

Running Head: ENROLLMENT MOTIVATIONS OF ADULT FEMALE STUDENTS

Enrollment Motivations of Nontraditional
Female Students in Post Secondary Education

A Thesis

Presented in Partial Fulfillment of the Requirement for
The Degree Masters in Education in the
Graduate School of Marietta College

By

Emily G. Schuck, B.A.

Marietta College

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Master's Examination Committee:

Dr. William M. Bauer, Advisor
Dr. Cathy Skouzes

Approved by

Advisor

Department of Education

ABSTRACT

My mom goes to college. This statement is becoming a popular answer for many children who are asked what their mothers do for a living. Today, women make up 56% of the undergraduate student population in post-secondary education settings. A growing subculture of this population is the adult female student who is enrolling in higher education for the first time. The number of adult female students in college has steadily increased to approximately 2,385,000 students in 2005. Colleges today need to identify and respond to the unique enrollment motivations of this population. This qualitative study examined the experience of one non-traditional female student's enrollment into a small liberal arts college in 1988. The study explored the questions of why she decided to enroll and what motivational factors contributed to that decision. The results of this study identified characteristics which deviated from those found in current research. The motivational forces of the subject were found to be more intrinsic than extrinsic in nature.

Dedicated to my mother

Acknowledgements

I would like to thank my husband for his never ending support, his willingness to bend so I could grow, and for his magnificent care of our children while I attended school. I would like to thank my father, who always made my education his top priority. I would like to thank Dr. Bauer and Dr. Skouzes for their guidance and support on this journey.

I would like to make a special acknowledgement of my mother. She has been my mentor on this journey of education. My only wish is that our little girls find the same love of learning that you ignited in me.

VITA

December 27, 1974.....Born- Marietta, Ohio

1997.....B.A. Psychology, Marietta College

1997-2001.....Protective Caseworker
Washington County Children's
Services Board, Marietta, Ohio

2001-2006.....Assistant Director of Admissions
Washington State Community College
Marietta, Ohio

2006-present.....Director of Financial Aid
Washington State Community College
Marietta, Ohio

FIELDS OF STUDY

Major Field: Psychology

Minor Field: Leadership

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CHAPTER 1

INTRODUCTION

My mom goes to college. This was the answer that I gave in elementary and high school when a teacher would ask me what my mother did for a living. In the 1980's, I was a member of a very small group of peers whose mother had entered post-secondary education during her midlife. Today, enrollment in post-secondary education among adult women has become increasingly popular. According to the National Center for Education Statistics (2004), women's participation in post-secondary education has grown from 42 percent of all undergraduate participation in 1970, to 56 percent in the year 2000. In addition, the number of adult female students, ages 25 and older, enrolling in postsecondary education has steadily risen to approximately 2,385,000 in 2005 (National Center for Education Statistics, 2005). Colleges today need to identify and respond to the unique motivations that drive this population to enroll in post secondary education in ever increasing numbers.

Current research has identified multiple roles and responsibilities that the adult female student must contend with while making the decision to enroll in higher education. A snapshot of this population in the academic year of 1999-2000, found that of the total number of undergraduates who were labeled "at risk status for not completing", 56.8% were women (Peter, Horn, & Carroll, 2005). These "at risk factors" are more commonly known as having multiple role responsibilities. This population is often defined by their roles as mothers, employees, spouses, and caregivers (Chao & Good, 2004). These roles can often create conflict and stress for the population when faced with

the decision of enrollment. (Mohney & Anderson, 1988). Women are facing choices based not only on their wants and needs, but of the wants and needs of those around them.

The majority of research involving this population has examined the effects of extrinsic motivators on the adult female's decision to enroll in higher education. Outside factors such as the offer of a pay increase, the dislocation of a job because of foreign outsourcing, or the end of a marriage have motivated women to enroll in post-secondary education (Mohney & Anderson, 1988). Money is often a major consideration in the enrollment decision. The cost of attending higher education has lead this population to plan and budget in advance for tuition and books (Miller, Pope & Steinmann 2006). This factor can also be complicated by the presence of a second income in the home or not. Single parent families may have less income to cover the expenses of participation in higher education. At the other end of the continuum, adult females who have a second income in the home may be excluded from eligibility for federal financial aid to meet their needs because of that income.

Extrinsic motivational factors may also revolve around the needs of other family members. Mohney and Anderson (1988) suggested that the decision to enroll in higher education was based on the age of the participant's child(ren), and the emotional support of a spouse or friends. Johnson, Schwartz & Bower (2000) found that the availability of day care for the children of adult female students was a determining enrollment factor. Job loss and the effect on the family unit were mentioned in several studies as a motivator to enter higher education for this population. Often times the loss of a job prompted

students to look at their professional interests and retrain in a new field due to the need for an improved income (Davey, 2003).

Another area of research concerning this population that has received less examination has been the intrinsic motivators that lead to enrollment of adult women in higher education. Students who choose to enter a learning environment for personal enjoyment, curiosity, or for the love of learning find more academic excellence than those who enroll for more extrinsic reasons (Thompson & Thornton, 2002).

Additionally, the research has shown that adult female students have reported higher levels of self-esteem and intrinsic motivation towards learning than male traditional and nontraditional students and traditional age female students (Murphy & Roopchand, 2003).

The enrollment trend of adult women has become an important phenomenon to those in the field of higher education. Enrollment managers, admissions officers, retention specialists, and student services staff all have a vested interest in trying to understand why this population chooses to enter post secondary education at specific times in life (Chao & Good, 2004). By understanding the motivations that surround the enrollment decision, colleges can plan more effective means of marketing to this population and better tailor services to see this population from matriculation to commencement.

Purpose

The purpose of this study was to examine the phenomena of enrollment motivations indigenous to adult female students in post-secondary education.

Definition of Terms

Adult Student: a person enrolled in a postsecondary institution, age 25 years or older (Chao & Good, 2004)

At Risk Factors: include delaying enrollment, not having a high school diploma, enrolling part time, being financially independent from parents, having dependents other than a spouse, being a single parent, and working full time while enrolled (Peter, Horn, & Carroll, 2005).

Enrollment: taking at least one course for credit that could be applied toward fulfilling the requirements for an academic degree (Hurst & Hudson, 2005).

Extrinsic Motivation: behaviors which are preformed as a result of external forces that have some separable consequence (Deci, Vallerand, Pelletier & Ryan, 1991).

Intrinsic Motivation: behaviors that are engaged in for the pleasure and satisfaction derived from their performance (Deci, Vallerand, Pelletier & Ryan, 1991).

Postsecondary Institution: an institution that offers an associate's degree or higher, which typically require 2 or more years to complete (Hurst & Hudson, 2005).

Limitations of the Study

The subject who participated in this study was a non-traditional female student who attended Marietta College. Marietta College is located in Marietta, Ohio. This area in southeastern Ohio is considered to be a rural community with an estimated population

of 16,000. The location of this study and the data collected from this sample population may not be representative of students across the United States.

The nature of qualitative research required some level of trust between the interviewer and the subject to keep student's confidences concerning the data and descriptions which were provided. Another factor to consider was that the interviews were conducted after the student matriculated from higher education.

CHAPTER 2

LITERATURE REVIEW

Peter, Horn and Carroll (2005) projected that by the year 2013, women will represent 57% of the total number of students who enroll in postsecondary education. This projection was conceived from the data collected from several studies including the Postsecondary Education Data System (IPEDS), the National Postsecondary Student Aid Study, longitudinal studies of first time college students, and cohort of college graduates. The research has documented how women have gone from being the minority of the undergraduate population in America in 1970, to the majority population in 2001. The researchers used this data to identify trends of how gender differences and college enrollment levels have changed over time.

The subgroup of nontraditional female students represented 60% of all students older than 29 years of age in the academic year of 1999-2000 (Peter, Horn & Carroll, 2005). The research further profiled students by risk factors that were connected with a student's likelihood to not complete a degree program. The risk factors included an enrollment delay of one year or more, having a dependent or a spouse, being a single parent, and working a full time job during enrollment. The identified risk factors are primarily represented in the subgroup of nontraditional students who are women. Although this article viewed risk factors as deterrents to postsecondary education completion, other research has identified these same factors as motivators for enrollment.

The research has identified several types of motivations which are common among this population when they are considering enrollment into post-secondary

education. These motivations provide some insight into answering the question of why this population makes then enrollment decisions they do.

Types of Motivations

Deci, Vallerand, Pelletier & Ryan (1991) proposed the self-determination perspective of behavior to describe how motivation impacted the educational process. The theory is based on the idea of intention in relationship to behavior. There are three types of behavior intentions associated with the theory. The first group of behaviors is elicited by the person voluntarily or through an internal locus of control. These behaviors are often described as being intrinsically motivated. The second group of behaviors is those which are elicited by the environment or external locus of control. These behaviors are considered to be extrinsically motivated. The third group of behaviors is found in the middle of the continuum between intrinsic and extrinsic. These behaviors are elicited by the person's regulatory process of choice. A person internalizes the regulations of outside forces in order to make a choice that is driven by their inherent need for an enjoyable existence.

In relationship to the educational process, self-determination theory plays an important role in how a person reacts to circumstances in their life. A classic example would be the student who chooses to study law because he believes the field will lead him to a successful life. The behavior is extrinsically motivated because the behavior is caused by the student's desire for a "good life" and all the material things that entails, not because the subject matter is interesting to him. However, the student does the behavior willingly and without pressure from an outside force, such as parents. This example defines self-determination because of the presence of both motivational forces.

The concept of motivation plays an important role for students and educators in the learning process. Based on the research presented Deci, Vallerand, Pelletier & Ryan (1991), how a student and the teacher perceive risk factors in terms of motivations for behavior can have an impact on how the two interact in the classroom. A teacher who thought a student was in class because of an external force, such as the loss of a job, was less supportive and more controlling of the student in class. As a result, the student did not integrate the class content with internal locus of control. Conversely, a teacher who thought a student was present in class for intrinsically motivated reasons, such as an interest in the subject matter, was more supportive which lead to integration and self-determination for that student.

Thompson and Thorton (2002), explored this transition from extrinsic to intrinsic motivation in freshman post-secondary education students. Students in post-secondary education experience a paradigm shift in terms of motivations for success in academia. Incoming freshman in college have a paradigm of academic success that was built throughout the twelve years of elementary and secondary education. This paradigm is based on grades. Students in high school make choices that affect their grades based on the rules set by the school system. For example, students attend classes or they face detention. Student athletes complete assignments on time or they will not be able to participate. Coaches, teachers, and parents are constantly reminding students of the requirements to be successful in school and they set consequences for negative behaviors.

Expectations and requirements for success in post-secondary education are similar to those in high school, however, academically successful students found that the motivation to be successful no longer came from external sources (Thompson & Thorton,

2002). Academically successful students reported that finding relevance and ownership in their learning process motivated them in their education. Students reported that hands on learning, cooperative learning, and inquiry based approaches increased these internal motivators. These teaching styles, which are strongly engrained in the college classroom, help students make the paradigm shift from extrinsic to intrinsic motivation for academic success.

The nontraditional student brings an important element to this theory of motivation. The research in this article focused primarily on traditional students who entered college immediately after high school graduation. Nontraditional students represent a group of students who experience a gap in time, usually a year or more, between high school and college. Nontraditional students may experience this paradigm shift prior to enrollment in post-secondary education. This population could be exposed to other opportunities to internalize learning such as work, marriage or military experiences. Nontraditional students may report more intrinsic motivations for enrolling in post-secondary education as a result of this premature paradigm shift.

Extrinsic Motivation

Mohney and Anderson (1988) identified several external factors that motivated adult women to enroll in post- secondary education. The qualitative study consisted of interviews with 38 women, 25 to 46 years of age who were enrolled in a small liberal arts college. The research was spared by comparing the life cycles or men and women how the commitment to human relationships weighed on major life decisions, including education. The research sought to explain why adult women experienced sequences of events such as partial education, marriage, children, job, more education, and then career.

Men on the other had experienced a sequence of education, career, marriage, and children.

The results of the interviews revealed six categories of predisposing factors that lead to the decision to enroll in post-secondary education. The first category was an increase in competency. The women felt that obtaining a college degree would validate their abilities in the eyes of other people including family, friends and employers. The degree would also lead to an increase in pay. The second category was the need for security. This group of women was motivated to obtain a college degree in order to support themselves and their families. This group included women who were single mothers, nearing retirement, were ill, or had experienced abusive relationships. The third category contained women who saw education as an important family value from their family of origin. These women were brought up in families where higher education was viewed as important and necessary. The women may have also had a role model that provided a dream. The fourth category was labeled “the time is now”. The women in this group felt that time was running out to complete the degree either because of illness or age. Others in this group reported that their children were old enough now that participation in a degree program would not have adverse effects on the children. The fifth category was the intrinsic reward of education. The responses in this category focus on a love of learning and a need to feel skilled. The last category was career and job development. The women reported that they could not change jobs or advance in their careers without a college degree.

The data revealed an interesting phenomenon that was common among the women in this subject pool. The decision to enroll in higher education was complex.

The women had experienced multiple changes in roles and responsibilities before enrollment occurred. Ultimately, the decision to enroll was found to be based on how the decision affected other people. Enrollment was made once the relationships in the women's lives were determined to be not a risk or adversely affected by the women's participation in higher education. These relationships included spouse, children, coworkers, friends, and employers.

The research conducted by Mohny and Anderson (1988) focused on the role of relationships in the decision making process for adult women. The external forces of family and employers appear to play a significant role in defining the appropriate climate for women to decide to initiate post-secondary enrollment.

Miller, Pope and Steinmann (2006) support this theory of "the right time" through their research into the characteristics of among female students in community colleges. The research found that enrollment into a post-secondary institution was not a quick and half hearted decision for this population. This study found that women perceived enrollment as something that was to be planned for. College was viewed as an investment to be budgeted for and to be used to make substantial gain in financial security. The survey of 272 community college students found that women students had unique needs and services which attracted them to enroll. These included tutoring services, strong use of technology, and use of athletic facilities. These needs and services can be linked to the roles and responsibilities that female students encounter. Female students need to be able to multitask at school as well as in life. This means taking advantage of counseling services on lunch breaks, fitting exercise in for health reason while on campus and using the computers on campus to do everything from check e-mail

to locate after school programs for their children. The external forces at work on female students are not to be taken lightly by the administrators of post-secondary enrollment institution. By recognizing and accommodating this population, enrollment may continue to increase for these women.

Bowl (2001) researched the barriers that nontraditional students faced when entering into higher education in the United Kingdom. The research demonstrated that the roles and responsibilities that affect the enrollment decision making process are not unique to American students. This research focused on the individual perspective of students and was designed to culminate in a conference setting where the participants spoke directly to policy makers and higher education administrators. The subjects were interviewed over the course of two years and their testimonials were examined for themes that were presented at the conference. The stories of three non traditional students, Helen, Ruth, and Salma were used in the final presentation.

The results of Bowl's research identified some interesting themes that had not been previously identified in this field of study. The most interesting finding was that the subjects involved in the study did not show a lack of desire to participate in higher education prior to the study. All of the subjects had at least attempted to participate in one or more classes of formal training in a general education subject matter previously. All the students stated that higher education was important and was something they had always felt was in their futures. The decision to enroll in higher education was not a question of if; it was a question of when. The subjects were labeled to be "frustrated participants" that had to find resolution with their roles and responsibilities before finding a tolerable level of frustration which allowed for enrollment to occur.

The subjects reported similar sources of frustration, including child care, finances, and family responsibilities. Education had to be made to fit around these roles. Financial aid was a key factor in the decision making process. The students had to identify, apply and secure financial aid that would allow for the family to maintain an acceptable level of survival. This process was reported to take a long period of time to secure and to adjust to. Another source of frustration was child care. Arrangements had to be made to drop off, pick up, and pay for child care services. Children's school schedules and activities had to be maneuvered around successfully in order for the subjects to experience a level of frustration that was low enough to allow for enrollment. Family responsibilities were a third area that required the development of strategies to allow for enrollment. The nontraditional students had to plan meals, do laundry and other household duties around a class schedule.

The study by Bowl demonstrated that nontraditional students were motivated to enroll in higher education; however, they faced several external forces which had to be maneuvered around to allow for action. These external forces dictated the frustration level of participants.

Bowl's study brings to light a common concern for many nontraditional female students, childcare. Johnson, Schwartz and Bower (2000) examined how the services offered on the campuses of community colleges aided nontraditional female students in their enrollment decisions. As identified in the previous articles, this subgroup of women is challenged to manage numerous external responsibilities, such as childcare and managing finances. Johnson, Schwartz and Bower surveyed 350 adult women attending a two-year institution in the southern part of the United States.

The data revealed that 84% of the women surveyed were responsible for children in the home. An interesting finding was that the children in the home included grandchildren, nieces, and nephews. The study revealed that parenting responsibilities were not limited to mothers of children, but also included family members who take on the parenting role in the absence of the mother. The data found that parenting and child care were critical issues for adult women. The data showed that these women felt excessively burdened by parenting roles and responsibilities. Of the population, 81% of the respondents indicated that the availability of childcare was a critical enrollment factor.

When considering extrinsic motivations for enrollment, one area that appears frequently in the research is the role of parenting and childcare for the participant's family. As identified in Johnson, Schwartz and Bower (2000), the definition of childcare needs to be expanded to include extended family childcare.

Two articles under review for this study focused on the importance of career as a pivotal extrinsic motivator for enrollment in post-secondary education. The first study by Bauman, Wang, DeLeon, Kafentzis, Lopez and Lindsey (2004), surveyed 53 nontraditional students, who attended an undergraduate university in the Pacific Northwest of the United States. The surveys were delivered by mail to 115 nontraditional undergrads that were majoring in humanities or social sciences. The method required the participants to return the surveys in a self-address stamped envelope. The focus of the survey was to identify counseling services for this population on campus.

The subjects reported that three most important reasons for enrolling in higher education were career, self-improvement and family, in that order. The career-related

responses focused on a desire to make more money, to become more marketable, and to recareer after burn out. The extrinsic motivation of career was identified as an important cause for enrollment in higher education for this population.

Davey (2003) took a deeper look into the extrinsic motivation of career by looking at nontraditional students who enrolled in higher education after losing their jobs. Nine men and twelve women were interviewed in this study after it was determined that they had enrolled in higher education after losing their jobs. The circumstances surrounding the jobs that were lost fell under several headings. Personal factors such as not getting along with management or whistle blowing were found in two cases. The lay off of workers because of outsourcing to foreign countries was another factor reported. The restructuring of private business because of downsizing was reported and well as restructuring in the public sector.

The decision to enroll in higher education as a result of job loss came under three types. The first type was the desire to obtain qualifications needed to move up or become rehired in the student's current field. These students were looking to upgrade their skills in the job in which they were previously employed. Several individuals were able to complete graduate degrees as a result of the severance packages they received from their previous employers. The second type of motivation was the desire to take on a new career path. These students reflected on their personal interests and found careers that would allow them to make money doing something that they enjoyed. Many of the students said that the loss of a job gave them the opportunity to explore careers that they would have otherwise never considered. The third type of motivation was not tied to job

related study. This group decided to enroll in higher education for pure enjoyment of learning. They did not consider the job market when choosing an area of study.

Davey's research into the motivational factors of displaced workers to enroll in post-secondary education provided insight into the personal perspectives of the individuals who are faced with these uncomfortable decisions. This research gave new light to the students who are externally motivated out of a job loss. Often these students are forced by time constraints, funding sources, and a basic need to enroll in higher education at a time when all other roles and responsibilities may not be in order.

Intrinsic Motivation

On the other end of the nontraditional female enrollment continuum are the women who choose higher education for more personal or intuitive reasons. The research in the area of intrinsic motivation in college enrollment is significantly less than the research looking at extrinsic motivators.

Chao and Good (2004) developed a new way of looking at the traditional external motivators that affect women's decisions in the enrollment process. Their research took the research a step further from just identifying the external forces, to showing how women internalize them and develop a desire to overcome them.

The study was a qualitative design that involved interviewing 53 nontraditional students with a mean age of 37.69 with a SD of 8.43. The population sample came from a large public university and a moderate sized private college. These students were located in the Midwest region of the United States. The research was conducted using the grounded theory.

The results of the study were initially not surprising. The sample's motivation for enrollment in higher education stemmed from five sources that were interactive. The five were motivation, financial investment, career development, life transition, and support systems. These five factors have been discussed in earlier literature, perhaps under different category titles.

Motivation in this study was defined as a person's desire to be recognized for their achievement. One subject reported that being on the honor role and getting recognition for her accomplishments were reasons for her pursuit of higher education. The second factor of financial investment linked the possession of a college degree to the amount of money one could make. The third factor was career development. Subjects felt that in order to move up into better jobs, they needed advanced degrees. The fourth factor was life transition. This group included people who had been divorced or had a physical disability and needed to find a new career to support them. The final factor was support systems. The key that made this research unique was the common bond of hopefulness that critically influenced these five factors. The encouragement of family and friends motivated some students to enroll in higher education .

In this research, hopefulness was defined as a belief that a person could find a way to a desired goal through the sense of positive thoughts and well-being. Hopefulness was identified as being intrinsically motivating to make the five external factors fit together to support enrollment. The data found hopefulness to be linked to students who described learning as self rewarding and a joy.

Carney-Crompton and Tan (2002) focused their research on the age of nontraditional students and how it affected the enrollment decision and success of these

students. The sample used in this study were 63 females of various ages that were classified either traditional age (18 to 21 years old) or nontraditional age (35 to 44 years old). The sample was given several instruments to gather data including a demographic questionnaire, Beck Anxiety Inventory, Center for Epidemiological Studies Depression Scale, Cumulative GPA, and a social support measure. The data gathered was used to compare the two groups in several areas including psychological functioning, overall academic performance, emotional and instrumental support, and relationships among variables.

The findings that relate most importantly to this research were the attributes of the nontraditional female students. First, the nontraditional students were found to be in better psychological standing than the traditional age students. The researchers linked this result to the fact that as women age, they are less likely to experience depression. In addition, women were found to do better academically as they aged. The nontraditional sample had higher GPAs than the traditional age sample. Why this phenomenon? The research speculated that women who enroll in higher education as nontraditional students possess a higher level of self-efficacy and motivation to education. The intrinsic motivation of nontraditional students was found to be a powerful tool in academic success. The research further found that the quality and quantity of the support systems in a student's life was unrelated to the psychological and academic standing of the student. This finding lends support to the nontraditional students who are successful even without a supportive partner, family, or educational resources.

Murphy and Roopchand (2003) conducted research that supported these findings about nontraditional female students; however, they compared this group to

nontraditional male students. The research used the independent group design and two different questionnaires to collect data. The sample consisted of 80 men and 80 women between the ages of 18 to 48. The groups were further categorized into traditional age students (18 to 21 years of age) and nontraditional age students (21 to 48 years of age). The first group was given the Rosenberg Global Self-Esteem Questionnaire. The second group was given the Intrinsic Motivation Towards Learning Questionnaire.

The descriptive statistics reported that women participants had a higher mean score (38.91) for intrinsic motivation towards learning than men (36.32). Female nontraditional students had the highest mean scores for intrinsic motivation of all groups (41.72). Discussion on these findings suggests that nontraditional female students are more familiar with their likes and dislikes. Mature learners find academic achievement as a booster to intrinsic motivation and self-actualization.

Summary

My review of the literature indicated that nontraditional female students are the fastest growing segment of post-secondary education enrollment. In order to accommodate and service this population, it is important for college personnel and service providers to understand what motivates these students to enroll in post-secondary education. A major component revealed in the literature review is that the population has multiple roles and responsibilities which require attention and consideration in the enrollment decision making process. These motivators include family and children obligations, career development, support systems, and financial security. Recent research has identified the growing importance of intrinsic motivation in the enrollment decision making process and future academic success.

CHAPTER 3

METHODOLOGY

As the literature review demonstrated, nontraditional female students represent a rapidly growing population in post-secondary education in the United States. The purpose of this study was to examine what types of motivators, extrinsic and intrinsic, affect this population's decision making process in terms of initial enrollment.

Description of Subject

This document is a narrative, qualitative study that is the account of one nontraditional female student's experience in the enrollment process into Marietta College in 1988. The subject was identified in this study by the initials "BJD" to protect her anonymity. At the time of enrollment, BJD was a 40 year old, stay at home mother of two children, ages 14 and 17. Her husband worked full time in the family business. The subject decided to pursue degrees in English and Music at Marietta College. Her decision to enroll in college was not taken lightly. This is her story.

The research for this study was done in Marietta, Ohio. Marietta is located in the rural Appalachian region of Washington County, Ohio. Marietta College is a small liberal arts college of approximately 1350 students. BJD was born and raised in the Marietta area.

Instrumentation

The researcher's primary tool for data collection was oral interviews with BJD. The researcher expanded on the data by reviewing journals and documents relevant to BJDs experiences in the enrollment process to Marietta College. Furthermore, the

researcher gleaned information from friends and family members of the subject during the research process.

Research Design

This document is a qualitative, narrative study of one subject's experiences in the enrollment process into post-secondary education. The subject was 40 years of age when she enrolled in Marietta College, which placed her into the population of nontraditional female student. This research approach was selected to give the individual a voice in the research of enrollment motivations of this population. The vivid testimonial and resulting data provided a human side to this population which is often lacking according to the literature review completed by the researcher.

Data Analysis Procedures

The researcher explored and coded the data that is collected in the interviews and documentation reviews. The researcher used deductive reasoning to develop themes. The researcher addressed the issue of validity through triangulation, gathering supporting data from other sources who knew the subject. The issue of reliability was addressed by the factor of time. The researcher reported the findings using a narrative approach. The interpretation of themes, comparisons of findings with the literature review and personal reflections completed the researcher's data analysis procedures.

Ethics

Marietta College requires that research involving human subjects be reviewed by the Human Subjects Committee (HSC) prior to the initiation of any research. The researcher has met the requirements set by the Human Subjects Review Committee and was granted approval to conduct the research on 02/08/2007. The researcher obtained

informed consent from the subject involved in this research, as well as additional information sources. This research did not require the use of deception and participation is completely voluntary.

Timeline

December 2006- Completion of Chapters One, Two, and Three

Spring 2007- Narrative research conducted

CHAPTER 4

RESULTS

The purpose of this study was to explore the enrollment motivations and characteristics of adult female students in post-secondary education. This information is critical to higher education enrollment managers as this population has rapidly become a dominant group in post-secondary education. This study focused on the experience of one adult female student, BJD, who enrolled into Marietta College in 1987. The following is her story. The data was collected during three interviews with the subject. In addition, supporting evidence was collected through third party interviews. The research was conducted in a case study format in order to explore this phenomenon on a more in depth level than available using traditional surveys. The subject was chosen by the researcher because of her unique experiences within this population.

BJD was born and raised in Marietta Ohio. She was the middle child between two male siblings. As a child, BJD grew up in a “blue collar family”. Her mother was a high school graduate who had secured a job as a book keeper. Her father was a high school graduate who was a printer by trade. BJD’s two brothers both graduated high school and went on to serve in the Navy. Although her immediate family had all graduated from high school, her extended family included many high school drop outs. No one in her family had ever attended college.

When BJD was asked to describe her childhood, the first thing that she talked about was her love of reading. She stated that she spent much of her time alone in her room reading books. When she wasn’t reading, she was practicing her piano. The piano

was described as a luxury item that her mother had bought for her on payments of \$25.00 a week. BJD was also given two piano lessons a week, which was quite extravagant in her mind. BJD didn't let the money go to waste. She developed a love of music and the instrument was one that she carried with her into adulthood. This instrument would later play a key role in her enrollment decision into Marietta College.

BJD described her high school experience as similar to that of her mother's. There was no discussion of college preparation classes among her friends or her family. BJD stated she simply signed up for the same classes that her mother had taken because it did not occur to her to try something else. BJD stated that she took secretarial and book keeping classes in high school in hopes of finding a job similar to her mother's employment. BJD stated she did not recall having a guidance counselor talk to her about her options after high school in terms of college.

After graduation from high school in 1966, BJD took a significant step towards a career field. Her mother enrolled her in the Columbus Business University in Columbus, Ohio. The school was a one year program that taught her advanced secretarial skills. BJD stated her mother enrolled her in the school and drove her back and forth every weekend. Even though this step allowed her to develop some independent living skills, BJD stated that the outcome was always defined as returning to Marietta to find a job. The experience of attending a trade school did not leave much of an impact on BJD. Lessons of riding public transportation and living with other young women were new for her; however the content of her education did not seem to leave a lasting impression on BJD.

After one year of trade school, BJD returned to Marietta and obtained a job as an executive secretary at Union Carbide. This job was seen as extremely valuable and desirable to BJD. BJD stated she made an excellent salary and was able to help contribute to the growing relationship she was developing with her boyfriend.

BJD began dating a young man with whom she attended high school with. The young man went on to college at Marietta College. The two continued their relationship while BJD went away to school in Columbus and then while she worked at Union Carbide. BJD stated “it made me feel good to be able to contribute to the relationship financially”. She stated she saw the value of her work by being able to buy their first dishwasher when the two married in 1970. BJD continued working until her first child was born in 1972, a son.

BJD went on to become a stay at home mother. In 1974 she had a second child, a girl. Life for BJD became all about her children. She had a wonderful two story home in down town Marietta that provided lots of space for her family to grow. She loved to bake cookies, do crafts with the children, and spend her days focused on her family’s wellbeing. She was frequently seen around town in her silver Honda civic with a car load of children running them to golf lessons, swim team, cheerleading practices, and friends’ houses to play. She took particular pride in being the room mother in her children’s classroom. She even went so far as to rent a bunny costume and deliver Easter cupcakes to her daughter’s sixth grade classroom. Her husband took a job in the family insurance business and supported the family financially. He became a well respected member of the community and was very active in clubs and organizations such as The Shriners,

Kiwanis, and the Chamber of Commerce. BJD described her family life as “very full, I had everything”; however, she still felt something was missing inside herself.

BJD had many friends in similar lifestyles at this time. She would chat with them daily by phone or enjoy an afternoon shopping with them. In 1983, a friend who lived near by invited BJD to go walking with her one morning after the children had gone to school. BJD’s once a week walk quickly turned into an everyday commitment. Walking then turned to running and BJD was hooked. Within a year, BJD had dropped 60 pounds and found an outlet that made her feel good about herself. Running became the one thing that BJD did just for herself. She felt a level of confidence about herself and her abilities that she never felt before. She described her running as an addiction, a high, a way to peel off the layers to her person. However, even after running in several races and being featured in a national running magazine, *Runner’s World*, BJD still felt something was missing in her life on the inside.

The search to fill the void in her soul led her to look for sources of inspiration and self discovery, the magazine rack at the Big Bear grocery store. She looked in magazines like *Cosmopolitan*, *Glamour*, and *Good Housekeeping*. The covers shouted out the answers to her. Maybe she needed to get more sleep, have more sex, eat less sugar, or communicate more with her girlfriends. Many subscriptions later, BJD still felt an emptiness within herself that wasn’t being filled. The running was helping but it wasn’t enough.

Throughout her childhood and young adult life in Marietta, Marietta College was not a place that BJD had ever considered for herself. The small liberal arts school was her husband’s alma mater that really had no more meaning in her life then a pretty place

to run around during her daily jogs. Then, BJD's husband was asked to join the Board of Trustee's at Marietta College. BJD thought this was quite an honor. She began to attend several functions at Marietta College with her husband. She met the President of the college, faculty members and staff, and the wives of other trustees. She went to luncheons with the wives and hosted cocktail parties at her home for them. BJD became known as trustee's wife. The success of her husband was something that BJD celebrated. She was very grateful for his success and felt proud of his accomplishments. However, she longed to be seen as his equal, not just his wife. BJD didn't know it, but one of her husband's trustee meetings would provide the opportunity for her to change her life and fill her soul. The connection began with a piece of her past, the piano.

BJD was introduced to William Buleow, a pianist and professor at Marietta College at one of her husband's college functions. BJD and Professor Buleow quickly found a common ground in their love for playing the piano. This meeting turned into a conversation about BJD's talents as a pianist and her desire to learn more about it. After the initial meeting, BJD talked further with Professor Buleow and was convinced to sign up to take one of his classes. This was the beginning of BJD's career at Marietta College. BJD entered Marietta College in 1987 as a part-time freshman student.

BJD credited Marietta College with treating her as any other incoming student. She went through the Admissions process and was admitted as a freshman student in 1987. She stated it was a challenge to track down her high school transcripts and to write an admissions essay. She set up her own study space in the basement of her home. She took a corner of the finished basement and placed a desk and a computer there. She made sure not to be in the way of the pool table so her children's friends would still have room

to play. She emptied a shelf of board games and made room for her dictionary and thesaurus. BJD literally began to carve out her little corner of the world in her basement.

The first piano class was pure bliss. BJD loved the intensity in which she was expected to practice and study. She valued every minute of the class. To miss a minute was unthinkable to her. The piano gave her a common ground to find comfort in. Even though she was intimidated by the large brick building and the sea of young faces in her class, she knew that the piano was an old friend.

With the success of one class under her belt, BJD decided to take on the role of a full time student. She scheduled her classes around her family. The schedule included having the children off to school by 7:30am. She then took her daily run and was showered and in class by 9am. She took classes until 3pm in the afternoon, which left time to pick up the children and have dinner on the table by 5pm. Life for her family remained virtually unchanged by her school attendance. However, BJD's life was changing dramatically.

The support group of other stay at home mothers was the first change that BJD noticed. After she began full time enrollment, BJD did not have time for bridge games and shopping trips to the mall. The social outlets she used to frequent were replaced with study groups in Dorothy Webster Hall and research in the library. Even her exercise buddies drifted away as she changed her work out times to accommodate her class schedule. In fact, when BJD did see her friends, the topic of conversation was dramatically different. Her friends were discussing why husbands were cheating on their wives and BJD would add to the conversation, the cognitive theory behind why men and women have difficulty communicating. The new analytical approach, by which BJD

viewed things, was not well received by her circle of friends. The friends all but disappeared from BJD's daily life.

A new circle of friends did develop. BJD met many traditional age students who treated her just as they would any other student. In fact, BJD was offered a bid to join the Sigma Kappa sorority on campus. BJD met other nontraditional students who shared common experiences with her in terms of time management, family and a love for shopping. One fellow non-traditional female student joined the college choir with BJD. They became quick friends who lived only a block apart but had never met before entering Marietta College. The pair quickly gained a reputation for their shopping abilities. On the annual choir tours, the pair would have to ship packages back to Marietta because they wouldn't fit under the chartered bus. These types of friendships made BJD's connection to the college even stronger.

The course content that BJD studied was another factor that fueled her continued enrollment in Marietta College. Even though her love of music brought her to Marietta College, her passion for the English language was developed there. BJD loved to learn about writers and their work. She stated "Writers have been talking to each other for years". BJD wanted to become part of the conversation. She quickly decided on becoming a dual major in English and Music, but even those two areas didn't limit her enthusiasm to learn.

BJD viewed the Liberal Arts approach to education as the best possible approach. The ability to studying several areas of academia made her feel more rounded as a person. She loved psychology, and geology and religion classes. Psychology was exciting for BJD because she began to understand where she came from in terms of her

family of origin. The articles in the women's magazines seemed so trivial after her experience in the classroom. The in depth study of topics gave her a foundation to evaluate her own life. Geology opened her mind to the role that time played on her surroundings. Suddenly, a much bigger world opened up to BJD, one she hadn't ever thought about before.

BJD stated that learning was always exciting for her. She stated she never counted time when she was in class, because she wanted to absorb as much knowledge as she could. BJD stated she never understood the students who slept through class or skipped class to do other things. She knew her classes were expensive, and she wanted to get her money's worth out of them.

There were trials that challenged BJD's continued enrollment in college. Children got sick and family obligations came up. BJD did have the support of her husband who did his best to help her find time for her studies. One particular obstacle turned into a generational education opportunity. BJD had knee surgery and was placed on crutches for six weeks. The idea of missing classes was unthinkable to BJD. The only way she knew to manage her books and herself was to ask for the help of her mother. BJD's sixty-five year old mother attended classes with her for six weeks so that she could carry BJD's books. This was quite an experience for her mother, the women who had never attended college herself and was initially very leery of BJD's enrollment decision. The needs of the child were met by the mother, who in turned found the power of education herself. BJD's mother often spoke of the class topics with BJD which created a new level of communication between mother and daughter. The opportunity to experience a college education changed BJD's mother's perceptions of her daughter's

enrollment decision. The paradigm shift experienced by BJD's mother was evident through her support of BJD and other generations of family members who went on to attend college.

The journey that BJD took into higher education was described as a "spiritual awakening". The classes added content to her self discovery process. The content was important, however, the process of reading, researching, writing and discussing the topics gave her tools to discover what had been missing in her life before college. The evidence of this awakening can be seen when comparing the two books of poetry that she wrote, one before college and one after. In her initial book, **My Journey* (1989), BJD wrote a poem called "Basic Math".

A woman might go through life as a one
Or marry and be part of a two.
When a child is born, the two is a three,
Another child, the one is a fourth.

Dividing a one into pieces
Can be a complex problem to solve.

A woman spends half her life in division,
And the other half trying to be whole.

In 1993, BJD wrote a second book **Veronica* (1993) which depicts the changes in BJD.

The poem is called "Stepping Forward".

The air behind me,
Where I have just been,
Ebbs and flows
To my rhythm.
If I hold steady,
The current is a
Whirling power of light.
But if woman is unsure,
The air surrounds her
Stillness like a whirlpool.

There is no sweet more savory,
No salt as strong
To be myself,

Pure Energy,
More than a standing shadow.
I move in faithful time,
And my weight will power
My shoulder forward,
Burdens and all.

The two poems illustrated with words the internal changes that occurred in BJD. As one can tell, the enrollment decision into post-secondary education had a profound effect for this individual.

*These books were not included in the reference list to protect the confidentiality of the subject

CHAPTER 5

DISCUSSION

The purpose of this study was to investigate the phenomenon of enrollment motivations of non-traditional female students into post-secondary education. The subject of this study was a stay at home mother of two who enrolled in Marietta College in 1987. The subject voluntarily participated in three interviews with the researcher. The researcher conducted the research in a case study format in order to provide an in depth look into the subject's unique experiences during her enrollment into Marietta College.

Summary of Findings

The subject was asked open ended questions to describe her enrollment experience at Marietta College. The responses from the subject deviated from the information gleaned from the review of literature.

Characteristics of an Adult Female Student

The characteristics of the subject deviated from the attributes that were commonly outlined in the literature review conducted by the researcher.

Initial examination of the subject found substantial differences in profile from other adult female learners who were often the subjects of research in this area. Peter, Horn & Carroll (2005) identified this population of students to have specific characteristics that prompted their enrollment into higher education which included an enrollment delay, having dependents or a spouse, being a single parent, and working a full time job during enrollment. The subject of this study had two of the characteristics that Peter, Horn & Carroll described. The subject did experience an enrollment delay of

more than one year, and she did have dependants and a spouse in her home. However, the subject of this research was not a single parent and did not work a full time job during her enrollment. Additional research by Davey (2003) focused on issues such as job loss, recareering, and a need for more income into the family as extrinsic motivators for enrollment. The subject of this study did not fit into any of these categories. The subject did work prior to her children being born; however, she did not identify a new job or career as a goal for herself during her college experience. Her motivation to enroll in college was not a monetary one.

The researcher concluded that having a spouse and not having money as a motivational force as important defining characteristics of the subject. These differences define a new subgroup of the non-traditional female population that has been over looked in the current research. The researcher concluded that there may be many women similar to the subject's demographic who desire to participate in post-secondary enrollment even though they are supported by a spouse and they don't have to work a full time job. The underlying motivation of being able to make money in order to support a family may be over generalized in recent research. The subject of this study did not need nor want to make more money for her family. She had a financially supportive spouse who provided for her basic needs and wants.

Motivational Factors

Historically, the motivational factors identified in previous research focused on external factors. Mohny and Anderson (1988) categorized predisposing factors that led to enrollment decisions by this population. These factors included validation from friends and family, an increased income to support their family, women whose family of

origin valued higher education, children who were old enough to care for themselves in the absence of the mother, and career development. The subject of this study did not fit this mold.

BJD was a married woman with two children who were in their teenage years when she entered college. She came from a family with no higher education experience. She described her desire to learn as a need to explore her being, not a drive to start a career. She did not need to work to support her family. These motivational factors make her unique from her cohorts used in previous research.

The subject did reveal several intrinsically motivating factors that prompted her enrollment into post-secondary education. The initial enrollment motivation was a love for the piano that the subject had developed in childhood. The skills and knowledge that Professor Buloew offered to the subject made the possibility of attending college real. The subject also identified a spiritual need to fill a void within her soul as a factor in her enrollment. The subject found that the analytical tools that were available to her in higher education gave her an opportunity to explore her past and her future in a way that was more in depth and structured than what she could find in the self-help sections of her favorite magazines. The need to develop her sense of self ultimately led her to continue her enrollment to matriculation at Marietta College. The experience was described as “transformational” for the subject and is evident in her writings and publications after her graduation from college.

The literature placed intrinsic motivation in a secondary role when exploring enrollment decision of adult female learners. The researcher would suggest that factors

like personal growth are primary motivators for some students in this population.

Additional research is warranted to explore this phenomenon.

Implications for Higher Education

Non-traditional students are a growing population on America's college campuses. Enrollment managers and admission personnel are challenged to find ways to recruit and retain members of this population. Traditional recruiting methods such as college fairs and bumper stickers are tailored to the extrinsic motivations of the high school seniors who are looking to enter college in their late teenage years. Non-traditional students require something different to convince them to enroll in post-secondary education. The subject of this study was drawn to the intellectual tools that could support and direct her in the journey to self discovery. The intrinsic motivators that the subject described are areas which college admission and retention staff need to analyze and market to in order to bring this population to campus and keep them enrolled.

Previous research has suggested that this population is driven primarily by the need to earn more money. Marketing strategies are often directed to use salaries and job placement statistics as a way to lure this population into enrollment. The researcher would suggest that this approach may only be appropriate for some of members of this population. A subgroup is being overlooked within the non-traditional female prospective student population. This group of women who could be drawn to higher education by intrinsic motivators could be a new pool of students for colleges to draw from.

In order to meet the needs of the intrinsically motivated adult female student, colleges will need to change their recruiting styles to focus on where this population lives

and congregates. This could mean that recruiters need to be heading to the mall, the coffee shop or perhaps the soccer fields to talk with this population on their schedules. The recruiting materials need to change from high lighting things like the recreation center to new attributes of the fine arts center. Recruiting materials should be placed on the magazine racks next to the latest issue of women's magazines in order to capture this group's attention. Faculty may need to be encouraged to actively recruit at their community organizations and functions where this population often goes with their spouses. Recruiters who represent this population should be brought on staff within the admission office to identify and encourage the enrollment of this subgroup of women.

The student services provided to this population need to be altered as well. Research by Johnson, Schwartz and Bower (2000) found that services to this population focused on things like childcare and managing finances. These are important services for some students in this population; however other services need to be in place to meet the intrinsic needs of students like the subject of this study. Services such as life coaching, transitional parenting and time management need to be developed to support this subgroup.

The women of this population, with their strong desires and means to obtain a college degree, could become a very positive asset to the college community.

Recommendations for Further Study or Investigation

A review of the literature found that previous research focused mainly on the extrinsic motivations of adult female students into post-secondary education. These external forces such as family, career, and money were motivators for enrollment into higher education. However, the researcher found a gap in the literature that addressed the

intrinsic motivations of this population. This gap led the researcher to conduct the case study of one woman's journey into higher education. Further investigation into identifying the intrinsic motivation of students like the subject of this study is warranted to better understand why they enroll into higher education. In addition, a larger subject pool would be beneficial to reliability of these findings. Subjects who attended community colleges and schools in urban areas should be included in future research in order to capture the roles that geography and culture play in enrollment of this group of students.

Additional research into the retention motivators of this population would add to the literature and the understanding of retention specialists in higher education. The researcher limited this study to the enrollment motivations and characteristics of the population, however, a separate study into the retention of this subgroup would be warranted. The study was one example of the phenomenon. Additional case studies need to be done so that comparisons can be made and more qualitative data is available.

The untapped pool of students who make up this subgroup of nontraditional female students brings new opportunities for research and new avenues of income for the high education community. Further study into their behaviors and motivators is critical in developing this market and keeping enrollments into post-secondary institutions increasing.

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Appendix A

HSC Approval Form Revised 01-19-07

**Marietta College
Human Subjects Committee
PROPOSAL APPROVAL FORM**

This page is to be completed by HSC members, although investigators may use it as a guide for submission of materials.

Principal Investigator(s): Emily G. Schuck **HSC # 07-004b**

Date Submitted (MM/DD/YY): 02/08/07 **Form** ☒ Short ☐ Long

Submitted: ☐ Long

Materials Needed. Identify materials that were *not* received, but are necessary for evaluation.

☐ Informed consent form ☐ Letters of permission ☐ Tests/surveys/questionnaires

☐ Recruiting ads ☐ Training certificate(s) ☐ Additional items (specify)

Additional criteria for approval:

	YES	NO	N/A
1. The appropriate review form is used (i.e., short vs. long).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All information requested on the review form is complete and clearly stated.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The submission date is at least two weeks prior to the proposed start of data collection.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. For student projects, an e-mail stating support for the research was received from the faculty advisor.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The risks and benefits of the study are judged to be acceptable in relation to the study's goals, and are clearly stated in the consent form.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. If deception will be used, the type and level is acceptable for the research study, and is adequately justified by the investigator(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. The informed consent form contains all required information. If no consent form is provided, a request for a waiver is included.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The review form and supplemental materials (consent form, etc.) are free of spelling and grammatical errors that interfere with comprehension.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Recruiting advertisements are appropriate and indicate that the project was approved by the Marietta College Human Subjects Committee.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Approval Decision:

☒ The proposed research is approved. The investigator(s) may proceed with data collection. This approval expires on 7/15/07 (3 months past the projected end of data collection).

☐ The proposed research is denied. Reason(s) for denial are listed below. The investigator(s) may not begin data collection until a revised and resubmitted HSC proposal is approved.

Comments:

Good luck with your research!

HSC Member Name(s): Jennifer McCabe & Sarah Manspeaker **Date: 2-8-07**

Appendix B

Informed Consent Form for Subject

Study Title: Enrollment Motivations of a Non-traditional Female Student in Post-Secondary Education

Researcher: Emily G. Schuck
 #20 Masonic Park Lane
 Marietta, OH 45750
 (740)376-0813
eschuck@wscc.edu

Faculty Advisor: Dr. William Bauer
 Marietta College
 740-376-4768
bauerm@marietta.edu

The above named study is being conducted by the researcher to meet a requirement of the Masters in Education program at Marietta College. The purpose of the research is to determine the internal and external enrollment motivations of the subject during the post-secondary education enrollment process. The collected data will be used to construct a narrative summary of the subject's experiences as a non-traditional female student. The research will be useful in understanding and better servicing this group of individuals. This study has been approved by the Marietta College Human Subjects Committee.

I have selected you as a possible participant in this project because you have first hand information regarding the perspectives of a nontraditional female student who enrolled in post-secondary education. I would like to conduct an oral interview(s) with you at your convenience about your perspectives and experiences during your time of enrollment into Marietta College. The interview(s) will be recorded. The interview(s) should last approximately 30 to 60 minutes.

Participation in this study is completely voluntary and has no foreseeable risks. Refusal to participate will result in no penalty. You may terminate your participation in this project at any time without penalty. Your name will not be used in the study. The researcher will use your initials only in the study in order to protect your confidentiality. Research records will be kept in a secured file, and only the primary researcher will have access to them. All records will be used for research purposes only.

If you have any questions, please feel free to contact me. Information about research subject's rights can be obtained by contacting Dr. Jennifer McCabe, Marietta College Human Subjects Committee Chair, 740-373-7894 or Jennifer. McCabe@marietta.edu.

I give my consent that I have read the above letter and I am a willing participant in this study.

X _____

Date _____

APPENDIX C

Informed Consent Form for Third Party Participants

Study Title: Enrollment Motivations of a Non-traditional Female Student in Post-Secondary Education

Researcher: Emily G. Schuck
 #20 Masonic Park Lane
 Marietta, OH 45750
 (740)376-0813
eschuck@wscc.edu

Faculty Advisor: Dr. William Bauer
 Marietta College
 740-376-4768
bauerm@marietta.edu

The above named study is being conducted by the researcher to meet a requirement of the Masters in Education program at Marietta College. The purpose of the research is to determine the internal and external enrollment motivations of the subject during the post-secondary education enrollment process. The collected data will be used to construct a narrative summary of the subject's experiences as a non-traditional female student. The research will be useful in understanding and better servicing this group of individuals. This study has been approved by the Marietta College Human Subjects Committee.

I have selected you as a possible participant in this project because you have information regarding the perspectives of the study's subject who was a nontraditional female student who enrolled in post-secondary education. I would like to conduct an oral interview(s) with you at your convenience about your perspectives and experiences during your time of enrollment into Marietta College. The interview(s) will be recorded. The interview(s) should last approximately 30 to 60 minutes.

Participation in this study is completely voluntary and has no foreseeable risks. Refusal to participate will result in no penalty. You may terminate your participation in this project at any time without penalty. You will not be identified by name in this study. All participants will be assigned a number by the researcher and referred to by that number in the study. Research records will be kept in a secured file, and only the primary researcher will have access to them. All records will be used for research purposes only.

If you have any questions, please feel free to contact me. Information about research subject's rights can be obtained by contacting Dr. Jennifer McCabe, Marietta College Human Subjects Committee Chair, 740-373-7894 or Jennifer. McCabe@marietta.edu.

I give my consent that I have read the above letter and I am a willing participant in this study.

X _____

Date _____