	4.378	0.743
Flexible Class Scheduling	4.344	0.81
Library & Inst. Resources	4.325	0.772
Job Placement	4.156	0.886
Selection of Academic Programs	4.127	0.744
Class Size & Structure	4.044	1.048
Tuition Cost	4.033	1.086
Campus Size & Structure	3.767	0.739
Student Health Services	3.725	1.184
Acceptance Rate	3.622	0.97
Social Scene or Student Life	3.522	1.3
Community Service	3.517	1.083
Housing & Transportation	3.3	1.386
Name or Academic Reputation	3.133	1.144
Child Care	3.044	1.34
Proximity to a Metropolitan Area	2.8	1.192
Sports & Athletics	2.722	1.254

Table 9

T-Test per Item

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Credit Transfer	0.95	58	.3345	No
Service in Student Affairs	0.675	58	.5024	No
Flexible Class Scheduling	1.665	58	.1012	No
Library & Instructional	0.321	58	.7492	No
Instructor Availability	0.373	58	.7105	No
Job Placement	1.560	58	.1242	No
Academic Support Services	0.345	58	.7314	No
Tuition Cost	0.297	58	.7676	No
Class Size & Structure	0.244	58	.8081	No
Academic Programs	0.285	58	.7767	No
Campus Size & Structure	1.086	58	.2819	No
Acceptance Rate	0.373	58	.7103	No
Community Service	0.031	58	.9757	Yes
Student Health Services	1.857	58	.0683	No
Social Scene or Student Life	0.290	58	.7725	No
Child Care	0.827	58	.4118	No
Name or Academic Reputation	1.367	58	.1770	No
Housing & Transportation	0.267	58	.7902	No
Sports & Athletics	0.463	58	.6450	No
Proximity to Metropolitan Area	0.685	58	.4960	No

Table 10

T-Test Instructor Availability (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Office Hours	0.96	58	.3410	No
Returning Phone Calls and E-Mails	0.426	58	.6719	No
Updated Contact Information For Part Time Instructors	0.346	58	.7307	No

*These results were not statistically significant at the .95 confidence interval.

Table 11

Flexible Class Scheduling (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Evening Classes	2.785	58	.0072	No
Weekend Classes	0.781	58	.4378	No
Distance Education and Online Classes	1.778	58	.0807	No

*These results were not statistically significant at the .95 confidence interval.

Table 12

Service in Student Affairs (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Service in Admissions	2.248	58	.0284	No
Service in Registration	1.135	58	.2612	No
Service in Financial Aid	0.000	58	1.0	Yes
Service in Advising	2.248	58	.0284	No
Service in Testing	0.194	58	.8465	No

*The subcategory of Service in Financial Aid was statistically significant at the .95 confidence interval. An explanation for this may rest upon the urban and mostly non-traditional student population at Milwaukee Area Technical College.

Table 13

Student Health Services (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Availability of Student Health Insurance	2.133	58	.0371	No
Availability of Free or Reduced Health Care	2.762	58	.0077	No
Availability of Psychotherapy Services	1.243	58	0.2189	No
Availability of Health Care For Dependents	1.454	58	.1515	No

*These results were not statistically significant at the .95 confidence interval.

Table 14

Social Scene or Student Life (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Fraternity or Sorority	1.427	58	.1590	No
Study Groups	0.300	58	.7655	No
Special Interest Groups	0.286	58	.7762	No

*These results were not statistically significant at the .95 confidence interval.

Table 15

Class Size and Structure (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Small Classes	1.060	58	.2934	No
Direct Contact w/ Instructor Instead of Teachers Aides	0.711	58	.4800	No
Group Projects	0.915	58	.3637	No

*These results were not statistically significant at the .95 confidence interval.

Table 16

Academic Support (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Tutoring	1.774	58	.0813	No
Special Accommodations	0.452	58	.6527	No
Remediation or Pre-College Preparation	0.126	58	.8998	No
Technical Support	0.515	58	.6088	No
Flexible Lab Hours	0.213	58	.8324	No

*These results were not statistically significant at the .95 confidence interval.

Table 17

Selection of Academic Programs (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Arts and Sciences	1.245	58	.2183	No
Health Sciences	0.519	58	.6060	No
Technical Trades	0.000	58	1.0	Yes
Graduate Studies	0.175	58	.8613	No
Professional Studies	0.314	58	.7549	No

*The subcategory of Technical Trades was statistically significant at the .95 confidence interval. This might be because the survey was conducted at a technical college.

Table 18

Tuition Cost (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Must be Inexpensive	0.451	58	.6540	No
Must be With in Reach	0.648	58	.5194	No
Ivy League Colleges are Worth the Price	0.000	58	1.000	Yes

*The subcategory labeled, Ivy League Colleges are Worth the Price was statistically significant at the .95 confidence interval. Prior research suggests that younger (traditional) students are more likely to subscribe to this (see Chapter II).

Table 19

Job Placement (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Career Services Lab	1.324	58	.1907	No
Business Scouts on Campus	0.104	58	.9178	No
Campus/Business Liaison In Career Services	1.199	58	.2353	No

*These results were not statistically significant at the .95 confidence interval.

Table 20

T-Test Credit Transfer (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
All Classes and Programs Must Be Able to Transfer Anywhere	0.521	58	.6042	No
Most Classes and Programs Must be Able to Transfer To Most Schools	0.516	58	.6080	No
Must provide Detailed Information Regarding which Classes and Programs Transfer	1.961	58	.0547	No

*These results were not statistically significant at the .95 confidence interval.

Table 21

Name or Academic Reputation (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Must be World Class or Famous	1.045	58	.3002	No
Must be World Class or Famous Pertaining to a Given Field	1.525	58	.1327	No
Must Have an Outstanding Reputation With in a State or Geographic Region	1.545	58	.1278	No

*These results were not statistically significant at the .95 confidence interval.

Table 22

Sports and Athletics (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Big Ten School	0.407	58	.6853	No
Must Have Sports Team	1.513	58	.1358	No
Must Have Athletic Center	1.119	58	.2678	No

*The results were not statistically significant at the .95 confidence interval.

Table 23

Proximity to a Metropolitan Area (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Within a Large City	0.641	58	.5243	No
At Least a Medium Sized City	0.399	58	.6916	No
Within a Small Community	1.251	58	.2159	No

*These results were not statistically significant at the .95 confidence interval.

Table 24

Community Service (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Partnerships or Shared Curriculum with Public Schools	0.405	58	.6870	No
Collaboration with Community Based Organizations	0.188	58	.8518	No
Campus Recruitment	0.000	58	1.0000	Yes
Donates to Charities within the Community	0.505	58	0.6155	No

*The subcategory labeled Campus Recruitment was statistically significant at the .95 confidence interval. The entire item of Community Service to was statistically significant between groups. This suggests non-traditional students want community involvement.

Table 25

Library and Instructional Resources (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Infinite Array of Informational Resources	0.165	58	.8696	No
Information is Easy to Access	0.286	58	.7760	No
Staff are Helpful and Available	0.360	58	.7200	No
Library Hours are Accommodating	1.450	58	.1524	No

*These results were not statistically significant at the .95 confidence interval.

Table 26

Child Care (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Day Care Center	0.922	58	.3605	No
Degreed Child Care Staff	1.349	58	.1825	No
Affiliated Grammar and or High School	0.252	58	.8018	No

*These results were not statistically significant at the .95 confidence interval.

Table 27

Housing and/or Transportation (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
On-Campus Housing	0.744	58	.4602	No
Off Campus Housing Information	0.781	58	.4379	No
On Public Transportation Lines	2.283	58	.0261	No

*The results were not statistically significant at the .95 confidence interval.

Table 28

Acceptance Rate (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Accepts the Vast Majority of Applicants	1.823	58	.0734	No
Does not Rely on ACT Scores	0.753	58	.4547	No
Exclusive	0.200	58	.8422	No

*The results were not statistically significant at the .95 confidence interval.

Table 29

Campus Size and Structure (Subcategories)

Item	T-Statistic	Degrees of Freedom	Two-tailed probability	Statistical Significance
Small Campus	0.439	58	.6621	No
Compact and Easy to Get Around On	1.600	58	.1150	No
Spread Out But Safe and Easy to Get Around On.	1.224	58	.2261	No

*These results were not statistically significant at the .95 confidence interval.

Chapter V: Summary, Conclusions and Recommendations

Introduction

The purpose of this chapter is to discuss the entire field study in terms of the following points: Summary of the purpose, methods and findings, conclusions of those findings and recommendations for further research pertaining to the presented topic.

Summary

The purpose of the study was to investigate student perception at MATC of the importance of 20 specific student services in relation to one another. A sample of 60 students was obtained through the distribution and completion of anonymous surveys. Students were categorized into two groups each representing 30 students. The two groups were categorized as traditional and non-traditional students. Criterion for each of the groups listed above was the following: non-traditional student were those who either/or 24 years of age or older, more than five years out of high school, and/or with children. All others were classified as traditional students. Differences in reporting between groups representing race, gender and subcategories that comprise each student resource were also investigated. The 20 student resources or items measured by the survey were the following; instructor availability, flexible class scheduling, service in student affairs, student health services, social scene or student life, class size and structure, academic support, selection of academic programs, tuition cost, job placement, credit transfer, name or academic reputation, sports and athletics, proximity to a metropolitan area, community service, library and instructional resources, child care, housing and/or transportation, acceptance rate, and campus size and structure. The scale employed within the survey ranged from 1 to 5; 1 indicated an irrelevant rating and 5 equaled a very important rating.

Findings for each item were arranged in rank order within each group and between groups overall. Non-traditional students rated these resources or items in terms of importance in the following order; credit transfer, service in student affairs, flexible class scheduling, library and instructional resources, instructor availability, job placement, academic support services, tuition cost, selection of academic programs, campus size and structure, tuition cost, class size and structure, acceptance rate, community service, student health services, social scene or student life, child care, name or academic reputation, housing and/or transportation, sports and athletics, proximity to a metropolitan area (see Table 1).

Traditional students rated the above items in terms of importance in the following order; credit transfer, service in student affairs, library and instructional resources, instructor availability, academic support services, job placement, academic programs, student health services, flexible class scheduling, tuition cost, class size and structure, community service, acceptance rate, social scene and student life, campus size and structure, community, housing & transportation, sports and athletics, child care, name or academic reputation and proximity to a metropolitan area (see Table 2).

The entire sample rated the above items in the following order; credit transfer, service in student affairs, library and instructional resources, instructor availability, flexible class scheduling, job placement, academic support services, academic programs, tuition cost, class size and structure, student health services, campus size and structure, acceptance rate, community services, social scene and student life, housing & transportation, child care, name or academic reputation, sports and athletics and proximity to a metropolitan area. T-tests were also performed for each item between groups and statistical significance was determined (see Table 3).

The African American group rated the above items in the following order; service in student affairs, credit transfer, instructor availability, library and instructional resources, academic support services, job placement, academic programs, tuition cost, flexible class scheduling, class size and structure, social scene or student life, campus size and structure, student health services, community services, acceptance rate, housing & transportation, child care, name or academic reputation, sports and athletics and proximity to a metropolitan area (see Table 4).

The Caucasian American group rated the above items in the following order; credit transfer, library and instructional resources, flexible class scheduling, service in student affairs, instructor availability, job placement, academic support services, academic programs, tuition cost, class size and structure, student health services, acceptance rate, campus size and structure, housing & transportation, community service, name or academic reputation, social scene and student life, sports and athletics, child care and proximity to a metropolitan area (see Table 5).

The Hispanic American group rated the above items in the following order; service in student affairs, credit transfer, library and instructional resources, academic support services, flexible class scheduling, instructor availability, class size and structure, academic programs, student health services, campus size and structure, job placement, child care, housing & transportation, community service, acceptance rate, proximity to a metropolitan area, tuition cost, social scene or student life, sports and athletics and name or academic reputation (see Table 6).

The male group rated the above items in the following order; credit transfer, service in student affairs, library and instructional resources, instructor availability, job placement, flexible class scheduling, academic support services, academic programs, tuition cost, class size and structure, student health services, acceptance rate, campus size and structure, community service,

housing and/or transportation, social scene or student life, sports and athletics, name or academic reputation, child care and proximity to a metropolitan area (see Table 7).

The female group rated the above items in the following order; service in student affairs, credit transfer, academic support services, instructor availability, flexible class scheduling, library and instructional resources, job placement, academic programs, class size and structure, tuition cost, campus size and structure, student health services, acceptance rate, social scene or student life, community service, housing and/or transportation, name or academic reputation, child care, proximity to a metropolitan area and sports or athletics (see Table 8).

Statistical significance between the traditional and non-traditional groups was determined both per item and for each subcategory of each item through the use of t-test. The only item that was significant between groups was community service. The subcategories that was statistically significant were the following; service in financial aid (student affairs), technical trades (academic programs) Ivy League colleges are worth the cost (tuition cost) and campus recruitment (community service). All significant subcategories displayed t-statistic of 0 and two-tailed probability rating of 1 (see Tables 9 to 29).

Conclusions

This purpose of this section is to debate the assertion that this research met its objectives. The research objectives were as follows: To determine the importance of student resources at MATC by currently enrolled students. To identify which actual services with in each overall student resource is most important by currently enrolled students. To determine the differences in which student resources at MATC by selected demographics such as age, major, number of children, traditional or non-traditional status, sex and race are deemed as most important.

Research Objective 1. To determine the importance of student resources at MATC by currently enrolled students. It is fair to say this objective was met. All groups and the entire sample unanimously rated the following six student resources as most important; credit transfer, service in student affairs, library and instructional resources, flexible class scheduling, instructor availability and job placement. Furthermore both groups and the sample as a whole rated the four following student resources as least important; sports and athletics, name or academic reputation, proximity to a metropolitan area and housing or transportation. Other student resources such as academic support services, tuition cost, class size and structure, selection of academic programs, campus size and structure, acceptance rate, community service, student health services, social scene or student life and child care did not fall in the exact same order between groups and overall however did not deviate any more than three rank order positions. This suggested very consistent ratings across the board.

Research Objective 2. To identify which actual services with each overall student resource is most important by currently enrolled MATC students. This was attempted by determining statistical significance of each subcategory of each item between the traditional and non-traditional groups. Most of these results were non-significant and those that were because they had identical means and standard deviations thus causing their t-statistics to register at 0 and two-tailed probability scores at 1. Therefore the t-test certainly supports the assertion that there are little differences in the reporting practices between the two groups in reference to the subcategories that make up each item and does not single out specific subcategories as more important than others. It can be argued that this research objective was met since information was provided in regard to each specific service and that those services that comprise credit

transfer for instance are most important. The converse also may be argued in favor of because there were no specific services that stood out or wildly differed within each item.

Research Objective 3. To determine the differences in which student resources at MATC by selected demographic such as age, major, number of children, traditional or non-traditional status, sex and race are deemed as most important. The following was concluded: First and foremost, age, number of children and years out of high school appear to have very little influence on what services students perceive as most important within this institution, given the very consistent ratings between the traditional and non-traditional groups as well as overall. Regarding race, there were no participants who reported being of Asian or Native American descent. Furthermore there was virtually no difference between what items or student resources European Americans, African Americans and those of Hispanic descent reported in terms of importance. It be concluded that race was not a working issue here, nor was gender since the same consistent pattern between the male and female groups prevailed. Major or field of study could not be addressed either since only three participants reported this.

Recommendations for Further Research and Program Development

These are as follows; build a scale into the survey evaluating the quality of each of the 20 student resources at MATC, increase the sample size, replication of the study, hold constant variables which may influence each item and expand services at MATC which were rated as most important.

1. The current survey does measure perceptions of importance of each student resource in relation to one another. However it does not address the quality of these services at MATC. This would need to be known as well in order to expand these services. This proposed scale which would ask participants to rate their level of satisfaction with each of the 20 listed student

resources or items at MATC as well as their subcategories. The same scale of 1 to 5 may be used however 1 in this case would equal very dissatisfied and 5 would equal very satisfied.

2. The sample was relatively small; in fact it was minimal for research between and within groups. A much larger sample would represent perhaps more diversity and may yield somewhat different results. The only way to confirm that the sample size is a working issue would be to do an additional (third) follow-up study with a different sample size. If this shows itself to be an issue, it is more likely safe to err on the results given by the larger sample before implementing any policy or curriculum, since the mission should be to serve the needs of the majority of enrolled students.

3. Replicating the study is way to confirm the reliability and validity of the initial results. Most surveys are in fact replicated several times in order to establish a baseline. The study may be replicated at MATC for that very reason prior to any pertinent curriculum development. It may be suggested that replication in a different setting may widely influence the results. This would be appropriate if that institution is to planning on using the information obtained in these results to develop pertinent curriculum as well.

4. Holding constant variables is another form of study replication which may include but is not limited to changing the sample size and/or the setting. This is done by singling out a specific item such as Credit Transfer or a subcategory such as student insurance and then manipulating factors which may influence that variable. Credit transfer for instance may have been the number one item because the survey was conducted within a technical college, this to is occasionally done to establish reliability and validity. Again when doing this it must be kept in mind what is going to be done with the research

5. Expanding services at MATC which pertain directly to those items rated as most important perhaps should be the end result of this research, as well as other research that supports the findings of this field study. Some of the most important rated items were consistently the following; credit transfer, service in student affairs, library and instructional resources, instructor availability and flexible class scheduling. Some ways in which this research might be implemented may include writing of more articulation agreements with other colleges and universities, expanding distance education, offering more programs online, weekends, personalized instruction and other distance media, providing more one-on-one assistance to students either in person, online, over the phone and housing the major department within student services in the same vicinity. Instructional resources may and will become more personalized and adapted to the distance education model as instructors will need to as well. Both will have to keep up with technological trends as they pertain to distance and personalized education and non-traditional student population continue to grow and diversify.

References

- About.Com. (2007). *Successful nontraditional students*. Retrieved July 26, 2007, from:
http://adulthood.about.com/od/studentprofiles/Adult_Learner_Stories_Successful_Nontradit
- Accreditation Committee Perfusion Education. (2005). *Student program resource survey*.
 Retrieved July 27, 2007, from: www.ac-pe.org/ProgResourceSurv.students.pdf
- Advisory Committee on Student Financial Assistance. (2006). *Student aid Issues*. Retrieved
 July 25, 2007, from: www.ed.gov/about/bdscomm/list/acsfa/edlite-4proginof.html
- American Federation of Teachers. (2007). *NCLB-let's get it right*. Retrieved July 10, 2007, from:
www.aft.org/topics/index.htm.
- American Medical Association. (2006). *AMA calls for more mental health services on campus*.
 Retrieved July 24, 2007, from: www.ama-assn.org/ama/pub/category/print/16462.html
- Answers.com (2002). *Non-traditional students in higher education*. Retrieved July 12, 2007,
 from: www.answers.com/topic/nontraditional-students-in-higher-education.
- Azuma, R. (2003). A graduate school survival guide. *University of North Carolina Press*.
 Retrieved July 20, 2007, from: www.cs.unc.edu/~azuma/hitch4.html
- Bailey, T. R., & Alfonso, M. (2005). An analysis of research on program effectiveness at
 community colleges. *Lumina Foundation for Education: New Agenda Series*, 6(1), 1-38.
- Baldor, L. (2007). Unpopular wars, improved job climate blamed in enlistment decline.
U.S. News. Retrieved July 19, 2007, from: www.post-gazette.com/pg/07176/796996-84.stm
- Berkner, L., He, S., Lew, S., Cominole, M., & Siegel, P. (2004). 2003-04 National
 postsecondary student aid study (npsas: 04): student financial aid estimates for 2003-04.
Education Statistics Quarterly 7(1 & 2) 1-12

- Bernstein, E. (2004). More senior citizens audit college courses. *College Journal*. Retrieved July 20, 2007, from: www.collegejournal.com/aidadmissions/Newstrends/20041111-bernstein.html
- Bettinger, E. P., & Long, T. L. (2005, April). *Addressing the needs of under-prepared students in higher education*. Retrieved March 8, 2006, from: www.econ.duke.edu/smpe/research/long-pdf.
- Bloom, J. (2005, June). *A matter of degrees: Improving graduation rates in four year colleges and universities. Degree granting postsecondary institutions in the fall of 2000*. Retrieved December 1, 2006, from: www.nasulgc.org/CSA/smr%20mtg%2005/Joel%20Bloom%20presentation.pdf
- Bottorf, T. (2007, July). *College planning: Financial aid statistics often misunderstood*. Retrieved July 25, 2007, from: www.ocregister.com/news/average-statistics-percent-178011-offered-aid
- Breneman, D. W., & Harlow, W. H. (1998). *Remedial education: Cost and consequences*. (ERIC Document Reproduction No. ED 422 770)
- Brothen, T., & Wambach, C. (2004). Refocusing developmental education. *Journal of Developmental Education*, 28(2), 16-33.
- Business Week (2006). *The future of outsourcing*. Retrieved July 12, 2007, from: www.businessweek.com/magazine/content/06/_05/63969401.htm
- Carr, S. (2002, November). State again ranks lowest in graduation rates for blacks. *Milwaukee Journal/Sentinel*. Retrieved March 20, 2006, from: www2.jsonline.com/news/state/nov02/97512.asp

- Center for Teaching, Learning & Faculty Development (2007). *Guidelines for working with adult learners*. Ferris State University. Retrieved July 10, 2007, from:
www.ferris.edu/HTMLS/academics/center/Teaching_and_Learning_Tips/Teaching...
- Chevron/Texaco Corporation. (2005). *The history of regulation*. Retrieved February 4, 2006, from: www.naturalgas.org/regulation/history.asp
- City University of New York. (2006). *Model citizen & civility committee report*. Retrieved July 26, 2007, from: www.brooklyn.cuny.edu/bc/president/Planning/2010/reports/Modelcitizen.pdf
- Conference Board. (2005). *U.S. job satisfaction keeps falling*. Retrieved July 8, 2007, from: www.conference-board.org/utilities/pressDetail.cfm?press_ID=2582
- Crane, L. R., McKay, E. R., & Poziemski, C. (2002). *Success of remedial and non-remedial students*. Palatine, IL: William Rainey Harper College Press.
- Dao, J. (2005). The conflict in Iraq: The fatalities; 2,000 dead: as Iraq tours stretch on, a grim mark. *New York Times*. Retrieved July 19, 2007, from: <http://select.nytimes.com/gst/abstract.html?res=F6074FD3A5BOC758EDDA90994DD40...>
- Day, P. R., & McCabe, R. H. (1997, October). *Remedial education: A social and economic imperative*. Retrieved March 8, 2006, from: [www.aach.nche.edu/content/navigation menu/about community college/trends](http://www.aach.nche.edu/content/navigation%20menu/about%20community%20college/trends).
- Five College Community Based Learning. (2007). *Support services for students*. Retrieved July 24, 2007, from: www.fivecolleges.edu/sites/cbl/support/
- Fryer, A. (2006). Late 30s aren't too late to enlist. *Seattle Times*. Retrieved July 19, 2007, from: seattletimes.com/html/localnews/2002840800_recruit03m.html

- Getman, E. (2007). Senior citizens hit the books. *Imprint Magazine*. Retrieved July 20, 2007, from: www.imprintmagazine.org/2007/02/20/senior-citizens-hit-the-books/1/
- Greenhouse, S. (2005). *Outsourcing*. New York, NY: Microsoft Corporation.
- Greenville College. (2002). *Strengths project year 2 report*. Retrieved July 26, 2007, from: www.greenville.edu/academics/strengthsfinder/year_2.shtml
- Haggin, L. (2003). Here come the duppies. *CNN Money*. Retrieved July 9, 2007, from: <http://money.cnn.com/2003/06/12/pf/saving/duppies>
- Indiana University. (2002). *Student services survey*. Retrieved July 27, 2007, from: www.indiana.edu/~iupncate/standard2/docs/studentsservicesurvey.pdf
- Jones, D. (2005). Are you proud of your job? *USA Today*. Retrieved July 9, 2007 from: www.usatoday.com/money/economy/employment/2005-05-23-prestige-usat_x.htm
- Keith, J. (2005). Customer service in Ontario's colleges. *College Quarterly*, 8(4) 1-6.
- Kentucky State University. (2007). *Academic support services*. Retrieved July 20, 2007, from: www.kysu.edu/academics/academic_support_services/
- Kirchoff, S. (2005). Woes in the auto industry expected to hurt Midwest most. *USA Today*. Retrieved December 26, 2005, from: USA Today.com/money/
- Klein, R. (2006). Deep cuts sought for social programs. *The Boston Globe*. Retrieved July 12, 2007, from: www.bostonglobe.com/news/nation/Washington/articles/2006/02/07/deep_cuts_sought_for...
- Knable, T. (2000). Why are baby boomers returning to college? *About.com: Adult/Continuing Education*. Retrieved July 20, 2007, from: <http://adulthood.about.com/cs/studiesstat1/a/boomers.htm>

- Lake, P. (2001). What we should know about developmental education. *Southern Association of Community, Junior and Technical Colleges (SACJTC) Newsletter*, 35(1), 1-8.
- Lorenzen, M. (2002). *Working with adult learners in the library, classroom: A personal reflection*. Retrieved July 10, 2007, from: www.libraryinstruction.com/adult.html
- Los Angeles Harbor College. (2005). *Spring 2005 student survey results*. Retrieved July 27, 2007, from: www.lahc.cc.ca.us/accreditation/Spring%202005%20Student%20Survey%20Results.pdf
- Lotkowski, V. A., Robbins, S. B., & Noeth, R. J. (2004, October). The role of academic and non-academic factors in improving college retention. *Act policy report*. Retrieved March 8, 2006, from: www.act.org/path/Policy/reports/index.html.
- Madison Area Technical College. (2006). *Wisconsin under prepared learner Initiative*. Madison, WI. Author
- McCarthy, E. (2002). Entrepreneurial students more grounded. *Washington Post*. Retrieved July 12, 2007, from: www.washingtonpost.com/ac2/wp-dyn?Pagename=article&node=&contented=a471...
- McDonald, J. (2004). Single parents learn hope. *USA Today*. Retrieved July 9, 2007, from: www.usatoday.com/news/education/2004-11-02-single-parents_x.htm
- Michigan Tech. (2000). *Non traditional students*. Retrieved July 26, 2007, from: www.edopp.mtu.edu/nontradiitiional/nontradstats.htm
- Milwaukee Area Technical College. (2004). *Graduate report*. Milwaukee, WI: Author.
- Milwaukee Area Technical College. (2005). *Graduate report*. Milwaukee, WI: Author.

- Montana State University. (2007). *Academic Support Center*. Retrieved July 20, 2007, from:
www.msubillings.edu/future/Students_out_of_school_3_Years_or_More/Student_S...
- Murray, J. (2006). Knowing when to change jobs. *I.T. Managers Journal*. Retrieved July 8, 2007, from: www.itmanagersjournal.com/feature/0919
- Newman, D. M., & Grauerholz, L. (2002, April). Single-parent families. *Pine Forge Press Study Site*, 2. Retrieved March 20, 2006, from:
www.pineforge.com/newman2studyfamilies/essay/single_parent.htm
- Oakland Community College. (2007). *Academic support*. Retrieved July 20, 2007, from:
www.oaklandcc.edu/catalog/SupportServices/
- Pitts, B. (2000). Never too late. *Pittsburgh Business Times*. Retrieved July 20, 2007, from:
<http://pittsburgh.bizjournals.com/pittsburgh/stories/2000/06/12/focus2.html>
- Polson, C. (2003). Adult graduate students challenge institution to change. *New Directions for Student Services* (102) 59-68.
- Reed, C. (2006). Midlife: you still have runaway: career change, often rewarding. *Chicago Sun Times*. Retrieved July 12, 2007, from:http://findarticles.com/p/articles/mi_qn4155/is_20060619/a_n16489513
- Romberg, E. (1993). *Mentoring the individual student: qualities that distinguish between effective and ineffective advisors*. (ERIC Document Reproduction No. EJ 470 920)
- Rutgers University (2002). *Rutgers university senate committee on instruction, curricula and advising report on student advising services*. Retrieved July 23, 2007, from:
<http://senate.rutgers.edu/advisefinal.html>

Sado, S., & Bayer, A. (2000, June). Executive summary: The changing American family.

Population Resource Center. Retrieved March 20, 2006, from:

www.prcdc.org/summaries/family/family.html

Schmitt, E. (2005). Army recruiting more high school dropouts to meet goals. *New York Times*.

Retrieved July 19, 2007, from: [http://select.nytimes.](http://select.nytimes.com/gst/abstract.html?res=F50D12F73A5COC728DDDAFO894DD40...)

[Com/gst/abstract.html?res=F50D12F73A5COC728DDDAFO894DD40...](http://select.nytimes.com/gst/abstract.html?res=F50D12F73A5COC728DDDAFO894DD40...)

Slowinski, P., & Hammock, K. (2005). Advising undecided students. *Brigham Young University*.

Retrieved July 23, 2007, from: [www.nacada.ksu.edu/](http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/adv_undeclared.htm)

[clearinghouse/AdvisingIssues/adv_undeclared.htm](http://www.nacada.ksu.edu/clearinghouse/AdvisingIssues/adv_undeclared.htm)

Springfield Technical Community College. (2007). *Things to know about health services*.

Retrieved July 24, 2007, from: www.stcc.edu/content/student_services.asp

Thibodeau, P. (2003). Itaa panel debates outsourcing pros and cons. *Computer World*

Management. Retrieved July 12, 2007, from: [www.computerworld.](http://www.computerworld.com/action/article.do?command=print)

[Com/action/article.do?command=print](http://www.computerworld.com/action/article.do?command=print)

The College Board. (2002). *The accuplacer online student guide*. Retrieved February 7, 2006,

from: cpts.accuplacer.com/docs/studentguide.html.

Timarong, A., Temaguil, M., & Sukrad, W. (2002). Adult learning and learners. *Pacific*

Resources for Education and Learning. Retrieved July 11, 2007,

from: www.prel.org/products/pr_/adult-learners.htm

Tutoring and Academic Success Centers. (2002). *Non-traditional student*. Retrieved July 26,

2007, from: [www.trcc.commnet.edu/ed_resources/](http://www.trcc.commnet.edu/ed_resources/Tasc/Training/Resources_Non_Traditional.htm)

[Tasc/Training/Resources_Non_Traditional.htm](http://www.trcc.commnet.edu/ed_resources/Tasc/Training/Resources_Non_Traditional.htm)

- University of Arizona. (2005). *Strategic retention master plan*. Retrieved July 26, 2007, from:
www.em.arizona.edu/archives/05-0513-Strategic_MP_pdf
- University of Cincinnati. (2005). *Campus & community climate subcommittee*. Retrieved
July 26, 2007, from: www.uc.edu/diversitytaskforce/documents/Appendix_g.pdf
- University of Colorado at Boulder. (1997). *Nontraditional Student Survey-fall 1997*. Retrieved
July 27, 2007, from: www.colorado.edu/pba/surveys/special/nontrad/active.htm
- University of Minnesota. (2003). *Bringing nontraditional students into focus: Strategically
Positioning student parents, adult students and transfer students, 2004-2005*. Retrieved
July 20, 2007, from: www.tc.umn.edu/~alsp/documents/ALSP2005Report.pdf
- University of Missouri. (2007). *Wellness Resources*. Retrieved July 24, 2007, from:
www.muhealth.org/facultystaff/wellness.shtml
- University of Northern Texas. (2005). *Student services survey*. Retrieved July 27, 2007, from:
www.unt.edu/ir_acc/Student_Development/student%20Development%20Graduating%20Student%Survey%202005.pdf
- U.S. News. (2007). *Nontraditional students and circumstance*. Retrieved July 26, 2007, from:
www.usnews.com/usnews/edu/articles/040819/19sb_nontraditional.htm
- Weisman, J. (2005). Planned g.o.p budget cuts target programs such as foster care. *Washington
post.com*. Retrieved July 9, 2007, from: www.Washingtonpost.com/wp-dyn/content/article/2005/10/25/Ar2005102501485.ht...
- Whisnant, T., Sullivan, J., & Slayton, S. (1992). The "old" new resource for education—student
age. *Community Services Catalyst*, 22(3) 1-8.

- Wickham, D. (2005). A 15-month enlistment? check army fine print. *U.S.A. Today*. Retrieved July 19, 2007, from: www.usatoday.com/news/Opinion/columnist/wickham/2005-05-16-wickham_x.htm
- Wikipedia. (2007). *Adult Education*. Retrieved July 10, 2007, from: http://en.wikipedia.org/wiki/Adult_education
- Wikipedia. (2007). *Dot com bubble*. Retrieved July 8, 2007, from: http://en.wikipedia.org/wiki/Dot.com_bubble
- Wikipedia. (2007). *Job Satisfaction*. Retrieved July 9, 2007, from: http://en.wikipedia.org/wiki/Job_satisfaction
- Wikipedia. (2007). *No child left behind act*. Retrieved July 10, 2007, from: http://en.wikipedia.org/wiki/No_child_left_behind
- Wikipedia. (2007). *Outsourcing*. Retrieved July 12, 2007, from: <http://en.wikipedia.org/wiki/outsourcing>
- Wikipedia. (2007). *Real-estate bubble*. Retrieved July 8, 2007, from: http://en.wikipedia.org/wiki/housing_bubble
- Wikipedia. (2007). *Servicemen's readjustment act of 1944*. Retrieved July 11, 2007, from: http://en.wikipedia.org/wiki/G.I._Bill
- Wikipedia. (2007). *United States housing bubble*. Retrieved July 7, 2007, http://en.wikipedia.org/wiki/United_states_housing_bubble
- Wol, G. (2007). Parents in college must juggle responsibilities. *Central Piedmont Community College*. Retrieved July 10, 2007, from: www1.cpcc.edu/spark/features/parents-in-college-must-juggle-responsibilities

Appendix A

STUDENT SERVICES SURVEY

Please provide the following information:

Major course of study:

Gender: M F

Age: 18-23

24-30

31-40

41 and over

Number of children: 0

1-2

3-4

5 and over

Race: W = White (Caucasian)

B = Black (African American)

H = Hispanic

A = Asian (Pacific Islander)

N = Native American

Number of years since

High school: 0-5

5-10

11-20

20 and over

HOW IMPORTANT ARE THE FOLLOWING STUDENT SERVICES?

Rating Scale

Irrelevant = 1

Not Very Important = 2

Somewhat Important = 3

Important = 4

Very Important = 5

A. INSTRUCTOR AVAILABILITY

1. Office hours.....1 2 3 4 5

2. Returning phone calls and e-mails.....1 2 3 4 5

3. Updated contact information for
part time instructors.....1 2 3 4 5

B. FLEXIBLE CLASS SCHEDULINGRating Scale

Irrelevant = 1

Not Very Important = 2

Somewhat Important = 3

Important = 4

Very Important = 5

1. Evening classes.....1 2 3 4 5

2. Weekend classes.....1 2 3 4 5

3. Distance education and online classes.....1 2 3 4 5

C. STUDENT AFFAIRS

1. Service in Admissions.....1 2 3 4 5

2. Service in Registration.....1 2 3 4 5

3. Service in Financial Aid.....1 2 3 4 5

4. Service in Advising.....1 2 3 4 5

5. Service in Testing.....1 2 3 4 5

D. STUDENT HEALTH SERVICES

1. Availability of student insurance.....1 2 3 4 5

2. Availability of free or reduced health care.....1 2 3 4 5

3. Availability of psychotherapy services.....1 2 3 4 5

4. Availability of health care for dependents.....1 2 3 4 5

E. SOCIAL SCENE OR STUDENT LIFE

1. Fraternity or sorority.....1 2 3 4 5

2. Study groups.....1 2 3 4 5

3. Special interest groups.....1 2 3 4 5
 (Examples: Black student union, Campus ministry)

Rating Scale

Irrelevant = 1

Not Very Important = 2

Somewhat Important = 3

Important = 4

Very Important = 5

F. CLASS SIZE AND STRUCTURE

1. Small Classes.....1 2 3 4 5
2. Direct contact with instructor instead of teacher
 aids.....1 2 3 4 5
3. Group Projects.....1 2 3 4 5

G. ACADEMIC SUPPORT

1. Tutoring.....1 2 3 4 5
2. Special accommodations.....1 2 3 4 5
 (Examples: physical handicap or learning disability)
3. Remediation or pre college preparation.....1 2 3 4 5
4. Technical support.....1 2 3 4 5
5. Flexible lab hours.....1 2 3 4 5

H. ACADEMIC PROGRAMS

1. Arts and Sciences.....1 2 3 4 5
 (Examples: Music, Psychology or Chemistry)
2. Health Sciences.....1 2 3 4 5
 (Examples: Nursing, Ultrasound or Dental Hygiene)
3. Technical Trades.....1 2 3 4 5
4. Graduate Studies.....1 2 3 4 5
5. Professional1 2 3 4 5

(Examples: Medical or Law school)

Rating Scale

Irrelevant = 1

Not Very Important = 2

Somewhat Important = 3

Important = 4

Very Important = 5

I. TUITION COST

1. Must be inexpensive.....1 2 3 4 5

2. Must be within reach.....1 2 3 4 5

3. Ivy league colleges are worth the price.....1 2 3 4 5

J. JOB PLACEMENT

1. Career Services lab.....1 2 3 4 5

2. Business scouts on campus.....1 2 3 4 5

3. Campus/Business liaison in Career Services.....1 2 3 4 5

K. CREDIT TRANSFER

1. All classes and programs must be able to transfer
Anywhere.....1 2 3 4 5

2. Most classes and programs must be able to transfer
to most schools.....1 2 3 4 5

3. Must provide detailed information regarding which classes and programs
transfer.....1 2 3 4 5

L. NAME OR ACADEMIC REPUTATION

1. Must be world class or famous.....1 2 3 4 5

2. Must be world class or famous pertaining to a given
field.....1 2 3 4 5

3. Must have an outstanding reputation within a state or a geographic region.....1 2 3 4 5

Rating Scale

Irrelevant = 1

Not Very Important = 2

Somewhat Important = 3

Important = 4

Very Important = 5

M. SPORTS AND ATHLETICS

1. Big ten school.....1 2 3 4 5
2. Must have sports teams.....1 2 3 4 5
3. Must have an athletic center.....1 2 3 4 5

N. PROXIMITY TO A METROPOLITAN AREA

1. Within a large city (over 5,000,000 residents).....1 2 3 4 5
2. A medium sized city (over 500,000 residents).....1 2 3 4 5
3. In a small community (under 200,000 residents)...1 2 3 4 5

O. COMMUNITY SERVICE

1. Partnerships with public schools.....1 2 3 4 5
2. Collaboration with community based organizations.1 2 3 4 5
3. Campus recruitment.....1 2 3 4 5
4. Donates to charities within community.....1 2 3 4 5

P. LIBRARY AND INSTRUCTIONAL RESOURCES

1. Infinite array of informational resources.....1 2 3 4 5
2. Information is easy to access.....1 2 3 4 5
3. Staff are helpful and available.....1 2 3 4 5

4. Library hours are accommodating.....1 2 3 4 5

Rating Scale

Irrelevant = 1

Not Very Important = 2

Somewhat Important = 3

Important = 4

Very Important = 5

Q. CHILD CARE

1. Day care center.....1 2 3 4 5

2. Degreed child care staff.....1 2 3 4 5

3. Affiliated grammar and/or high school.....1 2 3 4 5

R. HOUSING AND/OR TRANSPORTATION

1. On campus housing.....1 2 3 4 5

2. Off campus housing information.....1 2 3 4 5

3. On public transportation lines.....1 2 3 4 5

S. ACCEPTANCE RATE

1. Accepts the vast majority of applicants.....1 2 3 4 5

2. Does not rely on ACT scores.....1 2 3 4 5

3. Exclusive.....1 2 3 4 5

T. CAMPUS SIZE AND STRUCTURE

1. Small campus.....1 2 3 4 5

2. Compact and easy to get around on.....1 2 3 4 5

3. Spread out but safe and easy to get around on.....1 2 3 4 5

Appendix B

**Implied Consent Statement
For Research Involving Human Subjects**

Title: *The Importance of Specific Student Resources at Milwaukee Area Technical College.*

Investigator:

Robert M. Moore
(414) 297-8377
Room S-101
Milwaukee Area Technical College
700 W. State St.
Milwaukee, WI. 53233

Research Sponsor:

Dr. Howard D. Lee
Dr. Hector Cruz
Dr. Julianne Taylor

Description:

The purpose of this study is to determine what services at MATC, college students consider most important to their educational well being and then to compare and contrast those conclusions reached between and within groups identified as traditional and non-traditional students. The research objectives are as follows; 1. To determine the effectiveness of student resources at MATC by currently enrolled students. 2. To identify which resources at MATC currently enrolled students consider the most important. 3. To determine the differences in which student resources at MATC by selected demographics such as age, major, number of children, traditional or non-traditional status, sex and race are deemed as most important.

Risks and Benefits:

There may be minimal identifiable risks to any students who choose to fill out this survey, since there are no identifying factors. The benefits for conducting this survey include providing insight for further research in identifying the needs of the student body at MATC and therefore further curriculum and service development addressing those needs.

Special Populations:

No minors or other special populations will participate in this study.

Time Commitment and Payment:

Each subject will have completed the attached anonymous survey.

Confidentiality:

Students will not include their names or identifying information on the survey.

Right to Withdraw:

All participation in this study is entirely voluntary. Students may choose not to participate in this study. However, should a student choose to participate and later wish to withdraw from the

study, there is no way to identify his or her anonymous document after it has been turned over to the investigator.

IRB Approval:

This study will be reviewed and approved by the University of Wisconsin-Stout's Institutional Review Board (IRB) prior to proceeding with this study. The IRB will determine that this study meets the ethical obligations required by federal law and university policies.

Investigator:

Robert M. Moore,
(414) 297-8377
moorer@uwstout.edu

Advisor:

Howard D. Lee
(715) 232-2351
leeh@uwstout.edu

IRB Administrator:

Sue Foxwell, Director, Research
Services.
152 Vocational Rehabilitation Bldg.
UW-Stout
Menomonie, WI. 54751
715-232-2477
foxwells@uwstout.edu

Statement of Consent:

By completing the following survey, you agree to participate in the project entitled "The Importance of Specific Student Resources at Milwaukee Area Technical College."

Appendix C

October 5, 2007

Dear Student:

Enclosed is a short anonymous survey describing a variety of student services within a college setting. The goal of this research is to provide some insights into what students believe are most important to their educational experience. Your participation in this survey greatly appreciated. Should you want to participate in this research, after filling out the survey please return to Robert Moore (student service specialist) in S-101. I must note that this research is not conducted by Milwaukee Area Technical College and that I am also an EDS (Educational Specialist) degree seeking student at U.W. Stout conducting my field study. The results of this study will however be shared with the research departments here and at U.W. Stout for further feedback.

Thank you for your consideration

Sincerely

Robert Moore
Student Service Specialist
ED.S. Candidate

Appendix D

MILWAUKEE AREA *Technical College***Institutional Review Board****Memorandum**

To: Robert Moore

From: Yan Wang, Chair
Institutional Review Board (IRB)
Milwaukee Area Technical College

Re: Request for Institutional Review Board Action

Title: The Importance of Specific Student Resources at Milwaukee Area Technical College

Date: October 10, 2007

After review of your request for IRB action on study titled "The Importance of Specific Student Resources at Milwaukee Area Technical College", the IRB at MATC approved your request.

If you have any questions or if your plans for human subject involvement change substantially from those approved by the IRB, please contact the IRB chair at 414-2978509 or email to wangy@matc.edu.

Please note that it is the principal investigator's responsibility to promptly report to the IRB any changes in the research project, whether these changes occur prior to undertaking, or during the research. In addition, if harm or discomfort to anyone becomes apparent during the research, the principal investigator must contact the IRB chair.

Additionally, it is the principal investigator's responsibility to submit a copy of your request to the registrar to assure compliance to FERPA, the student privacy act. Clearance from the IRB does not override the privacy protections of FERPA because FERPA does not have a research exception.

Thank you for your cooperation and best wishes for a successful project.

Cc: IRB committee members

Appendix E



152 Voc Rehab Building

University of Wisconsin-Stout
P.O. Box 790
Menomonie, WI 54751-0790

715/232-1126
715/232-1749 (fax)
<http://www.uwstout.edu/rs/>

Date: September 19, 2007

To: Robert Moore

Cc: Howard Lee

From: Sue Foxwell, Research Administrator and Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research (IRB)

Subject: **Protection of Human Subjects in Research**

Your project, "*The Importance of Specific Student Resources at Milwaukee Area Technical College*," is **Exempt** from review by the Institutional Review Board for the Protection of Human Subjects. The project is exempt under Category 2 of the Federal Exempt Guidelines and holds for 5 years.

Reviewer comment: In regards to your consent form-please mention that the survey contains "minimal risk" instead of no risk. There are always risks to everything we do. Send a copy of the revision to Research Services for their records. Thank you.

Please copy and paste the following message to the top of your survey form before dissemination:

<p>This project has been reviewed by the UW-Stout IRB as required by the Code of Federal Regulations Title 45 Part 46</p>
--

Please contact the IRB if the plan of your research changes. Thank you for your cooperation with the IRB and best wishes with your project.

***NOTE: This is the only notice you will receive – no paper copy will be sent.**