

## A Survey of Needs and Services for Postsecondary Nontraditional Students

### Part II: A Survey of Programs that are Nontraditional for Males and Females

As an initiative for the Perkins Career and Technical Education Grant, the purpose of this survey is to collect information that will help us serve our nontraditional students. For the purposes of the Perkins, “nontraditional” refers only to gender. Nontraditional fields are “occupations or fields of work, for which individuals from one gender comprise less than 25% of the individuals employed in each such occupations or field of work.” By this definition, postsecondary nontraditional students are those enrolled in programs that prepare them to work in these fields.

With your permission, your input will be shared with departments of the school that may be able to offer additional services for your students. First, though, it is important to know what your program already does for nontraditional students, as well as your opinions about why certain activities would or would not be appropriate for the nontraditional students in your program.

1. What is the title of your program? \_\_\_\_\_
2. What is your job at the school (faculty or program director)? \_\_\_\_\_
3. What do you consider to be the four greatest strengths of your program that recommend it to perspective students, such as class size, curriculum, equipment, internship or clinical experience, or placement potential? Please be specific.  
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\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. Is your program nontraditional for males or females? \_\_\_\_\_
5. How many nontraditional students are enrolled in your program? \_\_\_\_\_

6. Is the number of nontraditional students in your program rising, falling, or remaining the same? \_\_\_\_\_ What do you think are the reasons for this trend?

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7. Are any of the instructors or clinicians in your program of the same gender as your nontraditional students? How many? Why or why not?

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8. Have you made efforts to hire staff of the same gender as your nontraditional students? Describe the benefits and difficulties of this effort?

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9. What gender issues specific to your career program do you feel are important to address with your nontraditional students.

\_\_\_\_\_ job discrimination (hiring, salary scales)

\_\_\_\_\_ client and patient gender biases

\_\_\_\_\_ safety issues

\_\_\_\_\_ stereotyping by peers and employers

Other: \_\_\_\_\_

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10. a) How are the above gender issues being addressed in your program (embedded in the curriculum, counseling, workshops, etc.)?

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b) If gender issues are part of your curriculum, list the specific courses that address gender-specific issues and note the specific issues that are covered.

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11. Are you interested in having more nontraditional students in your program? Why or why not?

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12. In terms of priorities, how important to you is the issue of gender or the needs of nontraditional students (very important, somewhat important, not important at all)?

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13. Research has identified several factors that place students at-risk of not completing their education (IES, 1-2). Which of the following risk factors describe any of Nontraditional students in your program?

- delayed education at least one year after high school
- attend school part-time
- work full-time while enrolled in school
- have dependents other than a spouse
- financially independent from parents
- received a GED or certificate of completion, not a high school diploma

14. In order of importance from 1 to 5, (from least to most important) identify what you feel are the major barriers to success in your program for your Nontraditional students.

- financial need
- children (sickness, daycare)
- time constraints
- lack of support from family, friends or peers
- the need to work while in school
- negative attitudes of students of the opposite sex
- transportation

- \_\_\_\_\_ academic ability
- \_\_\_\_\_ weak basic skills (reading, math, English)
- \_\_\_\_\_ deficient study habits or organizational skills
- \_\_\_\_\_ lack of confidence in their own abilities
- \_\_\_\_\_ need for more online course
- \_\_\_\_\_ inconvenient class schedule
- \_\_\_\_\_ inconvenient academic calendar
- \_\_\_\_\_ inadequate pre-enrollment counseling
- \_\_\_\_\_ not well-suited for the career
- \_\_\_\_\_ feelings of isolation

Other \_\_\_\_\_

15. Do any of your nontraditional students drop out or slow down their education because of the factors listed above in questions #13 and 14? What do you think caused these students to delay their education or drop out?

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16. How is your program addressing or working to accommodate the special needs of your nontraditional students that you have identified above?

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17. Which important needs of nontraditional students do you feel cannot be addressed within your program? Why?

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18. What other departments, resources and supports from the school or community would be helpful to you in addressing the needs of your nontraditional students?

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19. Do you feel that it is your job to work on strategies for the recruitment, retention and/or placement of nontraditional students in your program? Why or why not?

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20. Would you be willing to discuss the special needs of your nontraditional students with the staff in other departments of the college, such as marketing, admissions, career counseling, to share information and ideas for improving services? If not, please explain.

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Recruitment, Retention and Placement Strategies

21. Please refer to questions #12 & 13 of “Part III: Survey of School Departments” of this assessment and follow the directions for answering this section.

Comments:

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*Thank you for your participation in this survey.*