Baby-Boomer First-Generation Students

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Authorization to Submit Dissertation

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Abstract

This study addressed the ways in which a University in the Pacific Northwest meets the academic and co-curricular needs of Baby-Boomer First-Generation undergraduate students. Baby-Boomers herein are defined as individuals born between 1946 and 1964, and First-Generation college students are defined as currently enrolled students whose parents are not college graduates. Through a descriptive case study methodological approach, I explored this at-risk population's unique academic and co-curricular needs and the support and resources provided by our nation's traditionally youth-focused university system. This study found that universities can better support older students by meeting a needs trio of academic, co-curricular, and support for older students who are using higher education as a way to advance their careers, accomplish educational goals, and find success.

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A special thank you is extended to Dr. Sydney Freeman Jr. and Dr. Laura Holyoke who have served both as mentors and major professors to me throughout this process. Both have exhibited extreme patience and interest in my personal growth and development throughout my educational attainment. A special thank you is also extended to my dissertation committee who worked with me throughout this journey and who encouraged and motivated me to explore this unique population of First-Generation student.

Dedication

My deepest appreciation is extended to my husband of 30 years who has stood by me to reach all of my educational goals; my children who have tolerated me and supported me through many absent evenings and who are both working on their undergraduate degrees, and now have spouses who have come into this crazy family at this crazy time and profess to love me as their mother-in-law. I am also so grateful for my six sisters, two brothers, my mom, and my in-laws who have heard for the past sixteen-years, "I cannot go, I have homework." I love you all! Thank you for standing by me. I now turn all of my educational support to my two children in their undergraduate college experiences—I can now encourage, honor, and cherish each of you on your own journey.

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CHAPTER ONE: INTRODUCTION

Colleges and universities realize the benefits of having highly motivated, goal-oriented students who bring additional funding to their institutions and into the classroom (Atkins, 2011). High school standards are aimed at preparing high school students for the university experience and, as a result, universities attract more First-Generation students from this population (Nodine, 2011). However, not everyone entering the university system enjoys the college-prep experience that today's high school students undergo as traditional college students.

Many Baby-Boomer First-Generation students (BBFGs) are either returning to college or starting their education for the first time as nontraditional students, and they do so without the benefits of rigorous high school standards that prepare them for the academic challenges of college. Nontraditional students are normally distinguished from traditional students by age, and most nontraditional students for research purposes are commonly those greater than 25 years old (Warden & Myers, 2017). This description of Warden and Meyers (2017) identify BBFGs as nontraditional students, however, for the sake of this study we will utilize BBFGs to recognize this nontraditional student population. Katrevich and Aruguete (2017) found that academic preparedness is a precursor of success for many First-Generation students. When the needs of BBFGs are identified and addressed, colleges and universities will have more motivated students, additional funding, and these non-traditional students are able to fulfill their personal goals (McGivney, 2004).

Jehangir (2010) expanded the "journey concept" of First-Generation (FG) students, noting:

> The road to college is an uncertain one for FG students, and for some, applying to
> college may be an afterthought or happenstance simply because the process of

applying, attending, or aspiring to college is an unknown experience for them and their families. (p. 21)

Baby-Boomer students, defined as those students born between 1946 and 1964 (Wiedmer, 2015), currently aged 52 to age 71, are also on this uncertain journey, and theirs is a journey with needs that are distinct from those of their non-Baby-Boomer First-Generation counterparts (Schaefer, 2010). Schaefer (2010) specifically noted some needs for "Older" Baby-Boomer students—defined as students born between 1946 and 1955 (Schaefer, 2010; see also Wiedmer, 2015)— such as orientation programs geared towards older adult learners, writing assistance, allowing for web-based training, navigation of campuses, and unique career service programs. The needs of BBFGs differ from those of younger First-Generation students, who have been identified with needs related to family and cultural barriers, lower degree expectations, and lower academic completion rates (Choy, 2001).

Researchers have noted the differences in retention and performance rates for First-Generation students when compared to their non-First-Generation schoolmates, including lower academic skills, lower degree expectations, family and cultural barriers, and financial issues (Ishitani, 2006; Oldfield, 2007; Soria & Stebleton, 2012). Findings suggest that more research on First-Generation students will improve the understanding of how social patterns, values, and structures present different points of reference for addressing the journey and needs of learners whose chances of completing advanced education are decreased compared to their non-First-Generation schoolmates (Engle & Tinto, 2008). Student familiarity is important for universities to understand in order to attract and provide an environment to support student retention and success (Michalski, Cunningham, & Henry, 2017).

Baby-Boomer-aged students generally do not have recent high school college-prep support. Many within this population do not have the same technological and academic backgrounds as their Millennial-aged peers, and they rarely have parental guidance to help them navigate the college experience. Additionally, most do not have a clear roadmap for what their experience should look like, and many researchers agree that there is a need for additional research on the First-Generation population (Ishitani, 2006; Oldfield, 2007; Soria & Stebleton, 2012) and specifically the Baby-Boomer-aged First-Generation population (Schaefer, 2010).

Statement of the Problem

While research clearly indicates that Baby-Boomer First-Generation students (BBFGs) require unique support to help them navigate the university system (Schaefer, 2010), it is unclear how well U.S. higher education systems are addressing this population's academic and co-curricular needs. Thus, further study of this demographics' academic experience via qualitative, descriptive case studies provides insight regarding the level to which higher education institutions serve this unique, at-risk population and ways for these institutions to improve.

Identifying the academic and co-curricular needs of the BBFG undergraduate student is important in order to understand how to increase their level of persistence to graduate. Institutions of higher education share the common goal of attracting the right student and maximizing student retention and graduation rates. At the selected Pacific Northwestern university, 42.2 percent of students fail to graduate or fail to graduate on time (collegefactual.com). It can therefore be posited that in the field of students at the selected university there are BBFGs who have educational and co-curricular needs that are not being met and who will not graduate because these needs are not met.

Baby-Boomers are working 10, 15, even 20 years longer than previous generations (Wiedmer, 2015). Our newest U.S. president, a Baby-Boomer born in 1947, is the oldest incoming president in history (Bernstein, 2017). Research on older Baby-Boomers by Schaefer (2010) showed that their reason for going back to college was to increase their employability. In the United States, 45 million Baby-Boomers have attained "some" college (Hannon, 2015), leaving their educational goals unfinished. Although Baby-Boomer students return to the classroom or start their college education for various reasons, such as career, self-fulfillment, or goal completion (Atkins, 2011), Schaefer (2010) found that career was often a factor.

Universities across the nation are trying to attract and retain this demographic of BBFG students to help them realize their educational goals (Atkins, 2011), as well as bring diversity (Michalski, Cunningham, & Henry, 2017) and, funding (McCartney, 2017) into the classroom. It is therefore important to learn what the universities can do to enhance current efforts to attract and retain these students through to graduation.

Research Question

The over-arching research question addresses the problem for this research: What are the ways in which universities can enhance their recruitment and retention strategies to address the academic and co-curricular needs of their potential and current BBFGs population?

First-Generation Students in Higher Education

First-Generation college students struggle at American colleges and universities (Davis, 2010; Ishitani, 2006; Katrevich & Aruguete, 2017; Smith, 2015). One struggle is the rising cost of higher education (Banks-Santilli, 2014). A study by Smith (2015) estimates that 30 percent of incoming students are First-Generation students. Applying this to a local

level at the selected Pacific Northwestern university, it means that one-third of all incoming university students are the first members of their families to go to college. Yet above and beyond financial concerns for this population of student, universities are concerned with meeting needs to ensure that these students continue on their individual journeys to graduate from their chosen programs (Banks-Santilli, 2014). Many First-Generation students have low graduation rates (Engle & Tinto, 2008), and according to Riggs (2014), retaining First-Generation students to graduation is recognized as a problem.

To improve retention rates for this specific student population, it is important to provide appropriate resources based on understanding potential challenges and strengths, especially for Baby-Boomer students (Schaefer, 2010). As Garza, Bain, and Kupczynski (2014) noted in their study on college seniors' resiliency, self-efficacy, and persistence in higher education; students, especially First-Generation students, lacked knowledge about financial aid, passing classes, and the social climate. This lead them to drop out within the first year of college with greater frequency than their non-First-Generation schoolmates. In some cases, disparities and disadvantages stem from differing perspectives held by First-Generation students versus their non-First-Generation schoolmates (Engle & Tinto, 2008). Engle and Tinto (2008) found that addressing barriers and challenges First-Generation college students face can promote success for this student population.

Conceptual Framework

The basis for this research is rooted in the conceptual framework of Jane Schaefer (2010), who discovered that the success of "Older" Baby-Boomer students depends in part on meeting and addressing support needs, such as providing accurate information, making career assistance available, and even providing orientation aimed specifically at older students. Schaefer researched Older Baby-Boomer students pursuing a bachelor degree at a

Midwestern university through qualitative data obtained in phenomenological interviews of nine Older Baby-Boomer students. Through her research, Schaefer found that Older Baby-Boomer students are generally First-Generation college students, who have support needs specific to their higher education transition. First-Generation students have needs not shared by their non-First-Generation counterparts (Oldfield, 2012). Schaefer's research additionally showed that Older Baby-Boomer students are an underserved student population in need of additional resources to help them navigate the educational journey.

More adults attend colleges or universities in the United States than ever before, and statisticians expect this number to continue (National Center for Educational Statistics [NCES], 2016). The number of students under the age of 24 attending college increased 29 percent between 1970 and 2014, while the number of college students over the age of 35 increased 47 percent during the same period (NCES, 2016). Although statistics are not published for older adult learners—those students over the age of 50, as defined by Cruce and Hillman (2011)—Census Bureau estimates of older adults show an increase of 28 percent between the years of 2010 and 2020.

Schaefer (2010) sought to examine what was personally meaningful to Older Baby-Boomer students and why these students were seeking higher education degrees. Older learners are heading back to school for various reasons, such as career changes, pursuing life goals, or rejuvenation from boredom (Brandon, 2016). Students 25 years and older accounted for 40 percent of college enrollment in 2013 (Business News, 2016). This figure is expected to rise to 43 percent by the year 2020 as almost ten million older adults return to school (Business News, 2016).

Application of Conceptual Framework

First-Generation students face many struggles, such as understanding entrance exams, dealing with counselors to select majors, and even filling out applications (Engle & Tinto, 2008). Baby-Boomer students, as older learners, face additional struggles as an underserved population with specific issues in negotiating the college system (Terenzini & Pascarella, 1998). The success of Older Baby-Boomers depends, in many instances, on satisfying additional support needs (Schaefer, 2010); needs such as peer tutoring, career counseling, and information on financial services.

Coupled with their position as First-Generation students, Older Baby-Boomers have unique needs, such as understanding course sequencing, learning new programs such as internet and web navigation, and refreshing writing skills, that younger students may not have (Schaefer, 2010). This study adopted the scaffolding of Schaefer's (2010) study on Older Baby-Boomer students' needs at a Midwestern university to qualitatively explore a similar number of Baby-Boomer students at a selected Pacific Northwestern university. The skeletal framework set by Schaefer allowed for descriptive case studies to be examined along the same lines of needs identification but additionally examined how these needs impact recruitment and retention for these students.

Despite the increase in overall enrollment for adult students—defined as those students over the age of 25 (NCES, 2016)—the conceptual framework shows that BBFGs have additional needs for getting them into higher education and keeping them there. These needs include transition workshops, peer tutoring, and career services (Schaefer, 2010).

Purpose of the Study

The purpose of this study was to identify the academic and co-curricular needs of BBFGs in order to attract, retain, and graduate this population of student. This examination

focused on BBFGs to reveal and examine the needs that allow them to return to college, continue to attend college, and complete their university studies. The study investigated the personal struggles and successes that BBFGs experienced at a Pacific Northwest university to reveal their academic and co-curricular needs, see how they persevere on their journey to complete their education, and identify areas that impact recruitment and retention.

Methodology

Qualitative research adds to the body of knowledge about a topic through detailed investigation, bringing meaning and understanding for those involved (Merriam, 2009). Creswell (2013) noted how qualitative research communicates individual experiences and sheds light on the way individuals see themselves and their needs. Creswell (2013) further denoted how case study is a way to provide an in-depth understanding of a case or cases within a boundary. The necessity for bounding the case or delimiting the object of study is noted by researchers Bartlett and Varvus (2016), Merriam (2009), and Yin (2014) as being the most important focus in case study research. Mason (2002) provided clarification on how case studies allow an investigator to provide meaning for real-life situations, events, and processes of a whole or within the case.

According to Creswell (2013), case study research is focused on developing an in-depth description and analysis of a case or of multiple cases in order to provide an in-depth understanding of the case and problem. Case study research involves studying an event, a program, an activity, or studying one or more individuals, and collecting data from interviews, observations, documents, and even artifacts (Creswell, 2013). The data in case study research is analyzed through description of the case and analysis of themes from the cases as they emerge, with a written report on one or more of the cases (Creswell, 2013).

Method selected

Descriptive case study research was the appropriate methodological approach for this study as it allowed the researcher to specifically investigate the academic and co-curricular needs of BBFGs at a Pacific Northwestern university. Yin (2014) noted how descriptive case studies serve the purpose of presenting uncommon situations. This case is bound by space and time in its selection of BBFGs attaining their bachelor degree at a Pacific Northwestern university during a specified time. Creswell (2013) identified case study research being rich in context through its selection of more than one case and in utilizing a structured approach. The structure is to first identify each case, and then find the themes that emerge from the case or cases for analysis. Descriptive case study allowed the researcher to hone in on the specific problems or issue in order to convey a message (Riessman, 2008). Utilizing descriptive case study allowed the researcher to investigate the issues of BBFGs' academic and co-curricular needs at a Pacific Northwestern university. This research was able to shed light on the participants academic and co-curricular needs and find commonalities among the interview participants. Identifying commonalities and differences impacting individuals coincides well with qualitative studies where there is no single, observable reality (Merriam, 2009), but, rather, "multiple realities" (Creswell, 2013, p. 53).

This qualitative research took into account various individuals perspectives on the influence or impact of something in their lives (Savin-Baden & Major, 2013) as the participants shared through interviewing their unique view. Interviews are a good way to unearth rich data on individuals' perspectives, although the dilemma of obtaining data saturation is noted when interviews are used in qualitative studies (Fusch & Ness, 2015). Bernard (2012) stated that sample size is not a number that can be quantified for qualitative

research and is based on the size of the population and availability of participants. Savin-Baden (2013) described how interviews are appropriate when a researcher wants to gain insight regarding individual perspectives in order to probe deeply into experiences. These studies are ideal when the researcher wants to follow up with interviewees.

I found ten individuals to interview for this descriptive case study. The interviewees were expected to participate in a phone interview and then follow-up interviews in order to provide saturation and identify the academic and co-curricular needs of BBFGs at the selected Pacific Northwestern university. Previous research by Jane Schaefer (2010) included interviews of nine Older Baby-Boomer students. Merriam and Tisdell (2016) noted that researchers base study size on reasonable coverage; therefore, utilizing approximately the same sample size as Schaefer (2010) allowed for reasonable coverage and ample data saturation for this study.

Rationale for the chosen method

The descriptive case study approach was chosen in order to analyze the case of BBFGs at a Pacific Northwestern university in order to understand the specific issue of academic and co-curricular needs. Themes from the academic literature were developed in order to set the stage for thematic analysis and commonalities. As explained by Johnson and Christensen (2008), priori codes "called priori codes or preexisting codes because they are developed before or at the very beginning of the current research study" (p. 539) are used to inform research. Through this method of enlightened research, priori codes guide the research and act as a beginning to the process as a starting point. Then, through case study research, qualitative interviews were conducted for data collection in order to develop a

detailed analysis (Creswell, 2013). Table 1.1 shows the conceptual framework that guided

the priori codes for this study.

Table 1.1

Conceptual Framework of Priori Codes

Priori Codes	Definitions
Academic History	First-Generation students are likely to start and stop college throughout their educational endeavors (Schaeffer, 2010).
College for Career Advancement	Schaefer (2010) found that the majority of Older Baby-Boomer students were attending college in order to enhance their career opportunities.
Needs Prior to College	Items such as accurate information on how the educational system works, outreach and recruiting for their cohort, and financial advisement and access. (Schaefer, 2010).
Needs While at College	Accurate information on how the educational system works. Unique orientation for their cohort, including information on web-based classes, electronic registration, paper writing, grammar review, library research, campus services, math tutoring, childcare, financial aid, bookstore, course sequencing, degree completion planning, and peer support (Schaefer, 2010).
Support Needs	The success of Baby-Boomers depends, in many instances, on satisfying additional support needs, such as peer tutoring, career counseling, and information on financial services (Schaefer, 2010).

Descriptive case study application

In this descriptive case study approach, ten students were interviewed in order to investigate the case of BBFGs needs at a Pacific Northwestern university. Creswell (2013) noted that case study application often starts with an entry to the case, then an introduction to the problem, followed by descriptions of cases, individual context, development of issues and assertions, and may end with a closing to the case. This study sought to add to the findings of Schaefer (2010), wherein a qualitative study of nine Older Baby-Boomer students were found to be First-Generation college students with support needs specific to their higher education journey.

<div align="center">

Population and Sample

</div>

The population

The population for this study was derived from a list of BBFGs registered as undergraduates at a Pacific Northwestern university provided to the researcher by the registrar's office. I sent email invitations to students on the generated list, and volunteers were accepted from those students who replied. The invitation e-mail reiterated that, in order to participate, BBFGs must be currently enrolled at the selected Pacific Northwestern university and age 52 or older.

The sample

Roberts (2002) defined sample size in qualitative research as based on a pragmatic selection process. Creswell (2013) noted the challenge presented by the selection process, namely the researcher must consider how big or how small to make the sample. Selecting more cases can dilute the overall analysis and depth of a single case, and when a researcher chooses to study many cases, the question then to consider is just how many. Creswell (2013) noted that there is no single answer to this question, but typically researchers choose

no more than four or five cases. Gerring (2017) noted that, for descriptive case studies, most samples are quite small, with numbers between one and three, yet they may be larger to capture a subject's diversity. Maxson (2010) noted on his research on sample size and saturation that saturation often guides sample size. I aimed to interview ten BBFGs at the selected Pacific Northwestern university in order to approximate the same sample size conducted by Schaefer (2010) in her research on "Older" Baby-Boomer students at a Midwestern university.

Qualitative Data Collection and Coding and Analysis

I utilized an invitation e-mail to solicit participants for the study. I successfully interviewed ten students through purposeful sampling with recorded telephone interviews. I then utilized hand coding and NVivo to code the ten participant interviews in order to identify patterns and analyze themes of academic and co-curricular needs. During the interviews, I recorded the BBFGs' responses and took notes as an added source of data collection from observation. I transcribed the interviews verbatim and initially hand code interviews for thematic analysis. After the initial review, the transcripts were then entered into NVivo for further electronic analysis and further analysis of themes and meanings.

Importance of the Study

In the 35-45 years since Baby-Boomer students were traditional college age, the number of First-Generation students to pursue postsecondary education has increased (www2.ed.gov). In the early 21st century United States, over 45 million First-Generation students were enrolled in postsecondary institutions (Petty, 2014). A growing number of colleges and universities are accelerating efforts to identify, recruit, retain, graduate, and track the success of students who are the first in their families to attend college (Tucker,

2014). As noted by Schaefer (2010), Baby-Boomer students are generally First-Generation students who can benefit from First-Generation enrollment benefits and tracking.

Historically, colleges and universities paid little attention to the needs of the older population due to the lack of research on this student population. Yet Laura. L. Carstensen, the founding director of the Stanford Center on Longevity, found that it is illogical for an educational system to end when individuals are in their 20s, especially when people are likely to work into their 80s (Hannon, 2015). And, because education can lead to jobs for older adults, Hannon (2015) found that there is an identified need to offer more educational options, a trend that is gaining attention at universities around the nation. In March of 2015, 22 university leaders met to discuss future curriculums and worked to create intergenerational, age-friendly institutions (Hannon, 2015).

Baby-Boomers—those born after the return of soldiers from World War II between the years of 1946 and 1964—are currently between the ages of 52 and 70; and they make up 26 percent of the U.S. population (Hellmich, 2009). If these individuals work into their 80s, they have another 10-28 years left in their careers, even the youngest of Baby-Boomers, those currently in their early 50s, even if they only work until they are in their 70s, have another 10-20 years left in their careers.

Kadlec (2006) argued that an influx of older adult learners presents a boon to universities and students alike, positing that the insight and experience that older adult learners bring to the classroom can invigorate discussions and that older students are especially studious. Of the more than 78 million Baby-Boomers living in the United States, nearly 20 million have at least one college degree, yet 58 million of them only have some or no college (Kadlec, 2006). It is estimated that 45 million of these Baby-Boomers have some

previous college experience, validating concerns of retaining BBFGs and getting them to graduation. Kadlec claims that Baby-Boomers represent the first push of First-Generation students whose parents did not hold a four-year degree. Although many of the parents in the G.I. generation took advantage of the newly formed G.I. Bill after their return from World War II, the influx of births increased the overall population as well as the number of First-Generation students. The over 45 million Baby-Boomers who have some college experience are most likely First-Generation students who attended college but failed to graduate for various reasons (Schaefer, 2010).

Situations surrounding an individual's decision to return to college greatly impact the transition back to college (Schlossberg, Waters, & Goodman, 2006) and the individual's needs for this transition. A study conducted by Merrill Lynch found that three of every five working retirees said that retirement was an opportunity to shift to a different focus (Hannon, 2015). Yet the selected Pacific Northwestern university, with an enrollment of 11,534 students ("UIDAHO," 2016), showed 36 percent of incoming freshmen are First-Generation students, and only 23 total undergraduate students enrolled in 2015 were 50-plus years of age and First-Generation students (W. Snyder personal communication, April 27, 2016).

My target audience is the selected Pacific Northwestern university's BBFG enrolled student population. It is in an institutions interest to ensure that students, including older adult learners, complete their program of study (McGivney, 2004). This research study adds significant and relevant information about the academic and co-curricular needs and experiences specific to BBFGs attending the selected Pacific Northwestern university. Institutions often seek ways to improve the success of programs and instruction so that

students are able to finish their educational journey and graduate (McGivney, 2004). It is hoped that this study will also aid other colleges and universities in order to improve services to BBFGs as well as help future generations of older adult learners returning as First-Generation students.

Limitations of the Study

Study limitations are those restrictions over which the researcher has no control (Rudestam & Newton, 2001). Limitations occur when all factors cannot be controlled as part of the study design. Current limitations for this study included the small number of BBFGs enrolled at the selected Pacific Northwestern university. Creswell (2007) noted that limitations in a study can identify potential weaknesses, and this limitation was a weakness in the study.

A limitation to this study was the small sample size. Attaining ten BBFGs willing to participate was difficult. An additional limitation, tied to the working definition of "First-Generation Baby-Boomer," was noted as some students may feel that they are not First-Generation students or not members of the Baby-Boomer generation, are being labeled or have never self-identified in the first place. Therefore, a simple and clear definition is set for BBFGs as those students between the ages of 52 and 70 whose parents have not completed a bachelor degree.

Assumptions of the Study

1. BBFGs would accept the invitation to participate in the research.
2. Participants answered questions truthfully.
3. The registrar's office would provide an inclusive list for the population of BBFGs.
4. A minimum of ten BBFGs at the selected Pacific Northwestern university would

be willing to participate in one-on-one interviews.

5. I was able to adequately analyze the descriptive cases of ten BBFGs in order to identify common themes and identify needs.

Definition of Terms

1. Adult Student – a student over the age of 25 (tracked separately from young adult students – those age 18-24) (NCES, 2016).

2. Baby-Boomers – individuals born between 1946 and 1964 (Wiedmer, 2015) currently between the ages of 52-71.

3. Baby-Boomer Students – students identified as Baby-Boomers, born between 1946 and 1964 (Wiedmer, 2015) currently age 52-71.

4. Descriptive Case Study – as defined by Creswell (2007), a case or cases within a context or setting common in social science research.

5. First-Generation Students – students completing their requirements for graduation whose parents are not college graduates (www2.ed.gov, 2016).

6. Generation X – those born between 1961-1981 (Wiedmer, 2015).

7. Generation Z – those born between 1995-2015 (Wiedmer, 2015).

8. Late Baby-Boomers – individuals, sometimes called younger Baby-Boomers, who were born between 1956-1964 (Wiedmer, 2015) currently between 52-61.

9. Millennials – those born between 1980-1990 (Wiedmer, 2015).

10. NVivo – qualitative data analysis software for researchers working on Windows and Mac operating systems (Oliveira, Bitencourt, Teixeira, & Santos, 2013).

11. Older Baby-Boomer – individuals, sometimes called early Baby-Boomers, born between 1946-1955 (Schaefer, 2010; Wiedmer, 2015) currently between 62-71.

12. Older Adult Learners – the student population age 50 and over (Cruce & Hillman, 2011).

13. Purposeful Sampling – selection of participants based on specific characteristics used for qualitative research to focus on a specific case or event (Creswell, 2013).

14. Priori Codes – codes developed to inform the analytic process, focusing on preexisting knowledge of an issue, situation, or phenomenon, developed before or at the very beginning of a study (Johnson & Christensen, 2008).

15. Support Needs – an act or service provided to help an individual meet a goal or achieve an outcome (Schaefer, 2010).

Introduction Section Summary

This study examined BBFGs, adding to the growing literature base about First-Generation students' higher education experiences. Additional research specific to this population is helpful in order to hear the stories and experiences and relate to their established journey and identify their academic and co-curricular needs as they return to college and pursue graduation. Colleges and universities throughout the United States have realized that having older adult learners on campuses and in classes (online or face-to-face) provides benefits to younger students, funding, and enrollment, as well as enrichment from the older adult learners' lived experiences. University support offices and registrar offices can take advantage of this research to capitalize on this population of students and benefit from additional funding (Atkins, 2011), as well as add knowledge and experience in the classroom (McGivney, 2004).

CHAPTER TWO: LITERATURE REVIEW

This literature review centers on the concept that First-Generation students, adult students, and Baby-Boomer students have specific academic and co-curricular needs that universities must explore to successfully attract, retain, and graduate BBFGs from their institutions. First-Generation students form a unique group with distinct goals, motivations, and constraints (Ayala & Striplen, 2002). It is only through meeting their goals and their needs that this generational cohort can excel in their educational journey.

The purpose of this literature review is to develop an underlying understanding of the BBFGs as adult learners, as previously researched in the field. Therefore, this literature review is broken down into five sections to build a foundation for the gaps in the literature on BBFGs. The first section involves a historical background of education in America. The second section addresses First-Generation students and their needs both before and while attending higher institutions of learning. The third section addresses adult learning and the evolution of andragogical methods as distinct from pedagogical methods of learning. The fourth section identifies the four generations in the educational system and unique characteristics for Baby-Boomer students. Finally, the literature review concludes with a section on the selected Pacific Northwestern university in context and the gaps that are specific to BBFGs at this university.

Background of Higher Education in America

With Harvard University as the first private university established in the United States in 1636, early state sponsored institution of higher education in the United States were commencing classes by the early 1800 (Dorn, 2017). Civic Mindedness and common good governed the development of higher institutions of learning in the early national period and by the mid-20th century, schools were seen as playing a vital part in American life (Dorn,

2017). In addition to teaching, schools held several roles in communities, such as providing space for voting, civic, religious, and sports events (Thelin, 2011). Additionally, schools in smaller areas and university towns were often the largest employers in communities (Thelin, 2011). However, despite the importance of schools, in the mid-20th century, not even half of the population were educated to a high school level (Thelin, 2011). Dropout rates averaged about 60 percent. Many high school students at the time left school after the eighth grade and never returned (Thelin, 2011).

In the early 1900s, the focus of higher education was on agriculture and technology (Palmadessa, 2017). Practicality was admired in the higher education area and in May 1907, President Theodore Roosevelt traveled to Michigan for the 50th anniversary of the Agricultural College of the State of Michigan – where the focus was on more than just book learning (Dorn, 2017). The percentage of Americans with a college degree in the early 1900's was in the single digits. Yet in the years between World War I and World War II, college and university enrollment increased to almost 17 percent (Thelin, 2011). The federal government recognized additional needs for college students in the mid-1960s when they began programs aimed at helping students who otherwise may not be able to pursue a higher education (Field, 2007). Despite the upsurge of college enrollments by returning veterans through the 1940s, the number of high school dropouts surged in the 1960s, and college and university enrollments started to suffer (Thelin, 2011).

In the 1960s, expectations of double-digit inflation and rising energy costs caused analysts of the time to predict the demise of many colleges and universities (Thelin, 2011). Then in 1965, President Lyndon B. Johnson signed the Higher Education Act (HEA) as a step toward helping minority students from low-income families and veterans

(www2.ed.gov, 2016). In the late 1950s and 1960s, many schools felt pressured to increase educational programs and opportunities stemming from the Civil Rights Movements, which screamed for equality in education (Palmadessa, 2017). Rural schools especially felt this pressure as an exodus of young people moved to urban America (Thelin, 2011). The space program also encouraged the government and individual communities to improve schooling and educational opportunities as the country felt they needed to be more competitive with foreign institutions (Palmadessa, 2017). With the launch of Sputnik, the Russian satellite that first orbited the earth in October 1957, the United States not only felt competitive with the Soviet Union on the Cold War front, but also on the educational front (Ganzel, 2007). Americans feared that not enough youth were earning degrees in engineering and in math and science—degrees were perceived as necessary to build missiles and catch up with the Soviets in space and war endeavors (Ganzel, 2007). It was during this volatile time of the Cold War, that educational establishments were called upon to save the nation's position in the world (Palmadessa, 2017).

Additionally, the 1960s saw the persistent issue of racial segregation in higher education (Thelin, 2001). Desegregation efforts previously were halfhearted and marginal in accepting black students and women onto campuses and into universities (Thelin, 2001). Educational policies then in the 1960's turned away from international issues and turned inward at domestic policies and the Civil Rights Movement (Palmadessa, 2017). The Economic Opportunity Act of 1964 tried to address equality in education across racial boundaries, for minorities, women, and low-income students, and the federal government established funding programs to help with these efforts (www2.ed.gov, 2016).

Federal Programs

Federal TRiO programs, those programs aimed at providing higher education to disadvantaged students, have been expanded from their original inception in the Economic Opportunity Act of 1964. The Upward Bound program was added in 1965 (www2.ed.gov, 2016). Programs were started to get eligible people and veterans into and prepared for higher education (www2.ed.gov, 2016). The original TRiO act did not initially include support for First-Generation students (Field, 2007). Once the TRiO program was modified to include these services, the program grew (Field, 2007). Legislation now requires that two-thirds of individuals served by federal TRiO programs be First-Generation college students (www2.ed.gov, 2016). Eligibility for many TRiO programs additionally requires established financial need, and, although some programs serve grade school and high school students, many programs require participants to be 19 or older to receive benefits. Additionally, veterans may participate regardless of age if they are otherwise eligible (www2.ed.gov, 2016). TRiO was charged with this mission in 1968, three years after the original Higher Education Act of 1965 was amended (www2.ed.gov, 2016). TRiO is not an acronym; it refers to the number "three" representing the three original federal programs that increased access to higher education for economically disadvantaged students (www2.ed.gov, 2016). According to the Department of Education (www2.ed.gov, 2016), TRiO's original programs included:

1. Upward Bound

2. Talent Search

3. Student Support Service

These original programs came a decade after the Supreme Court ruled in 1954 on "separate but equal" systems of education (Turpin, 2014), during this integration timespan diversity in

higher education was rare (Thelin, 2011).

The TRiO programs have changed substantially in the last 50-plus years since inception. The Higher Education Act created Talent Search in 1965, which aimed at helping young people in grades 6 through 12 to better understand their educational opportunities and options (www2.ed.gov, 2016). Student Support Services was one of the initial three TRiO programs. Added in 1968, it aimed to help eligible students stay in college until they earned their baccalaureate degree (www2.ed.gov, 2016). The next reauthorization of the Higher Education Act, in 1972, created Educational Opportunity Centers. These were primarily aimed at serving displaced or under-employed workers by helping them to choose a college and suitable financial aid programs (www2.ed.gov, 2016). Then, in 1986, the Ronald E. McNair Post Baccalaureate Achievement Program was created to encourage eligible students to consider careers in college teaching as well as to prepare for doctoral study (www2.ed.gov, 2016). In 2001, Student Support Services (SSS) was amended to permit funds for financial grant aid for eligible participants (www2.ed.gov, 2016).

Although TRiO was initially established as an outreach program to provide student service programs and funding to help individuals from disadvantaged backgrounds (Field, 2007), it now includes nine diverse programs under one umbrella:

1) Upward Bound – encourages low-income youths to complete high school and prepare for college.

2) Talent Search – assists students in applying for federal financial aid for college.

3) Student Support Services (SSS) – originally called the Special Services for Disadvantaged Students program – helps eligible students stay in college until they earn a college degree.

4) Educational Opportunity Centers (EOCs) – helps adults select a postsecondary education program and obtain financial aid.

5) Veterans Upward Bound (VUB) – serves returning veterans.

6) Ronald E. McNair Postbaccalaureate Achievement Program (MCN) – fosters doctoral degree attainment by students from underrepresented segments of society.

7) Upward Bound Math and Science (UBMS) – addresses the need for specific instruction in the fields of mathematics and science.

8) Training Program for Federal TRiO Programs – focuses on improving the design and administration of TRiO services.

9) TRiO Dissemination Partnership Program – encourages the replication of successful practices of TRiO programs.

Over the last three decades, research on First-Generation students and the impact of their parent's lack of education has grown. No longer can the assumption be made that First-Generation students attending universities are straight out of high school and going straight into the university setting (Schaefer, 2010).

First-Generation Students

More First-Generation students are attending colleges and universities than ever before (Jehangir, 2010). Often it is as a result of TRiO programs and services started in 1965 as part of the War on Poverty (www2.ed.gov). First-Generation students have gained attention in the higher education arena and many colleges and universities are trying to support them with programs and resources (Ardoin, 2016). TRiO programs aim to provide services to at least two-thirds of individuals identified as First-Generations students (www2.ed.gov). In the 2008 TRiO reports, there were 1,122 projects serving more than 76,000 people (www2.ed.gov).

Defining First-Generation Students

In order to study First-Generation students and identify needs unique to BBFGs, several definitions of First-Generation students must be acknowledged. Some definitions in the literature are very narrow, specifying First-Generation students as those who have come from a family where neither parent nor any of the biological grandparents have attended any college or university (Jehangir, 2010). Other definitions allow for some college attendance as long as the student's parents have never graduated with a bachelor's degree (Jehangir, 2010).

All of the various definitions for First-Generation students could result in inaccurate studies because researchers do not always include the same students in their population (Jehangir, 2010). In addition, individual differences will always exist, and BBFGs present additional idiosyncrasies (Schaefer, 2010), such as having their own children or even grandchildren completing a degree before them. These idiosyncrasies may impact individuals and their needs while attaining higher education. Moreover, the idiosyncrasies and unique traits may impact specific ethnic and even socioeconomic classes of students in different ways.

It is therefore, important to keep the definition of First-Generation student broad enough to be inclusive and yet narrow enough to hone in on a particular group or dynamic. In a qualitative study of findings from three students it was noted that First-Generation college students have both similarities and uniqueness due to population characteristics as well as region and school attending (Longwell-Grice, Adsitt, Mullins & Serrata, 2016). So, while there are various research projects and definitions, this study will use the definition adopted by TRiO—the programs funded by the federal government to assist First-

Generation, low-income, and ethnic minority students in pursuing higher education. That definition of a First-Generation student is: an individual with neither parent having earned a bachelor's degree (www2.ed.gov, 2016).

Needs of First-Generation Students

It is difficult for First-Generation students to go to college; they must clear a path and trudge down a road that no one in their family has travelled before (Soria & Stebleton, 2012). The obstacles for First-Generation students are real and should not be pushed aside easily (Longwell-Grice, Adsitt, Mullins, & Serrata, 2016). Divisions and differences exist between First-Generation students and their peers, such as understanding jargon at higher institutions and dealing with stigmatization (Ardoin, 2016). Compared to their peers from college-educated families, First-Generation students struggle more to get to college (Soria & Stebleton, 2012), are less prepared to start college (McCartney, 2017) and are less likely to remain there until graduation (Katrevich & Aruguete, 2017).

First-Generation needs prior to attending college. As shown in Table 2.1, First-Generation college students often face barriers to higher education not experienced by their non-First-Generation peers (Soria & Stebleton, 2012). Some obstacles in their journey include lower academic skills, lower degree expectations, family and cultural barriers, and financial issues (Ishitani, 2006; Oldfield, 2007; Soria & Stebleton, 2012; Katrevich & Aruguete, 2017). Banks-Santilli (2014) contends, "The plight of First-Generation college students at today's American colleges and universities has worsened due to the skyrocketing costs of higher education" (p. 2). Yet 30 percent of incoming students at colleges and universities are First-Generation students (Smith, 2015). Put another way, one-third of incoming university students are the first members of their families to go to college despite

the skyrocketing costs of attendance.

In some cases, disparities and disadvantages stem from differing perspectives and expectations of First-Generation students versus their non-First-Generation peers (Engle & Tinto, 2008). Banks-Santilli (2014) determined that while First-Generation college students relied on advice from guidance counselors and relatives to select colleges, non-First-Generation students considered a college's reputation, the availability of graduate programs, school rankings, and cost (Saenz, Hurtado, Barrera, Wolf, & Yeung, 2007; London, 1989). Although First-Generation students are disadvantaged by potential lack of parental knowledge or lack of strong parental commitment to education, support for educational goals was beneficial for getting First-Generation college students to enroll (Ceballo, 2004; Fuligni, 1997; Yousif, 2009).

First-Generation needs during college. In addition to attracting this population, universities are concerned with ensuring that students graduate from their chosen programs (Banks-Santilli, 2014). It has been established that First-Generation college students face barriers to academic performance once they enter college, and First-Generation students are less likely to persist to earn a degree five years after entering college (Nunez & Cuccaro-Alamin, 1998). Many First-Generation students have low graduation rates (Engle & Tinto, 2008), and, according to Riggs (2014), retaining First-Generation students through to graduation is considered a major problem. To improve retention rates for this specific student population, it is particularly important to provide appropriate resources based on an improved understanding of potential challenges and strengths. As Garza, Bain, and Kupczynski (2014) identified in their study on college seniors' resiliency, self-efficacy, and persistence in higher education, students, especially First-Generation students, lacked

knowledge about financial aid, passing classes, and social climate, leading them to drop out within the first year of college at a greater frequency than that of their non-First-Generation counterparts.

First-Generation students often have emotional support from their parents, even if parental support is lacking in other areas such as financial and knowledge base, Banks-Santilli (2014). These students are more likely than their continuing-generation peers to report the reason for college attendance as encouragement from their parents (Saenz et al., 2007). Moreover, Engle and Tinto (2008) inferred that the barriers and strategies First-Generation college students face can sometimes promote success for this student population as they journey through college to graduation. However, even though they may have family emotional support First-Generation students are less likely to advocate for themselves at colleges and universities and have additional responsibilities that are less familiar to non-First-Generation students (Horowitz, 2017). They have lower incomes, are often minorities, and are required to work longer hours during college (Nunez & Cuccaro-Alamin, 1998, Saenz et al., 2007).

A decade ago, it was reported that more than 45 million First-Generation students were enrolled in postsecondary institutions in the United States (Petty, 2014). A growing number of colleges and universities are accelerating efforts to identify, recruit, retain, graduate, and track the success of students who are the first in their families to attend college (Tucker, 2014). Even in the early days of higher education, society had an underlying ethos of civic-mindedness to create institutions of higher education for the common good of all citizens (Dorn, 2017). And current legislation in the form of America's College Promise (ACP) is aimed at increasing higher access to education for all citizens (Palmadessa, 2017).

There are many good reasons to research the First-Generation population at educational institutions, including providing better services and increasing the graduation rate (Davis, 2010). Even though there are many different faces of First-Generation students, including ethnic minority First-Generation students, white First-Generation students, and First-Generation students whose parents are immigrants to the United States, the research is structured on the similarities of this cohort as First-Generation students in a group full of multiple identities and roles (Jehangir, 2010). Although First-Generation students experience similar issues regardless of their age, race, or even gender, Davis (2010) found that upwards of 85 percent of First-Generation freshmen were students of color in 2005. It is therefore important to note that certain cohorts of students are more likely to be First-Generation students, and, further, that Baby-Boomer students are identified as one cohort more likely to be First-Generation students (Schaefer, 2010).

Choy (2001) recognized that it is more likely for students to attend college based on their parents' education even when other factors are taken into account: among 1,992 high school graduates whose parents had not gone to college, 59 percent had enrolled in some form of higher education by 1994. This rate increased to 75 percent among those whose parents had some college experience and 93 percent among those who had at least one parent with a bachelor's degree (Choy, 2001).

Table 2.1

Barriers of First-Generation Students

Barriers Getting to College	Barriers While at College
Lower academic skill	Lack of knowledge about school programs, financial aid, and passing classes
Lower degree expectations	More often are minority students
Family and cultural barriers	Lower income levels
Differing perspectives	Often required to work and to work longer hours to meet financial needs
Understanding academic jargon	Academic integration
Advocating for themselves	Lacking assertiveness when registration, financial, or grading errors are made; or do not speak out when they are treated improperly
Relying on advice from relatives and counselors in selection decisions instead of looking at programs, cost, and rankings	First-Generation students are less likely to persist to graduation and to have lower graduation rates

Four Generations in the Educational System

Currently there are four and sometimes as many as five generations in educational institutions in the United States (Milligan, 2014). The generations living in and involved in both education and the workplace are Traditionalists, Baby-Boomers, Generation X, Millennials, and now Generation Z. However, the four main generations in the workplace and educational system currently are Generation Z, Millennials, Generation X, and Baby-

Boomers (Wiedmer, 2015). Most Traditionalists are no longer pursuing formal education and work. Generational characteristics, historical events, cultural norms, and even commonly-held values and beliefs influence each generation during their developmental years (Holyoke & Larson, 2009), these influences make each generation stand out in unique ways.

Many studies examine generations and the common themes or generalizations that define their demographic cohort based on historical events, societal experiences, cultural values, important technologies, and shared societal experiences. Interest in generational issues has grown in large part because this is the first time that so many generations have come together in business, government and all areas of education (Perry-Sheldon, 2017). Each generation shares commonalities and traits spanning across racial, ethnic, and, often, even global boundaries (Kleinhans, Chakradhar, Muller & Waddill, 2015). The general and educational characteristics of the four generations in education and the workplace are:

Generation Z

This is the current and upcoming generation, born between 1995 and approximately into the late 2010s; they are children who currently range anywhere from being a toddler to young adults in college (Turner, 2015). The generational timeframe for this cohort has not been finalized in the literature with an exact birth range, and Wiedmer (2015) noted that many of their traits and characteristics are still being defined. Population rates for this generation are estimated at approximately 23 million and still growing (Wiedmer, 2015).

General characteristics of Generation Z. Generation Z is focused on technology and communication; this generation has never known life without access to the internet, and they are accustomed to communicating in real time with individuals who do not occupy their

same physical space (Wiedmer, 2015). They have grown up using social media and software, such as Skype and FaceTime, and they have always been connected with information and technology, having facts and figures at their fingertips (Wiedmer, 2015). Generation Z is diverse socially and culturally as more individuals are living in urban areas. This generation is the largest multicultural generation to have lived in the United States (Turner, 2015).

Learning characteristics of Generation Z. Because this generation is so technology focused, they dislike lecture-test classroom styles of learning. This is the most home-schooled generation in modern times because of the tools, such as computers and technology, available to them and their parents (Wiedmer, 2015). Generation Z learners like graphics and instant feedback, they excel at activity-centered learning opportunities, they are flexible and adept at problem solving, and they have higher IQ scores than any previous generation (Wiedmer, 2015). Generation Z learners also lack social interaction (Wiedmer, 2015).

Millennials

These are the children born between 1980 and 1994 who are currently between the ages of 21 to 36; Millennials are also sometimes called Generation Y. Millennials are current college students and those individuals entering the workforce (Kleinhans, et al., 2015). Many are traditional First-Generation college students who are described in the literature as putting off college a bit longer than their non-First-Generation counterparts and, hence, are just a little bit older (Davis, 2010). Millennials and Generation Z students are the traditional students who either currently are or will in the future benefit from TRiO programs.

General characteristics of Millennials. The parents of Millennials had an extreme focus on their children; Millennials are sometimes called the echo generation because, like Baby-Boomers, their parents focused on them and tried to give them everything they wanted (Wiedmer, 2015). The parents of Millennials were often latchkey kids themselves, and therefore their parenting styles changed dramatically. Millennial children are extremely important in the lives of their Generation X parents, almost to where their children are the most important thing in their lives (Milligan, 2014). Millennials are also called the no-child-left-behind generation—i.e., every child got a participation award and everyone was a winner (Wiedmer, 2015).

Learning characteristics of Millennials. Millennials have been prepared more rigorously for college, beginning in grade school (Wiedmer, 2015). As such, when most Millennials were in high school, they did not work a part-time job because they spent upwards of three hours on homework every night (Milligan, 2014). Millennials, like Generation Z, have had lots of access to technology, social networking, and multi-tasking. They learn through teamwork and technology, and they like to link learning to making money (Milligan, 2014). Millennials are seen as multi-taskers and digital grazers who skim for information and filter information digitally (Kleinhans et al., 2015). Millennials are more social than Generation Z, but they expect supervision, feedback, and mentoring (Wiedmer, 2015). Millennials are easily bored, but they enjoy experimenting and discovering; they seek a sense of purpose and want to be recognized for their efforts to show that they are supported and valued (Wiedmer, 2015). Millennials have a desire to understand materials and how learning applies to their own experiences (Holyoke & Larson, 2009).

Generation X

This is the generation often called the forgotten generation, born between 1961 and 1981 with current ages ranging from 35 to 55 (Wiedmer, 2015)—the latchkey children of Baby-Boomers who were often left to fend for themselves while both parents worked. They also often split their time between divorced parents. They were left alone or in daycare (Wiedmer, 2015). This generation is also identified as the "me first" generation because of their self-sufficient independence (Kleinhans et al., 2015). Generation X, in response to their own disjointed family lives, started families with caution and led their lives in a much more pragmatic, practical way, engaging in financial planning, becoming involved in child rearing, and avoiding broken homes (Wiedmer, 2015). Generation X children experienced the introduction of technology in their teenage years, as well as the introduction of AIDS, MTV, and the emergence of new wave music (Wiedmer, 2015).

General characteristics of Generation X. Generation X became an independent generation able to embrace change (Wiedmer, 2015). This generation expects more balance in their lives, and their independence brings more personal confidence. They question policies and projects (Wiedmer, 2015). Members of Generation X seek quality of life and expect freedom and self-directed independent projects (Wiedmer, 2015). Generation X are described as geeks and independent thinkers, creative and artistic people who prefer fast-paced and independent situations (Wiedmer, 2015). Generation X is also adaptive and able to adjust to change (Kleinhans et al., 2015).

Learning characteristics of Generation X. This generation was sandwiched into the technology generation, on the cusp of using technology educationally and on the tail of living without it (Wiedmer, 2015). Generation X is often not as comfortable with technology

as are younger generations, but they are the most highly educated generation, with 29 percent earning a bachelor's degree (Wiedmer, 2015). Generation X likes to provide their input and have balance, and are generally happy and family-oriented (Wiedmer, 2015). Generation X learners make personal connections with subject material, discussions, and instructors in order to orient their learning and relate learning to their personal lives. Yet their motivation to learn seems to come from inclusion in the group (Holyoke & Larson, 2009). Generation X learns through just-in-time learning, and by doing, and they link learning to hands-on activities and marketability (Milligan, 2014).

Baby-Boomers

Baby-Boomers are the most observed and studied generation in American history (AARP, 2006). They were born immediately following World War II in a population explosion. This came as a surprise since there was concern dating back to the 1930s that the U.S. population would plateau around 148 million and possibly decline by the end of the century (Smith & Clurman, 2009). Baby-Boomers are currently between the ages of 52 and 70; they were born in the two decades after the return of soldiers from World War II (Wiedmer, 2015). Baby-Boomers currently make up 26 percent of the U.S. population (Hellmich, 2009). A substantial amount of research was published about the Baby-Boomer generation in the years leading up to and since the very first Baby-Boomers turned 60 (AARP, 2006). Baby-Boomers grew up in a time of prosperity and an absence of world wars. Now that Baby-Boomers are hitting retirement age, researchers are publishing much more about them because of concerns over Social Security and Medicare (Wiedmer, 2015).

General characteristics of Baby-Boomers. Baby-Boomers have had good health, have the largest wealth, are characterized as idealists, and view the world optimistically

(Wiedmer, 2015). Baby-Boomers' parents wanted to have them, and Baby-Boomers were born during a time of American prosperity. Their parents gave them everything, and they became self-absorbed (AARP, 2006). Older Baby-Boomers, individuals born between 1946 and 1955 (Schaefer, 2010; Wiedmer, 2015) are the most self-absorbed, while younger Baby-Boomers show intellectual arrogance and social immaturity (AARP, 2006).

Additionally, Baby-Boomers are characteristically very hard workers (Kleinhans et al., 2015). One of the reasons for their hard work is because as a group, Baby-Boomers are extremely competitive (Wiedmer, 2015). Baby-Boomers had to become competitive as they were forced to compete for resources, such as limited enrollments in colleges and universities and availability of jobs upon graduation (AARP, 2006).

Baby-Boomers are notably self-reflective and have searched their souls over and over, recognizing mistakes, celebrating successes, and continuing their self-exploration obsessively and recreationally (Zemke, Raines, & Filipczak, 2000). Baby-Boomers born in the 1960s were compelled to look within to find meaning. They are often remembered for their psychedelic social protests (Taylor, 2014). Baby-Boomers were attracted to introspective drugs like marijuana and LSD, rather than to the high-energy drugs like crack and cocaine (Zemke et al., 2000). Baby-Boomers strive for authority and prestige, and often their view of self is tied up in their job or educational status (Wiedmer, 2015).

Learning characteristics of Baby-Boomers. Baby-Boomers are hard workers and competitive, with great value placed on recognition and prestige. They admire a take-charge attitude (Wiedmer, 2015). Baby-Boomers learn from group work and interactive facilitation; they need practice time in applying new skills, and they like to link their learning to new ways of doing things in order to add value (Milligan, 2014). Baby-Boomers' orientation to

learning stems from the joy of discovery and self-gratification, while one of their motivational factors for learning stems from being allowed to show their competence (Holyoke & Larson, 2009).

Baby-Boomers in retirement. This generational cohort is driving what it looks like to live and age in America (AARP, 2006). This is true of how they will shape retirement now and in years to come (Wiedmer, 2015). Baby-Boomers are often credited with the ability to get things done and for maneuvering systems (Kleinhans et al., 2015). In one report, only one percent saw age as a barrier to achieving their goals (AARP, 2006), as it has been said that Baby-Boomers do not view themselves as aging. Even with this satisfaction, the 60-year-old Baby-Boomers at the time were not content to rest on their laurels, as it were, and they reported wanting to make some changes, though they indicated that work would continue to play a major role in their lives (AARP, 2006). In 2006, 54 percent of the 60-year-old Baby-Boomers were working, and the 14 percent who were not working wanted to return to the workforce (AARP, 2006). AARP also found that younger Baby-Boomers were more likely than older Baby-Boomers to want to improve their job skills or to earn a degree or certification. This is significant when reviewing motivations for younger Baby-Boomers who are now between the ages of 52 and 62, because they will still have time to realize the benefits from improving their job skills and continuing on in the workplace (Hellmich, 2009). One Baby-Boomer trait, as a larger whole, includes a strong belief in growth and expansion (AARP, 2006). Baby-Boomers are continuing with growth and expansion into their retirement years, postponing retirement and even changing careers to keep working ten, twenty, and even thirty years longer than traditional retirement age (AARP, 2006). Younger Baby-Boomers, if they work into their 70s, currently have

approximately 20 years left in their careers.

Yet even boomers who have retired early have moved to college towns because of the cultural and educational opportunities found there (Brock, 2006). As the AARP (2006) report noted, Baby-Boomers love to learn. There are 10,000 Baby-Boomers turning 65 every day until the year 2030 (Taylor, 2014). It is hard to visualize this massive amount of people, and especially to think of this group once known as flower children and rebels as growing older. However, individuals born in this short 18-year timespan represent one-fourth of all Americans living today (AARP, 2006). These aging Baby-Boomers have created a dramatic shift in the overall age composition of the U.S. population (AARP, 2006). Projections suggest that there will be 71.4 million people age 65 or older in the year 2029, making up about 20 percent, or one-fifth, of the country's population (Pollard & Scommegna, 2014). It is interesting to look at this in comparison to colonial times in the United States when 50 percent of the population was under the age of 16 (Merriam, Caffarella, & Baumgartner, 2007) and the average life expectancy was only 35 years.

Baby-Boomers as First-Generation students. For many years, colleges and universities focused on diversity in their undergraduate programs (Thelin, 2011). Student populations of various campuses have become much more diverse, and as such, universities focus on recruitment, admissions, and even degree completion for these students (Poock, 2007). The presence of Baby-Boomers on campuses has influenced colleges and universities since they turned college age; in fact, Baby-Boomers have had a huge impact on every aspect of American society (Cruce & Hillman, 2011). Merriam, Caffarella, and Baumgartner (2007) described how work, retirement, and education are at the top of the list for Baby-Boomer influences. Life is full of transitions and changes; therefore, it is no surprise that

Baby-Boomers are transitioning back to college later in life and having a large impact on the look of campuses and classrooms (Cruce & Hillman, 2011). One of these changes for Baby-Boomers is the need to postpone retirement or continue working much longer due to the disruption the Great Recession caused in 2008, dwindling investments and retirement plans (Newman, 2009).

Transitions and change have always been part of the Baby-Boomer existence. This is one of the reasons they are so talked about. At midlife, Baby-Boomers found that they needed to develop a new sense of responsibility and a more serious attitude (Strauss & Howe, 1991). Baby-Boomers changed from hippies to yuppies as they began to defend values previously not associated with their generation, such as monogamy, thrift, and abstention from drugs (Strauss & Howe, 1991). They realized that they had failed in some instances and succeeded in others, and they introspectively forged ahead to find meaning in their lives as they went through divorce, moved away from self-absorption, and recognized both their successes and failures. As Pattakos (2010) describes:

> Few of us move through our lives unscathed. We get divorced; we lose our jobs, sometimes after many years of dedicated service; our health fails us in some way; our kids fail us; we fail one another. Life can be as full of failures as it is successes. Yet in our failures we can find tremendous meaning, and only in that meaning do our failures have a useful purpose. (p. 123).

In the first part of the 21st century, studies regarding Baby-Boomers addressed the return to community colleges, because community colleges offered flexibility, skill needs, and retraining programs for those over the age of 50 (Kornblum, 2007). However, four-year institutions did not adjust to the influx of Baby-Boomers into higher education. Those

institutions missed out on the benefits of having older adult learners in undergraduate programs (Kornblum, 2007). Now, Baby-Boomers are returning to the classroom, whether it be for job skills, boredom, competition, self-gratification, or involvement—or, as Schaefer (2010) found, for career transition. Colleges and universities can capitalize on the benefits of enrolling BBFGs as they bring their life-skills and their competitive natures to the classroom. This increase of Baby-Boomers back into college has important consequences for the role that higher education institutions play in providing adult and lifelong learning (Cruce & Hillman, 2011).

Colleges and universities have some strong motivations for understanding this consumer demand from Baby-Boomers for lifelong learning. One motivation for institutions is that Baby-Boomers are expected to live longer, live healthier, and, instead of taking on traditional retirement, they will engage actively in activities and educational experiences (Cruce & Hillman, 2011). Another motivation is the expectation that traditional college-age student populations will shrink, and that colleges and universities will need to creatively and strategically find ways to increase student enrollment (Cruce & Hillman, 2011). Unfortunately, colleges and universities have not responded to demographic changes because of lack of research on older adult learners and the lack of knowledge about their needs (Cruce & Hillman, 2011). It is important to address the needs of BBFGs, needs identified in the literature, such as socioeconomic variables, motivation, financial considerations, access to services, and even involvement (Cruce & Hillman, 2011; Schaefer, 2010).

Schaefer (2010) has found that older Baby-Boomer students are by-and-large First-Generation students. Her study, however, focused on older Baby-Boomer students and

supporting their transitions back into college and not on BBFGs with their specific needs.

Schaefer also found that the primary reasons older Baby-Boomers seek degrees were career

advancement, career change, and personal enrichment goals. Schaefer's main findings of

support needs for older Baby-Boomer students are shown in Table 2.2.

Table 2.2

Older Baby-Boomer Student Needs Consolidated from Schaefer (2010)

Needs Prior to College	Needs While at College
Accurate information on how the educational system works	Accurate information on how the educational system works
Outreach and recruiting for their cohort	Unique orientation for their cohort, including information on web-based classes, electronic registration, paper writing, grammar review, library research, campus services, math tutoring, childcare, financial aid, bookstore, course sequencing, degree completion planning, and peer support
Financial advisement and access	
	Career advisement specific to their cohort
	Formal mentoring and peer tutoring

As noted, Schaefer (2010) conducted this research on older Baby-Boomer students.

Contributions to the literature should include expanding the research to the full spectrum of

Baby-Boomer students, including the lower edge of the Baby-Boomer population, to

understand whether their higher education experience, needs, and reasons are different

(Schaefer, 2010).

Adult Learning

Society and societal context play a large role in what "one wants to learn, what is offered, and even the ways in which learning is offered" (Merriam, Caffarella, and Baumgartner, 2007 p. 5). Adult learning, then, is only effective when it can keep up with society and the required changes. As Merriam et al. (2007) described, adult learning needs reflect changing demographics and a society's specific needs and wants. Society is an important aspect in adult learning: "demographics, globalization, and technology are three forces affecting all societal endeavors, including adult learning" (Merriam et al., p. 25). Adult students make up part of society, and many organizations, generational cohorts, and factions are entrenched in the various adult learning groups (Merriam et al., 2007).

Andragogy

Research in adult education starting in the early 20th century focused on whether or not adults could learn (Merriam et al., 2007). The first studies approached adult learning from a psychological perspective (Merriam et al. 2007), and in the 1970s researchers looked at specific distinguishing characteristics of adult students through the field of andragogy. Merriam et al. (2007) noted andragogy as a term used to distinguish adult learning specifically from childhood learning. Cannon (2001) helped show an andragogical model of learning describing the adult learner as self-directed and willing to take responsibility for learning instead of being submissive to a teacher. European educators coined the term andragogy as a parallel term to pedagogy in order to provide a label for the growing body of knowledge specifically about adult learning—again, distinct from the learning of children (Merriam et al., 2007). Cannon (2001) emphasized andragogical models of learning as models where the focus is on the student. Whereas past research on childhood learning showed the learner providing little value to the experience, the andragogical model allows

the learner to be a rich resource for her own learning as well as that of others. Motivation in the andragogical model is intrinsic vs. extrinsic (Cannon, 2001). The andragogical model orients learning to a focus on lifelong learning or task- and problem-oriented learning for subject matter content.

However, there are still multiple theories and frameworks that try to capture unexplored aspects of adult learning. Each one attempts to hone in on some aspect of adult learning and define variances (Merriam et al., 2007). In early studies on adult learning, the focus was on how advancing age influences the ability to recall and process information and solve problems, and therefore it was assumed that deficits in adult students meant that learning was inhibited (Merriam, 2001). Later information revealed that limited recall and declines in memory were functions of non-cognitive components, such as educational level, training, health, and speed of response (Merriam, 2001). Adult educators began to question whether adult learning could be distinguished from learning in childhood, and the new focus became the distinctions of adult learning in the study of andragogy (Merriam, 2001).

Andragogy is based on six assumptions presented nearly fifty years ago by Malcom Knowles, the founder of andragogy. As restated by Merriam et al. (2007), the six assumptions are:

1. Self-concept is self-directed — as a person matures, his or her self-concept moves from dependent personality toward self-directing human being. Experience is a rich resource for learning, and an adult accumulates a growing reservoir of experience, which then becomes a rich resource for learning.

2. Readiness to learn is closely related to the developmental tasks of his or her social role.

3. Immediacy of application — there is a change in time perspective as people mature—from future application of knowledge to immediacy of application. Thus, an adult is more problem-centered than subject-centered in learning (p. 84).

4. Internal motives — the most potent motivations are internal rather than external.

5. A need to know why — adults need to know why they need to learn something.

Transformational Learning

Later, criticism and questioning of the andragogical model's assumptions surfaced with concerns as to whether andragogy was a theory or just a process of good practices or teaching for adult students (Merriam, 2001). Additional questioning came about with the observation of adult students who did not fit all of the assumptions and the realization that some adult students may learn better through pedagogical methods after all (Merriam, Caffarella, and Baumgartner, 2007). Conversely, some children may learn better based on andragogical assumptions (Merriam, 2001). There is a focus then on individualistic learning without recognizing society's involvement. Malcom Knowles, recognizing this questioning, later acknowledged a continuum in learning and that assumptions may not describe all adult students (Merriam et al., 2007).

Human motivation to learn is a complex object of study. The andragogical model's assumptions touch on this complexity and the issues of various experiences and even social roles (Merriam, Caffarella, and Baumgartner, 2007). Additional models of adult learning emerged that helped expand and perhaps clarify some of the gaps lacking in the assumptions; one such theory is transformative learning (Merriam et al., 2007).

Mezirow (2000) identified the process of transformational learning as that of using a prior interpretation to construe a new or revised interpretation of the meaning of one's experience in order to guide future action. Mezirow (1991) details critical reflection as a key to transformational learning. Simply going through an experience is not enough to bring about transformation. Mezirow (1991) separated reflection into three various experiences:

1. Content reflection

2. Thought about the experience itself

3. Premise reflection – thoughts on how to handle the experience and on examining long-held assumptions or beliefs about the experience

Reflection is a critical element in learning (Zull, 2006). It is required in order for the brain to assemble and merge information, data, and memories to produce a larger, more meaningful image (Zull, 2006). As reflection occurs, new data flows from the sensory neocortex toward the association regions in the back of the brain (Zull, 2006). With the flow of new and old, data can then be merged into combinations producing larger and more meaningful images (Zull, 2006). Comprehension and learning depend on associations between new and past events; the accumulation of past events allows individuals to process more events to draw on, which in turn allows for more powerful meanings to accrue (Zull, 2006). Holyoke and Heath-Simpson (2013) noted that transformational learning could provide awareness about how learning occurs and bring meaning to conflicts and new experiences in life.

University Context

The selected Pacific Northwestern university is a land-grant university in the north central part of the state ("UIDAHO," 2016). The main campus is in the inland Pacific Northwest, with three smaller campus locations in the northern and southern parts of the

state, which covers 83,642 square miles. Additionally, there are extension offices in 42

counties throughout the state ("UIDAHO," 2016). Enrollment throughout all of the outreach

centers and three campuses totals more than 11,000 students ("UIDAHO," 2016). The

selected Pacific Northwestern university is recognized as one of the best colleges in America

and, in 2012, was ranked as the third most affordable university in the nation by Newsweek

magazine ("UIDAHO," 2016).

Since its very beginning, the selected Pacific Northwestern university has been

grounded in academic programs (Passehl-Stoddart & Aiken, 2016). Hands-on experiences

are offered in every discipline throughout the university, providing for 85 undergraduate

programs, 63 masters programs, 31 doctoral programs and 2 specialist degrees (Passehl-

Stoddard & Aiken, 2016). Passehl-Stoddard and Aiken (2016) shared a speech from 1961,

wherein the selected Pacific Northwestern university president proclaimed that the

university serves the people of the state on a state-wide basis so that all the people have a

stake in *their* university. With the face of retirement changing and many Baby-Boomers

heading back to college, this is their university as well—a university founded to serve all of

the state's students.

Older Adult Learners in Colleges and Universities

Older adult learners are returning to the classroom in record numbers (Hannon,

2015). In the past, colleges and universities paid little attention to the needs of older adult

learners. However, as noted, it is less logical to have an educational system that ends when

individuals are in their 20s when people are likely to work into their 80s (Hannon, 2015).

Hannon stressed the need to offer more educational options at universities and colleges

because greater education and training can lead to jobs for older adult learners. Adult

learners are identified as the student population age 50 and over (Cruce & Hillman, 2011; Kadlec, 2006). This thought process is catching hold at universities around the United States, and in March 2015, educators from 22 universities met to discuss future curriculums and to work on ways to create intergenerational, age-friendly institutions (Hannon, 2015).

An increase of older adult learners on campuses is a positive situation for both universities and students (Cruce & Hillman, 2011). Kadlec (2006) highlighted how the insight and experience that older adult learners bring to the classroom can invigorate discussions. Older adult learners share life experiences and make for studious students. There are more than 78 million Baby-Boomers living in the United States. Nearly 20 million of them have at least one college degree, and 58 million of them have some or no college (Kadlec, 2006). It is estimated that 45 million of these Baby-Boomers have had some previous college, validating previous concerns about retaining BBFGs and getting them to graduation. The transition into higher education is greatly impacted by the unique situations surrounding an individual's decision to return (Schlossberg, Waters, & Goodman, 2006). As emphasized by adult transformational learning theories, there is often an event or experience impacting and propelling an adult student to return to education (Merriam, 2007).

Meeting the Needs of Traditional First-Generation Students

There are seven TRiO programs at the selected Pacific Northwestern university ("UIDAHO," 2016) geared toward meeting the needs of First-Generation students:

1. Educational Talent Search — specific to northern part of the state, this program helps youth in 6th through 12th grades who have the potential to succeed in higher education

2. Educational Opportunity Center — assists individuals aged 19 and older who are

thinking about going back to school with advising, GED and college

applications, financial aid, testing, course selection, and career information

3. Silver Valley Upward Bound — focusing on residents living in smaller cities

throughout the Silver Valley, this program is designed for high school and

millennial college students who come from low-income First-Generation

families

4. STEM Access — specific to the central part of the state, this program focuses on

high school students who are looking at careers in science, technology, and

engineering

5. Nations Upward Bound — focusing on high school students in the cities of the

northern part of the state as well as bordering states

6. Bridge — focusing on central areas of the state

7. Student Support Services (SSS) – services focusing on academic support and

access programs

Meeting the Needs of BBFGs

The selected Pacific Northwestern university has not isolated services specifically

for BBFGs. Instead, services for all students are advertised and available to those who

qualify under the various restrictions of locale or need. For instance, the Educational

Opportunity Center and Student Support Services (SSS) are two programs sponsored by

TRiO that BBFGs may take advantage of if qualifications are met. The SSS program is an

educational undergraduate program that provides individual academic support to any First-

Generation student based on qualifying factors and need. SSS offers:

1. Merit-based scholarships

2. Individualized and small-group tutoring (1-2 hours per week per class)

3. Fall orientation for SSS-TRiO incoming freshman

4. A College Success Strategies course for SSS-TRiO incoming freshman (2 credits)

5. Educational planning

6. Academic goal-setting

7. Academic advising

8. Learning strategies and study skills

9. Career exploration

10. Graduate studies information

11. Financial aid and personal finance information

12. Advocacy

13. Campus and community referral

14. Cultural activities

Additionally, there are other programs sponsored by the selected university available to any student, including BBFGs. The Academic Support & Access Programs offer tutoring and presentations on managing time and finances, as well as critical thinking, study skills, and maintenance of physical and emotional health ("UIDAHO," 2016). The Writing Center is free to all students and offers individual specialized help to improve writing skills ("UIDAHO," 2016). Additionally, the health center provides free counseling and mental health assessments to students ("UIDAHO," 2016).

Literature Review Summary

There is belief that race, class, and other identities are socially constructed (Archer, Hutchings, & Ross, 2005). This means that when students share the same identity in terms of color, gender, generational status, and class, their experiences may be completely different depending on the social, cultural, and historical setting in which they experience these identities (Merriam et al., 2007). A study of BBFGs at the selected Pacific Northwestern university enables us to take a closer look at this socially constructed generational cohort and examine their specific needs for retention and attainment of higher learning while considering both their individual identities and the social context in which they live and learn. Doing so can enable success for this socially constructed group of individuals and allow for improvements to the academic and co-curricular program nationally or specifically at the university level.

CHAPTER THREE: METHODS

Purpose of the Approach

Descriptive case study is the methodological approach used to capture the diversity of a subject (Gerring, 2017). Thomas (2016) described how, unlike research of an experiment showing what causes something, case study research offers a rich picture of a topic with many insights coming from different angles. The purpose of a descriptive case study is to answer why, how, and what questioning (Grimes & Schulz, 2002). This descriptive case study approach focused on the why and what concerning the needs of BBFGs at the selected Pacific Northwestern university and in how meeting these academic and co-curricular needs helps this demographic of student to successfully graduate.

This research enables other BBFGs to see their experiences and their needs reflected in the cases and to identify their own needs more particularly. This study was conducted to be informative to registrars, Student Support Services (SSS), Veterans Administration (VA) services, and other entities who strive to meet the needs of BBFGs so these entities can help ensure that BBFGs successfully finish their educational endeavors.

Research Questions

Questions for this study were developed to focus on the cases of BBFGs at the selected Pacific Northwestern university. Questions were initially tested in a pilot mock study prior to conducting the actual interviews of BBFGs. This approach allowed for the modification of questions and for feedback from pilot study participants on what worked and what did not work in questioning. At the start of the interviews, I asked demographic questions. I posed the same questions to each participant.

The questions for the study were developed to address the over-arching research question presented in Chapter One. The descriptive case study approach was selected as the method of research in order to ask how, what, and why questions aimed at identifying BBFGs' academic and co-curricular needs at the selected Pacific Northwestern university:

1. Demographic questioning included asking participants their age, year in school, employment status, current city of residence, marital status, number and ages of children, previous colleges/universities attended, length of study, other family members who have attended school, and family who have obtained a Bachelors degree.

2. Why did you decide to come to this university?

3. What university programs and services have specifically helped you as a Baby-Boomer First-Generation student?

4. How has the university specifically met your academic and non-academic needs? What services could be enhanced at the university?

5. What should I have asked that I have not asked you in this interview?

Focus

The target audience for this research are the BBFG students enrolled at the selected Pacific Northwestern university according to the registrar's office. In 2007, Kenneth Oldfield published a campus article sharing six lessons he wished he had known as a First-Generation college student (Oldfield, 2007). Then, in an article that appeared five years later, Oldfield (2012) recognized that there are unique needs for First-Generation students that differ from the needs and experiences of second- or continued-generation students. One simple difference he noted was that continued-generation college students have been immersed in educational experiences, such as shopping for colleges (Oldfield, 2012). He

also noted that First-Generation students often do not have the financial means or support to shop for colleges (Oldfield, 2012).

Oldfield was not alone in realizing that there are different needs between First-Generation students and continued-generation students. Engle and Tinto (2008) acknowledged that the barriers First-Generation students face can in fact help to promote success in this student population. Yet the majority of literature and research on First-Generation students focuses on the traditional student coming right out of high school or perhaps a First-Generation student who is currently a Millennial and five to ten years older. Many First-Generation students are delayed in attending college due to financial means or other limiting factors (McCartney, 2017). Little research has been done on older students who are BBFGs returning to or beginning university studies (Schaefer, 2010). Research is needed regarding the support needs of BBFGs on their journey to successfully complete their educational endeavors. One qualitative study focused only on "Older" Baby-Boomer students wherein it found that Baby-Boomer students are often First-Generation students; this study acknowledged the lack of research on BBFGs as a whole (Schaefer, 2010).

Research Design and Rationale

The general purpose of qualitative research is to add to the body of knowledge on a subject through a detailed investigation, capitalizing on meaning and understanding for those involved (Merriam, 2009). This research adds to the contextual framework by addressing the gap in the research on BBFGs where previous literature focused on only "Older" Baby-Boomer students (Schaefer, 2010). Merriam (2009) further noted that experiences provide a means to interpret information across areas and that interpretive studies are the most common forms of qualitative educational research.

The descriptive case study approach is an appropriate research design to help

describe the needs for BBFGs as they return to and persist onto graduation. This approach is generally used to study the complexities of an issue (Patton, 2002). The study focused specifically on First-Generation college students attending the selected Pacific Northwestern university as Baby-Boomer students; Creswell (2013) described this type of focused research as being within a bounded system of time and place, and as such, allowed for the exploration of these cases.

Case study methodology is the suggested method when the researcher has little control over events and when the focus is on a case that is time-bound in a real-life context (Yin, 2014). The purpose of qualitative research is not to prove, but to understand through exploring a phenomenon or event (Reinharz, 1992). Case study research is popular in social science research because of its applicability to real-life case and events (Creswell, 2013).

Design

Qualitative research is said to give life and voice to individual stories (Gertz, 1973). In qualitative research, data collection often takes the form of conducting personal interviews as there is a strong emphasis on collecting strong, personalized data in the form of lived experiences (Paul, 2005). This study utilized a descriptive case study design with individual interviews of each participant. Bartlett and Varvus (2016) noted that interviews and observations are two of the most important methods in case study research because of the rich descriptions that they add. They add that interviews are a fundamental research method for case studies and that formats vary:

> "Interview formats range, depending on the epistemological stance and goals of the project. In a structured interview, the questions are predetermined and fixed; the interviewer generally does not add, delete or even reorder questions. This style

imposes categories and concepts that structure the project and produces more standardized interviews across interviews and interviewees" (Bartlett & Varvus, 2016, p. 54).

A descriptive case study approach allowed me to first determine that this case was identified within the boundary of First-Generation Baby-Boomer students at the selected Pacific Northwestern university. Case selection is an important aspect of descriptive case study research (Gerring, 2017) because case selection and case analysis are often enmeshed and interchangeable.

This research on Baby-Boomer First-Generation students was focused on a descriptive method. Gerring, 2017 noted how case study research projects are descriptive in nature, they are not organized around a central overarching causal hypothesis or theory. The purpose of this descriptive case study research was to identify the academic and co-curricular needs of BBFGs in order to attract, retain, and graduate this population of student. The identification of the intent and purpose of the study allowed me to specify the analysis approach integrating themes and contextual information. Case study research according to Creswell and Poth (2018) might focus on a few key issues or analysis of themes, this is not for generalizing beyond the case but for understanding the complexity of issues and for the descriptive analysis.

Lastly, in descriptive case analysis the researcher reports the interpreted meanings of the analyzed data and lessons learned by using case assertions in written form (Creswell & Poth, 2018) as has been done in the findings section of this research. Case studies are about completeness, looking at things from many different angles and analyzing the information to get inspired insightful research as a case study result (Thomas, 2016).

Rationale

Researchers observe, study, and inquire, but it is through providing insight to individual stories that they begin to see through the eyes of others (Denzin & Lincoln, 2005). By focusing on a case or event and analyzing it in a particular manner, researchers not only bring life and meaning to cases, but they can gain a greater understanding. In the process, they also gain the ability to facilitate and discover insight in similar situation—in this case, identifying the specific needs of BBFGs and how they might be met.

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Field Test Interview Protocol

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The interview questions were initially field tested in order to help determine their validity and make changes as needed. The field test was conducted before application to the Institutional Review Board (IRB) in order to help ensure questioning would not have to be modified as much after application. The field test consisted of two parts. The first part of the field test reviewed the research questions with three separate individuals working in the field of adult learning or student services for their input on question order, applicability, and basic sense. Based on their input, the questions were refined, specifically gender focused questions were eliminated and two-part questions were simplified:

- The demographic question asking participants "sex" was eliminated as the focus is not gender related for this study.

- The two-part question "Why did you end up coming to the University at this time and what types of experiences brought you to this turning point in your life?" was condensed to just "Why did you decided to come to the University at this time?"

The second step in the field test interview protocol involved discussion between three participants in a focus group. The focus group consisted of three BBFGs who were

asked for input on the order of questioning, and question applicability and sense. The field test was not a case study in and of itself, nor was it an actual interview, but participants were told the questioning and asked for input which proved helpful for testing the questions as an instrument of inquiry and for evaluating whether the specific questions allowed for adequate probing of BBFGs at the selected Pacific Northwestern university.

Traditionally, pretesting an instrument, also called a pilot study or a field test of the interview protocol, is referred to as delivering the questions to a group of individuals and having them report on problems they see with questioning, order, or even depth (Dillman, Smyth, & Christian, 2011). The field test allowed the instrument to be evaluated and chronicled in order to focus on improvements to the interviewing process. The BBFGs in the focus group portion of the field test of interview protocol were asked to help improve questions. This process allowed me to develop enough detailed feedback to analyze the questions for this case study aimed at helping BBFGs attain their educational goals at the selected Pacific Northwestern university.

Doing a field test of the interview protocol allows the researcher to define expectations, provide reasons for doing the interview in the first place, and identify problems to be eliminated prior to conducting real interviews (Dillman et al., 2011). This field test did just that, and questions were modified and deleted based on participant reactions and input. As a researcher, I learned that I did not want to have just yes or no questioning but I also wanted to keep questioning simple enough that everyone could derive the same meaning from the questioning. The questions from the second part of the field test were modified and simplified as annotated:

- Demographic questioning included asking participants their age, year in school, employment status, current city of residence, marital status, number and ages of children, previous colleges/universities attended, length of study, other family members who have attended school, and family who have obtained a Bachelors degree. (*This question did not change*)

- Why did you decide to come to the university? (*Remained.*)

- How did you end up coming to the University at this time in your life as a Baby-Boomer student for example career enhancement, goal attainment, children raised, etc.? (*This question was eliminated.*)

- What experiences brought you to this turning point in your life? (*This question was eliminated.*)

- What university programs and services have specifically helped you as a Baby-Boomer First-Generation student? (*Remained.*)

- How have University programs and services specifically helped you as a First-Generation Baby-Boomer student? Suggested follow-up question? Do you think you could have gotten answers or help elsewhere if you had not taken advantage of these services? (*This question was eliminated.*)

- What program are you enrolled in and what are your specific educational goals? (*This question was eliminated.*)

- How have your educational experiences influenced your view of your own generation and your view of other generational cohorts? (*This question was eliminated.*)

- How have you received support from your family, friends, community, or university to meet your educational goals? Follow-up question: is there any one form of support that you could not do without? (*This question was changed to How has the university specifically met your academic and non-academic needs? What services could be enhanced at the university?*)

- What should I have asked that I have not asked you in this interview? (*This question was added to get final input from participants.*)

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Population and Sample

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The Population

I pulled from the small population of BBFGs registered as undergraduate students at the selected Pacific Northwestern university. In the spring of 2016, I contacted the Office of the Registrar and was provided the population numbers for this cohort. I again asked the registrar's office to provide a current list of BBFGs in order to further narrow down the sample size to ten current students willing to participate in the case study.

The Sample

The sample consisted of ten Baby-Boomer First-Generation students (BBFGs). Before each interview was initiated, each participant was required to give oral consent for the interview. At the start of the interview, each participant was asked the same demographic questions pertaining to their age, race, region where they live, and family status. During this process, any potential participants would have been rejected for not meeting the scope of this study. The group consisted of BBFGs currently attending the selected Pacific Northwestern university in pursuit of an undergraduate degree.

The participants in this study were all First-Generation, and they self-identified as Baby-Boomer students at the selected university. A total of ten individuals participated in the interviews for this study. The Office of the Registrar provided the population of self-identified BBFGs attending the selected Pacific Northwestern university and provided a spreadsheet of their e-mail addresses, course of study, name, and notes.

The registrar's office identified a total of 19 individuals who fit the desired profile. An initial request for an interview was sent out to all 19 individuals attached with an informed consent form and an offer of a five-dollar gift card to Starbucks if they participated in the interviews. After an initial request of assistance, four individuals responded via e-mail to provide an interview to me. A follow-up request netted an additional three participants, and a third follow-up netted the remaining three participants for the interviews. Starbucks cards were sent electronically to eight participants immediately following their interview, and the remaining two interviewees provided their mailing addresses so that a physical card could be sent.

Table 3.1

Interviewees Demographics

Name Initial	Gender	Age	Marital Status	Employment Status	Adult Children	Previous College	Family with BA C=Child/ Children
Anne	F	57	M	Unemployed	2	Yes	Yes w/C
Beth	F	61	S	Employed	1	Yes	Yes w/C
Cory	M	61	M	Employed	2	Yes	Yes w/C
Denise	F	54	M	Employed	2	Yes	Yes w/C
Emma	F	55	S	Unemployed	None	Yes	No
Fran	F	61	S	Unemployed	None	Yes	No
Grace	F	55	S	Unemployed	None	Yes	Yes
Harry	M	66	M	Employed	1	Yes	No
Ila	F	63	M	Employed	4	Yes	No
John	M	52	M	Employed	5	Yes	Yes w/C

Data Collection Process

I conducted the interviews with the BBFGs by telephone, and digitally recorded the interviews for the descriptive case study experiences. Each interview was expected to last about 30 minutes but the average length of interview was only about fifteen minutes.

Recording the interviews allows the researcher to ensure that all data is reviewed (Merriam, 2009), as well as allowing the researcher to listen to the interview multiple times. During the interview, I took notes by hand, which were used as a backup to the recordings and for researcher comments. These notes included reactions to the questions, further questions asked during the interview, and the perceived importance of responses. They also served to gauge time during the interview. The recorded interviews have been saved to a password-protected computer and coded with pseudonyms. Digital recordings will be destroyed and removed from the password-protected computer after completion of this project.

Data Analysis

This descriptive case study utilized thematic analysis as the main data analysis method. Thematic analysis is a process of coding qualitative data (Boyatzis, 1998) that requires the researcher to identify, analyze, and report on themes found in the data.

I personally transcribed the ten interviews. With the meticulous nature of this procedure, it took approximately two hours to transcribe each of the ten interviews, for a total of twenty-five hours for the transcription process. This process me to focus on the individual participants' comments and refer to my journaling notes if there was a question on what was said. Typing the recorded transcripts allowed me to become closer to the text and to uncover subtle meanings or interpretations that may have been missed with only a cursory or single reading of the text. Additional e-mail follow-up interviews were conducted which allowed me to ensure quality of data and to allow for additional feedback from the interviewees based on transcribed data.

Journaling

Journaling by both the researcher and the subject can be an integral part of qualitative methods (Ortlipp, 2008). Journaling can be used as a strategy to triangulate the

data and increase both reliability and validity. Journaling from the subjects will not be used in this research project. I, however, will journal in order to memorialize the process and procedures as well as any thoughts and impressions regarding the research process—this journaling has also lent itself to reflection for me throughout. This reflective approach to the study allowed me to examine personal assumptions and goals as well as to evaluate the subjectivity of the process.

I journaled after each interview but before transcription in order to establish initial thoughts from the interview. Appendix E shows my journal notes.

Researcher Positionality

As a current student at the selected Pacific Northwestern university whose husband is currently a BBFG and has additionally returned to college, I have a strong and vested interest in understanding the differences, motivations, and needs of BBFGs. I also have two non-First-Generation children who have attended the selected Pacific Northwestern university, this positionality contributes to my personal insight into this study. The desire for this research stemmed from my past experiences working for the Base Education and Training Office (BETO) at an Air Force Base in the Pacific Northwest and helping many First-Generation students continue in their educational endeavors. Therefore, at the end of this study, I provide a concluding thought section based on my lived experiences and based on helping others attain their educational goals. I provide this positionality statement as a key feature of qualitative inquiry, as noted by Creswell (2007), addressing the interest and bias present in the interpretation of information as a result of where the researcher stands in the study.

Concerns for Internal/External Validity

With regard to the validity of descriptive case study, Denzin and Lincoln (2005) noted the very use of the terms reliability and validity showing a commitment to a positivistic philosophy of science. Roberts (2002) explained how life stories have become much more accepted in the realm of social science research. He noted how qualitative research is insufficient if it is measured against quantitative methods of validity; but qualitative studies provide insight that these quantitative measures do not and cannot provide (Roberts, 2002).

Concerns for Reliability and Generalizability of Results

In qualitative research, preoccupation with quantitative results is limited. Focus is placed on meaning and interpretation (Denzin & Lincoln, 2005). The results in case study research are not seen as generalizable to the public, because experiences are based on cases and on bringing meaning to a description of the cases and the themes that emerge. This is true for this study as well. Case study for this research was based on the specific cases of ten individual BBFGs at the selected Pacific Northwestern university, and on the reliability of their own stories, experiences, their own lives, and the important issues therein.

Truth lies in the words that the researcher brings to life from the process of the individual stories (Denzin & Lincoln, 2005). Reliability in this case study research is achieved by using standardized methods of research and by allowing for comparison through multiple sources of the hand-coded review, data obtained when I looked at notes taken during the interview process, and comparison with the NVivo coded data.

In studying life stories, as noted by Roberts (2002), it is also recognized that traditional standardized criteria for reliability is just a starting point. The interview itself is a

collaborative starting point and should be used as part of the explanation. The interview should not be relied on exclusively to explain generalities for large populations. The basis of case study research rests on the view that meaning can be derived from analysis of details of cases or events (Creswell, 2013).

Credibility

Credibility in qualitative research relates to the value and believability of the findings (Gerring, 2017). Credibility through triangulation can be enhanced with various methods in qualitative research, such as multiple sources, peer debriefing, and member checking to converge evidence (Houghton, Casey, Shaw, & Murphy, 2013). Triangulation is the process of using several methods to study one issue or problem (Yin, 2014) in both collection and evaluation. I used the conceptual framework, researcher journaling, individual open-ended interviews, and follow-up interviews for collection triangulation. Additionally, I used hand coding, NVivo coding, peer debriefing, and member checking to triangulate the completeness of data and to verify the convergence of findings (Yin, 2014). Peer debriefing, described as having another individual agree with the coding process and themes, used this findings triangulation in order to support the credibility of the research findings (Houghton et al., 2013). Additionally, as another form of findings triangulation, interviewee follow-up was used as a form of member checking, where the interviewees were asked to review the transcribed interview and follow-up on any additional input (Houghton et al., 2013).

Figure 3.1 Triangulation of Evidence
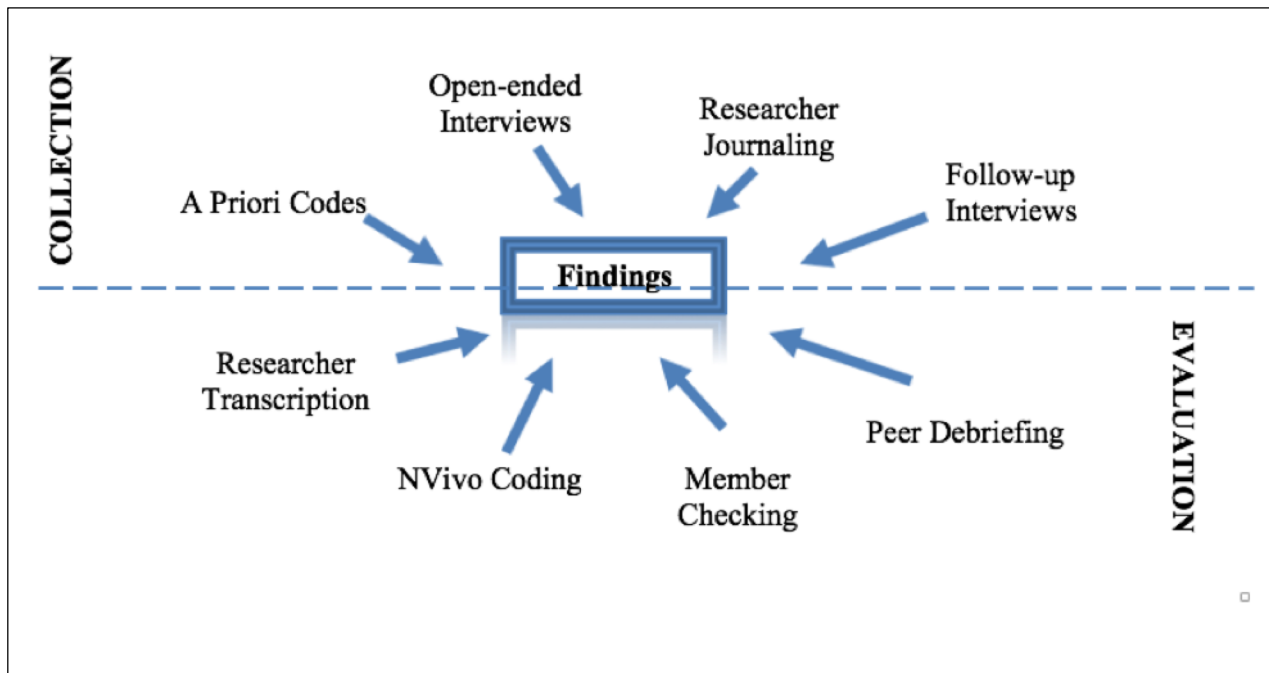
Researcher Transcription

I personally transcribed each interview for this project. Saldana (2016) noted how data preparation itself gives the researcher a bit more familiarity with the contents of the data and gives a warm-up to the basic analytic process. After the initial journaling, transcribing allowed me to listen to the voices, hear the inflections, and personally get to know the interview better. It took on average two hours to transcribe each of the ten interviews for a total of twenty hours of transcription.

Follow-up Interviews and Member Checking

Follow-up questions were e-mailed to the interviewees aimed to hone in on the program specifics at the selected Pacific Northwestern university that would help meet the academic and co-curricular needs of BBFGs. The interviewees were also asked to read through and validate the transcribed interviews to ensure accuracy and eliminate errors. The

same questions were posed to each interviewee, namely:

1. What co-curricular activities, programs, and learning experiences have you had at the University? (i.e., co-curricular activities are programs and learning experiences that compliment in some way, what students are learning in school.)

2. Please name one thing that has helped retain you as a student at the university? (i.e., a program, a position such as a professor or advisor but don't name them by name just the position, or even an activity.)

Only six of the ten interviewees replied to the follow-up questions, and only five of the ten interviewees replied with any follow-up comments. Interviewees were provided a five dollar Starbucks gift card for their initial participation, and this incentive was not provided with follow-up questioning.

Coding

The topic of coding is discussed at length in qualitative research methods. Roberts (2002) observed that coding in qualitative works is used in a variety of ways, including hand coding and the use of automated coding systems. Regardless of the specifics, the term refers to the means by which the data is sorted, categorized, and further summarized to be studied. Roberts further showed how coding is the means by which data is given fresh meaning, which allows for the analysis of data to denote explanations and descriptions.

Coding is the way in which a researcher digs into the data, especially through qualitative means, in order to make meaning and find deeper understandings for a subject or subject matter. Coding allows the researcher to review the data and identify themes and analyze qualitative data in a thematic manner in order to further research on the topic. I used a process of first and second cycle coding; first cycle coding was conducted from priori

codes initially summarizing segments of the data through hand-coding. Second cycle coding of pattern matching (Tight, 2017) was utilized wherein the analytic strategy used compared what was observed in the cases with what was expected from the priori codes.

Hand coding. Coding of the documents originally started with hand coding, wherein I, guided by the conceptual framework and the priori codes, read through the transcripts and identified patterns and segments from the data. To initially analyze the data from the ten interviews, an initial reading of the interviews and verbatim transcripts were conducted. Then, a second reading of each transcript ensued along with a review of my journal entries. The second reading enable me to conduct an initial coding of data and an initial general recognition of recurring patterns and themes. First cycle coding is used to initially summarize large segments of data and begin organizing the data (Saldana, 2016). In the original hand coding of the transcripts, I identified 11 themes.

Peer coding. After the initial coding, I asked two colleagues to review the hand coded data as part of the peer review process to confirm validation. The peer de-briefers suggested narrowing down the codes to eight or less. Previously, multiple codes were used for needs both before and during college, and the peer reviewers suggested reducing this to just those of needs. It was also suggested to re-label "Start and Stop College and Start Again" to "Academic History" as this more accurately describes the theme. Additionally, it was suggested that I eliminate themes or codes without a lot of substantive material. One of the peer reviewers made the importance of this evident by putting the codes into a color-coding chart, revealing that "needs" both prior and while attending college were, in the end, not very substantive.

NVivo coding. With the suggestions from peer reviewers and a review of the transcripts, the data was then loaded into NVivo to code it electronically and to look for the patterns and themes. A remarkable tool, NVivo allowed for sorting and counting single words, such as "advisor," very quickly, which helped to reveal additional patterns and themes.

Emergent Themes

Pattern coding is used as a second cycle coding method as a way of grouping segments of data into smaller numbers of categories (Saldana, 2017). Emergent themes are not identified at the beginning or prior to the study from the conceptual framework or from the literature review. Instead, pattern codes explain the analysis or infer meaning to the analysis; pattern coding then identifies an emergent theme, configuration, or explanation of themes (Saldana, 2017). Emergent themes arose from the second cycle coding as patterns from the analysis of interviews, journaling, transcripts, and follow-up. Pattern coding is used in condensing large amounts of data into smaller units and developing themes from the data (Saldana, 2017). Utilization of pattern coding as an analytic strategy (Tight, 2016) allowed me to identify the patterns and emergent codes. This study identified emergent codes as generational issues, positive practice, and university focus, defined in Table 3.2.

Table 3.2

Emergent Codes

Emergent Codes	Definitions
Generational Issues	These are the needs that impact BBFGs due to their age in comparison to the average age of incoming students.
Positive Practice	Positive practice refers to an activity of BBFGs that positively impacts their educational endeavors (i.e., taking online classes for some students and talking and meeting with an advisor or mentor).
University Focus	This is a needs area that specifically brought the BBFG student to the selected Pacific Northwestern university or has kept the student at the university.

Limitations of the Methodology

The limitations of using descriptive case study research include subjectivity of the data, researcher bias, and vulnerability in the data coding. Additionally, using volunteers as interviewees and utilizing a strictly qualitative method of research indicates that the results cannot be generalized to the public as a whole. Individual interviews themselves also have limitations, as it is never known what exactly the individual is withholding or exaggerating. However, unique insights can be seen in examining small numbers of cases centered around a specific subject and by exploring the meanings and themes in these cases. In order to minimize subjectivity in this qualitative analysis, I utilized NVivo software to operationalize the analysis of the data collected. One of the most widely used techniques for

analyzing qualitative data is content analysis for thematic content. Software, such as NVivo, facilitates the process of defining and analyzing the themes (Oliveira, Bitencourt, Teixeira, & Santos, 2013).

Methods Summary

Chapter Three provides the rationale for why this study is appropriate for using a descriptive case study approach wherein the study is used to illustrate or explain the key features (Hancock & Algozzine, 2015), which are described as the academic and co-curricular needs of BBFGs at the selected Pacific Northwestern university. Case study research is used to analyze events or cases and to illustrate their context for the purpose of bringing meaning and understanding to individual stories and experiences. This descriptive case study research adds to the literature and conceptual framework for understanding the needs of BBFGs. This descriptive case study provides insight into the unique situations in the context of the case. Using descriptive case study, I was able to look at the bigger picture and examine the issue of BBFGs' academic and co-curricular needs. This section on Methodology developed a framework for the data collection, the interview process, and data analysis. The information in this chapter was used as the foundation for the findings and discussion in chapter four.

CHAPTER FOUR: FINDINGS

Purpose of the Findings

The purpose of this chapter is to introduce the study findings related to the academic and co-curricular needs of Baby-Boomer First-Generation students (BBFGs) in order to attract, retain, and graduate this population of students at the selected Pacific Northwestern university. This study focused on the interviews of ten BBFGs to reveal and examine recruitment and retention needs that allow them to return to college, continue to attend college, and finally complete their university studies. One of the things unique to the findings of this study is that BBFGs were found to have a needs trio that was not previously mentioned in the conceptual framework related to this particular topic.

The needs trio shows how BBFGs are multi-faceted in their needs, yet they still require a triangulation of meeting these needs in order to be successful in their educational endeavors. This triangulation is likened to that of a three-legged stool where all three legs must be in place or the stool will topple over. Once all three legs are securely in place, weight distribution on the stool may vary, yet the stool will still stand. The needs trio also takes into account the possibility that the distribution of needs may not all be equal for an individual learner, but once the three legs are in place the student can be successful.

The findings introduce the personal struggles and successes that BBFGs experience at the selected university to reveal the academic and co-curricular needs that allow them to persevere and complete their educational endeavors. The conceptual framework identified themes that carried through to the current study coding process. They included Needs Prior to College, Needs During College, and Program Support Needs. It was observed that overlap

occurred in these themes, which required renaming them after the coding process and after NVivo coding. The final codes derived from the study include:

1) Academic History,

2) College for Career,

3) Generational Issues,

4) University Focus,

5) Positive Practice, and

6) Program Support.

The focus for this study on the success of BBFGs already recognized these students as First-Generation (Schaefer, 2010). The study findings show that BBFGs at the selected university mirror the conceptual framework of Schaefer's (2010) study in recognizing that learner success is motivated by career aspirations and the fulfillment of critical support needs. However, in contrast to Schaefer's study, this study focused on retention and recruitment in meeting the academic and co-curricular needs of BBFG students identified a model for learner success. This model presents recruitment and retention needs as a needs trio, likening it to that of a three-legged stool that requires all three legs to stand. The model and research show that each of the ten participants had needs in all three areas in order to be successful.

1. Academic Needs: Academic History, Positive Practice, and University Focus

2. Co-Curricular Needs: College for Career Enhancement, Generational Issues, and Positive Practice

3. Support Needs: Generational Issues, Program Support and University Focus

Academic is defined as activities that lend to the direct learning of a student (Dean, 2015) is pulled into Academic History by lending to the direct learning of a student through their background and previous university experience. Positive Practice lends directly to a student's learning by utilizing an advisor or on-line learning in order to identify requirements, answer questions or take classes online to fit personal schedules. University Focus lends directly to the learning of a student by providing academic programs that the student wants to take.

Co-Curricular is defined as activities, programs and learning experiences that complement or are offered alongside the academic curriculum (Dean, 2015) and pulls in College for Career Enhancement as students desire to find employment in their educational field or continue to work and complement their work opportunities with education, Generational Issues allow students to learn from multi-generational peers and learn and work alongside other generational peers both on-line and face-to-face, and Positive Practice such as on-line classes complement on-line work environments.

Support is defined as institution support or programs offered by the university to assist students with needs (Schaefer, 2010) and pulls in Generational Issues by identifying the benefits of a support group of nontraditional peers, Program Support programs utilized by students to fulfill their individual needs and University Focus where the university offers specific program benefits.

Figure 4.1 Needs Trio

All ten students participating in this study had needs identified on all three legs of the
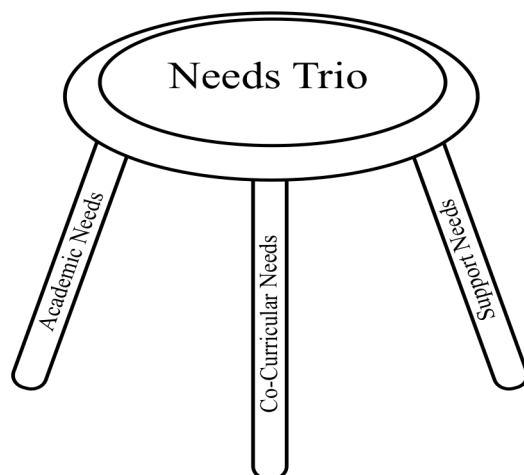
needs trio whether they were the seven female or three male BBFGs. Although, just as in

Schaefer's (2010) seminal study, gender was not a consideration throughout the study. The

original population sent by the registrar's office presented 13 females and 6 males, where

females represented 68 percent of the population. The seven females interviewed in the

sample represent 70 percent of the entire interview population, which equates to

approximately the same female-male distribution in the original population.

The ages of the participants ranged from 52 to 66. Eight of the participants are

considered Younger Baby-Boomers, age 52-61, and only two are considered Older Baby-

Boomer students, age 62-71. Schaefer's 2010 study, conducted on Older Baby-Boomer

students, match the ages of the Older Baby-Boomer students in this study.

Six participants were employed, and four were unemployed students. The majority of

the students lived and worked in the state of the selected Pacific Northwestern university,

although, with this university in proximity to another major university in another state, two students lived in the bordering state in cities just outside of the main campus or just outside of a sub-campus location.

Four of the participants were single, and the other six participants were married. All but three of the participants had children. Additionally, all participants with children had adult-aged children, 18 years or order, and five of the ten participants had adult-aged children who had already attained a college degree.

The participants' names are pseudonyms I chose for anonymity. Every interviewee had previously attended college prior to coming to the selected Pacific Northwestern university. Table 4.1 identifies each interviewee by pseudonym and shows the demographics of the group as a whole.

Themes

Six themes were developed from the conceptual framework priori codes, and emergent codes utilizing pattern coding. Each of the six themes are further identified with supporting data. In development of themes I sought to find as many incidents to support the categories in a process of data saturation (Creswell & Poth, 2018). By showing themes where six or more participants had input data saturation was found in this research. See Table 4.1 for charted themes by individual.

Table 4.1

Charted Themes by Individual

NAME	Academic History	College Used for Career	Generational Issues	University Focus	Positive Practice	Program Support
Anne	1	1	0	2	1	1
Beth	1	1	0	6	6	3
Cory	1	3	0	4	2	1
Denise	3	1	0	4	2	1
Emma	1	1	1	1	5	1
Fran	1	1	2	2	4	4
Grace	2	1	4	1	5	1
Harry	2	3	1	2	3	2
Ila	1	3	1	4	1	1
John	2	2	2	2	3	4

Academic History

In the NVivo analysis data, 15 annotations appear for academic history. This theme, as noted in previous literature (Schaefer, 2010), links First-Generation students to a history of starting and stopping college and starting again for a variety of reasons, such as work and family. All ten interviewees claimed prior college attendance, ranging from 20 years ago to a recent transfer from the local community college. Harry made reference to life as a professional student:

> I have been going to college a long time. It seems like I am a professional student, but academically, just taking my certification now. Everything has been online, and I have not had to go into the campus, but other than that I haven't been involved too much in other areas.

Work concerns impacting academic history surfaced in the six interviews with employed participants. Beth touched on this theme when she reflected on her parents:

> My parents didn't attend college because they raised four kids and were from Germany and went through World War II, so everything kinda blew up, literally. So, they had high schools there, but their high schools were more advanced than ours here […] So they did not go to university. When they came to the states, they just had to work, work, work, work.

> Additionally, family and children played a part in interrupting these BBFGs' academic history, with seven of the interviewees having adult children. In my journaling notes, the importance of academic history for family was noted in Denise's interview:

> Denise's husband works for the selected Pacific Northwestern university and so it was interesting to hear that she is able to attend as a spouse with reduced tuition – I

personally had the thought while doing this interview that the time was just right for

her, financially, socially, and family as her children were now out of the house. She

had made the comment that everyone around her has a degree and she is just the

village idiot because she is just now finishing.

Denise later mentioned that her husband has a double master's degree, her older daughter

has a master's degree, her younger daughter has a bachelor's degree, and her sister has a

master's degree. Her statements show how these family members have influenced her

decision to complete her degree.

College Used for Career

With 6 of the 10 interviewees currently employed, college used for career stood out

as a theme, recognized by the conceptual framework. This theme was annotated 17 times in

the data, with 10 of the interviewees making comments about their education having an

impact on their career. One of Schaefer's (2010) key findings in her foundational work—

Older-Baby-Boomers attend college in order to advance their careers—finds support in this

data analysis as well. Interviewees attended school in order to advance their career

opportunities or to get off of disability services and to start working. Anne noted how she

wanted to get off of disability and have a job. Cory said he is specifically working on an

occupational education certificate that will enable him to teach post-secondary education

and Grace noted researching a specific degree program so that she could advance her career

in Geographic Information Systems (GIS). In her interview, she said:

I want to work in the GIS field when I go back to work, and I had found it hard to get

a job without a degree. I had been working for years and years without a degree in

the high-tech industry, but you cannot advance much without a degree. And, as I was

getting older . . . health issues were playing into it. I had to get retrained and so I

worked with the Department of Labor to figure out what direction I needed to go,

and through them I figured out I need to start at the community college level and

found GIS to be what I wanted.

Two interviewees noted that disability services helped them to attend the selected

Pacific Northwestern university through financial means as well as accommodations. When

asked why she came to the selected Pacific Northwestern university, Anne stated, "I wanted

to get off of disability and have a job. And I have always wanted to go to college, I have just

never had the opportunity." The opportunity for Anne to attend school in order to get a job

and be successful made evident that it had been a goal of hers for a long time. Her

enthusiasm and success at this point in her life strike an encouraging note:

It is like a dream come true, and my mom is just beside herself. She is so proud of

me. I was, well, I have been in recovery for about 29 years because I was addicted to

drugs, and I went through some real hard years, and I didn't think that I could even

go back to school. But I killed all those brain cells, and I am a 4.0 student. Well, I

was a 4.0 student until last semester when I got one B, and I thought I was going to

die when I got that one B. But my kids and my husband are proud of me, too.

This finding reinforces the findings from Schaefer (2010) that Baby-Boomers are still

attending college to advance their careers, whether it is for a very specific degree, like Grace

wanting to go into GIS, or Ila, who works for Head Start and does not have a specific goal

but mentioned "knowing" that her education will advance her career.

Generational Issues

Six interviewees mentioned 11 generational themes, suggesting that Baby-Boomers recognize generational differences between themselves and younger traditional students at the selected Pacific Northwestern university. Although Millennials comprise the majority of students at universities and colleges, Baby-Boomers have been returning to school in record numbers (Hannon, 2015), and Baby-Boomers recognize that there are issues that impact them as older adult learners. Fran specifically noted that an organized group of Baby-Boomer peers may be helpful in order to connect with each other, to stay motivated, and to deal with the differences and problems that impact BBFGs.

> Grace also noted this generational issue:
>
> It is tough being an older student, and being in here with a bunch of youngsters, and so everything is geared towards the more traditional student, and that is a little hard to deal with at times to stay motivated.

Grace continued by saying that it would be helpful for her to have a group of older adult learners because she struggles to keep up with technology, whereas the young students have everything geared toward them. In follow-up questioning, Grace reiterated that she would like to be connected to a group of older adult learners for support.

> Fran also indicated generational issues when she noted the need for connection to BBFGs:
>
> I also think that events specific to non-traditional student[s] would be good because it is kind of hard to meet non-traditional students because the majority of students are all young, and it is a totally different culture. It is like a totally different race – the young students are like aliens, but they are probably thinking we are like aliens.

Fran had moved to the main campus area and shared an apartment with a young person that she had found through an advertisement on Craigslist, but she noted how the younger roommate did not work out. In Fran's follow-up responses, she mentioned how beneficial a support group for older adult learners could be.

John further touched on these generational issues with a comment about social programs and treating students like children:

> Other programs, such as social programs, I have not had a need for them. I have been around for a while and have not needed them like a younger student would. I have had a good range of professors. However, they treat students whom should be transitioning to young people like kids – I mean we have Santa visits and Easter egg hunts. Just when do these young people grow up?

Positive Practice

An emergent code of positive practice identified areas where students specifically seek out ways that can help them with their personal journey. Two areas repeatedly discussed by participants that have ultimately helped many of the participants to complete their educational goals include online learning and advisement. Six participants mentioned the practice of using online learning, where the learning fits their time, schedule, and location, because of work or family issues. Seven participants noted the practice of advisement and how an advisor or mentor specifically helped them to meet their goals.

Online learning. Unlike their Millennial peers who have grown up with technology, Baby-Boomers have learned as adults to take advantage of technology. This orientation to learning stems from the joy of discovery and self-gratification, and it meets their motivational factor of being allowed to show their competence (Holyoke & Larson, 2009).

In her interview, Ila noted the self-gratification and sense of discovery that she felt in using online learning:

I really like the internet classes, but I think it would be nice to offer more for distant students. The teaching one has been one that has been good, and I don't know about any of the other fields, but it is good just to have those classes online because [for] some classes I have had to actually drive to the [local campus] to utilize the video conferencing. But I myself prefer just online because then I could do it at midnight if I need to.

Additionally, the flexibility afforded by online learning fits the lifestyle of many Baby-Boomer students. As the literature shows, many Baby-Boomers are working 10, 15, even 20 years longer than previous generations (Wiedmer, 2015). Given their work commitments, online learning has proven beneficial. Beth stated, "The online access through Vandal Web has been very helpful. All the registration stuff online has been great, and also my class is online, so it has been very beneficial since I work full-time." Similarly, Cory recognized the positive practice that online learning has made for him: "Online classes have made it doable for me because I work full-time and I am four hundred miles away from the main campus, and so it has made it possible for me to get my teaching certificates."

Advisement. The practice of advisement bears highlighting, as it is mentioned thirteen times in the interviews. Students noted this positive practice as a key point of contact. In the interviews, Emma, Anne, and Cory all identified reaching out to advisors and the advisement office as a positive practice for them. Emma said:

The advisement has been very nice, and the process has been very nice for the upcoming semester. They were very cooperative when I kept emailing them and

contacting them. They were very accommodating and very prompt . . . I can be a

pest and they have been great.

Anne similarly stated, "My advisor is great and is the closest thing to having a contact at the

school. She is great, and she is also one of my instructors." Cory said, "My current advisor is

really responsive. If I email him, it could be Sunday at nine o'clock, and he replies right

away."

Program Support

The variety of programs mentioned by participants fell into financial and non-

financial categories. Schaefer's (2010) conceptual framework revealed a plethora of

programs that Older Baby-Boomer students utilize, which are defined as support needs, and

the findings of this research recognize the importance of such support needs for BBFGs. The

totality of programs and support needs mentioned during the interviews ranged from

reduced tuition, to writing center services, and even free counseling service assistance.

Initial interviews included mentions of programs and support needs such as: local education

centers, the benefit eligible employee program, disability support services, the family tuition

program, student financial aid services, the writing center, free counseling center, senior

scholars reduced tuition, TRiO Program, the mathematics lab, tutoring, the statistics

program, and the yellow ribbon program. Other programs and services mentioned in the

follow-up replies included the Information Technology Services (ITS) help desk, the e-

newsletter, activities, and the university shuttle.

Financial. Concerns and comments about financial issues came up repeatedly in the

interviews. Harry used a financial benefit called the Senior Scholar program, wherein state

residents 60 years of age and older are permitted to enroll in courses on a space-available

basis for a low registration fee and only five dollars per credit. He commented:

> When you turn 60, your tuition is only 12.5 percent. It is very affordable then. So,
>
> when you turn 60, every semester you can take a paper down to the local center
>
> office, and they change the tuition rate after faxing it down to the main campus.

Beth, also taking advantage of a financial employee benefit, stated, "I wanted to further my

education, and I was able to take classes at a reduced rate because I work for an affiliate of

the university." And as the wife of a university employee, Denise is taking advantage of the

spouse benefit. She noted, "My husband works for the university, and I have always wanted

to get a higher degree, and my credits are greatly reduced, so financial was a big reason."

Non-financial. Support needs cover a large array of services and programs, and a

support need by one person may not be needed by another. This includes non-financial

support needs; one student may have a need for a financial support program that another

student does not. This became evident in the interviews as participants identified support

needs and programs unique to them as individuals. In her interview, Grace identified the

university counseling center as a help. "One of the things I have used while here," she said,

"is going to the free counseling center on just how to stay motivated and how to keep

working on that goal and keep going to school."

In his initial interview, John noted the support that he received from tutoring: "They

have a statistic tutoring program, and I have taken advantage of those. They are really good

to help out." And in her follow-up interview, Emma uniquely recognized two non-financial

support programs, the help-desk and the shuttle service:

The ITS help desk got me out of trouble when I lost data for my homework several

times. They were always able to retrieve it for me out of the nether regions of the

computer network. As for the shuttle, it got me to my different destinations when I

was unable to walk to them because of my disabilities. Honestly, WSU [Washington

State University] didn't offer a shuttle service, which would have made life difficult.

It is important to point out that the financial and non-financial needs of BBFGs markedly

differ from one student to another. Financial needs are often the first thing that comes to

mind when considering student support services, however, it is significant that students

mentioned many additional services that helped them succeed on their journey. Table 4.2

shows the student services offered at the selected Pacific Northwestern university.

Table 4.2

Student Services

Academic Advising Center	Polya Mathematics Center
Academic Support & Access Programs	Recreational, Social Extracurricular Activities
Alumni Association	Co-Curricular Activities
Career Center	Religious Activities
Child Care Services	Statistics Assistance Center
Children's Center	Student Accounts and Cashier's
Computer Education	Student Financial Aid Services
Counseling & Testing Center	Student Health Insurance Program
Dean of Students	Student Health Services
Disability Support Services	Student Rights, Conduct and Records
Greek Life	TRiO – Student Support Services
Human Resources, Student & Temp Hiring	Tutoring and College Success
Intercollegiate Athletics	Veterans' Benefits Educational Assistance
Judicial Affairs	Violence Prevention Programs & Resources
Multicultural Affairs	Women's Center
National Student Exchange	Writing Center

University Focus

  The theme of a University Focus emerged with the finding that BBFGs chose the selected Pacific Northwestern university to complete their educational journey oftentimes for reasons specific to the university. It would be assumed that in-state residents attend the selected Pacific Northwestern university because of location and in-state tuition, but Grace moved to the state specifically for the program offered by the university. She said:

  Since there isn't really too many schools that offer a four-year GIS degree, I decided

  and looked at job descriptions that are wanting a four-year degree. And then they

  want GIS, but then they want geography or computer-science or something on top of

  it, so I looked at Pacific Northwestern state schools to see who offered a geography

  four-year degree, if any at all, and so the university was the only one that offered

  that.

  This theme—of having unique programs offered through the selected Pacific Northwestern university—recurred. Ila stated:

  I decided to come to the university because it is one of the top-ranked four-year

  colleges, and the people I work with, a lot of the people have gone there, and they

  offer the program I enrolled in for Child Development, Family and Consumer

  Science.

  Additionally, Emma made a third statement about a university-specific program: "I came to the university because they had the program I was looking for in Information Systems Management."

  This theme appeared in three of the ten interviews, and it should also be noted that Denise settled for a program even though she had wanted to enroll in another. When asked

what could be improved at the university, she stated, "More classes offered online, because I would love to get an English degree, but I cannot get that online, so the variety of extension of online classes would be nice." This is important to note because older students may be assumed to shy away from technology and online classes.

Findings Conclusion

Chapter four introduced the needs trio model and showed that BBFGs have needs in the three major areas: academic, co-curricular, and support. This model is unique in its contribution to the research, and it allows for the university to focus on the three legs of the needs trio in order to recruit and retain BBFGs. Through meeting these needs, the university can help ensure success and educational triumph. In conclusion, the six themes validate Schaefer's (2010) conceptual framework, and they contribute the unique finding that BBFGs have a needs trio of academic, co-curricular, and support needs that arise from the six thematic areas, which include: Academic History, College Used for Career, Program Support, Positive Practice, University Focus, and Generational Issues.

CHAPTER FIVE: CONCLUSION

The conclusion chapter presents the results from an analysis of the study in relation to the themes of the initial research question as well as presenting implications and recommendations for future research. This study sought to answer the overarching question: What are the ways in which the university can enhance its recruitment and retention strategies to address the academic and co-curricular needs of its potential and current BBFG student population?

Definitions from chapter four findings include:

1. Recruitment: the act of attracting BBFGs to the university in order for BBFGs to complete their educational endeavors.

2. Retention: the act of keeping and engaging BBFGs at the university in order for these students to complete their educational endeavors.

3. Academic: activities that lend to the direct learning of a student and that allow and assist the BBFGs to complete their degree requirements.

4. Co-curricular: activities, programs, and learning experiences that complement, in some way, what students are learning in school.

5. Program Support: programs offered by the university to assist students with academic, co-curricular, or support needs.

Schaefer's (2010) conceptual framework utilized the study of Older Baby-Boomer students at a Midwestern university wherein a detailed breakdown of the success of older adult students seeking higher education degrees was found to depend upon understanding the formal higher education process as First-Generation students motivated by career aspirations and through fulfilling critical support needs.

The focus for this study on the success of BBFGs already recognized these students as First-Generation (Schaefer, 2010). The findings of this study show that BBFGs at the university mirror the Schaefer study in recognizing that success is motivated by career aspirations and in the fulfillment of critical support needs. However, with the study focus on retention and recruitment in meeting the academic and co-curricular needs of BBFGs, a model of success is presented in which recruitment and retention rely on three areas. The model bears comparison to that of a three-legged stool, wherein all three legs of the stool are needed in order to stand. All ten participants in the study had needs in each of the three areas of the needs trio model that enable them to succeed:

1. Academic Needs: Positive Practice, University Focus, and Academic History

2. Co-Curricular Needs: Positive Practice, Generational Issues, and College Used for Career

3. Support Needs: University Focus, Generational Issues, and Program Support

Academic History

As noted in the literature review, concern exists about First-Generation students completing their degree (Davis, 2010; Ishitani, 2006; Katrevich & Aruguete, 2017; Smith, 2015). Additionally, the conceptual framework posits that Baby-Boomer students are returning college students who have started and stopped their education and started again (Schaefer, 2010). This study showed that all ten participants had started college studies previously and are returning and/or are transferring in some form to the selected Pacific Northwestern university. This focus on academic history is a valuable recruitment and retention tool for the university as it seeks to attract students who would like to be able to finish their undergraduate degrees. Since BBFGs already have some knowledge of the

educational system, placing a recruiting focus on academic history provides a substantial academic benefit (Schaefer, 2010).

At the end of each interview, I asked the participant what they would like to share that was not addressed that may help future students. Both Beth and Fran echoed the same inspiring expression to "Just Do It!" With older adult learners returning to school in record numbers, it is evident that a college education remains a goal for many BBFGs. They see it as attainable, and they believe that they can just get in and do it. The university can capitalize on this academic finish to a BBFG student's educational endeavors in both recruitment and retention as it encourages individuals to enroll and as it assists them through to graduation. Additionally, BBFGs provide life-experience (McGivney, 2004) in the classroom, they bring additional funding into the university (Atkins, 2011), and they aid in the university's overall rates of recruitment and retention (Cruce & Hillman, 2011).

College Used for Career

Far from slowing down, Baby-Boomers are working into their 70s and 80s (Hellmich, 2009). With six of ten participants still working and going to school, the findings of this study correlate with this trend. This co-curricular theme—of providing students with programs that allow them to advance in their careers—can be both a recruitment and a retention tool. The study participants recognized that more education would allow them to advance in their career or help them find a career in the first place.

In 2012, research from *Forbes* magazine showed that a four-year degree can increase a person's salary by about $1,600 per month or $19,200 per year (Ebersole, 2012). At that rate, the salary increase pays off the cost of the degree attained by the average graduate in approximately four years. The average age of study participants is 58.5, with the youngest

participant age 52 and the oldest participant age 66. The mode for this study is age 61and includes three participants, Beth, Cory, and Fran.

If the average Baby-Boomer in this study works until the age of 70, 12 years remain in their career on the low end of the age scale for Baby-Boomers who are choosing to work even into their 80s. Twelve years of employment will earn them each approximately $230,400 more than if they had not returned to school to finish their degree. This timeframe allows each participant to reap the financial benefits of their educational endeavors. Even at the age of 66, the oldest participant in this study would net approximately $172,800 more by working to the age of 75 than he would earn without a bachelor's degree.

The university has done a good job specializing in some degrees that have attracted these returning students. Degrees mentioned during the interviews in this vein include GIS, Child, Family and Consumer Studies, and Psychology.

Generational Issues

When you bring four generations into a workplace or a home or into college, there are bound to be issues (Perry-Sheldon, 2017). Given their minority status, study participants recognized generational issues in their journey. This generational issue stands as a co-curricular need as it allows these BBFGs to interact in an environment that includes several generations. Most individuals recognize generational differences (Perry-Sheldon, 2017), and as a minority in the educational environment, Baby-Boomers are indeed cognizant of this issue. Johnson and Anderson (2016) acknowledged that the best way to overcome and prevent conflict between generations is to get past stereotypes and address underlying issues. The BBFGs in this study have taken the opportunity to acknowledge the generational stereotypes in order to be successful and meet their co-curricular needs.

The literature shows that there are generational differences in the workplace, at home, in learning, in socializing, and even in the uses of technology (Perry-Sheldon, 2017). The university setting brings all of these aspects into one setting. Generally speaking, learning differences range from Generation Z, who love activity-based learning activities, to Millennials, who thrive on technology, to Generation X, who benefit from inclusion in the learning environment, to Baby-Boomers, who benefit from learning that validates their joy of discovery and self-gratification. With respect to the study focus, combining all of these generations in one setting creates a great retention tool by allowing Baby-Boomers the opportunity to interact technologically and in all aspects with those of many generations as they continue on and start a new career, move to supervisory positions in a current career, or seek promotion or new positions.

Grace commented on generational issues and technology:

Especially in the GIS program, there are not a lot of older students in the program. Most of the people that have been going through geography and GIS have been not older than 30; most have been traditional and are fresh new out into the world with not much experience on their backs. It is great for them in a way because they have kept up with technology. That is another thing that has been rough, is keeping up and trying to learn the technology that everyone is using now. I don't have an I-phone. I don't have all of these fancy contraptions. And there is lingo that is used today, especially with young people that I am not familiar with, so maybe there could be a class for non-traditionals to learn to help non-traditionals to learn to get up to speed on some of the current technology.

It is helpful when schools address this support need by putting Information Technology Services (ITS) help desk support into place and implementing other program support that shows an awareness of generational differences. As noted during Emma's interview she said that the help desk got her out of trouble when she lost data for a homework assignment, not once, but several times, and that the ITS help desk was always there to help her retrieve her information in her words from the "nether regions of the computer network."

Positive Practice

The participants practiced and found many ways to finish their educational endeavors, and two sub-themes that emerged as positive practice in this area include the use of online courses and the use of advisors and mentors. It might also be mentioned that the students interviewed had a positive outlook on life toward their educational journey.

Online Courses. Online courses got their start in the 1960s when the University of Illinois created an Intranet for its students (peterson.com). It was a system of linked computer terminals where students could access course materials and listen to recorded lectures. This learning platform has exploded ever since and in the past decade there has been an increase in online education platforms across the globe (Eom, 2016).

With interviewees repeatedly mentioning the use of online courses, this theme's importance emerged, suggesting that BBFGs are using online learning as a positive practice for both academic and co-curricular needs in both recruitment and retention in order to complete their educational goals. In a study of online learning (Eom, 2016) found that two Critical Success Factors (CSF) for online learning include motivation and self-regulation. These factors may be the reason that online learning has been a positive practice for BBFGs.

Online courses allow for self-motivation of BBFGs as they mimic current workforce technological practices, such as video conferencing, instant messaging, and interaction with others in online environments, fulfilling co-curricular needs. A study on the future of work acknowledges how college classrooms should be a lab for cultivating online collaborative skills (Moore, 2016). Online courses also give students the flexibility and self-regulation to study at midnight or on the weekends and to generally work around other employment and family commitments.

The university, however, can help with recruitment and retention by adding more courses to their online selections. In her interview, Beth noted that as an older adult learner she is not only using online courses but she tries to give meaningful feedback to online instructors so that courses can be improved in order to benefit others. And in relation to improving online offerings, Beth said, "The availability of online classes is what retains me as a student. I work full-time so if there were no online classes I would not be a student."

Advisement. Interestingly, advisors were mentioned more times in the interviews than any other position or program, including professors. Clearly, advisors are one of the most important contacts for BBFGs, connecting them with other resources, evaluating courses previously taken, assisting in the evaluation of financial needs, and helping BBFGs to plan for and recommend courses for degree completion. The selected Pacific Northwestern university Student Support Services/TRiO program is an educational undergraduate opportunity program that provides individual academic and personal support to assist First-Generation students who have limited income and/or are disabled to achieve satisfactory progress, retention, and graduation (UIDAHO, 2016). In his interview, John acknowledged the positive practice of using TRiO's advisement services.

That advisement is important to BBFGs is not a new idea. Schaefer (2010) identified advisement as a "support need" in her study of Older Baby-Boomer Students, and as BBFGs use the positive practice, it can benefit both recruitment and retention and assist students in other need areas by pointing them to available programs and services.

The selected Pacific Northwestern university has done a good job in having advisors available to students by putting advisors on campus, such as in the local center offices. However, trying to find the right advisor is difficult at best when looking online, and calling the center phone numbers almost guarantees the need to leave a message and number for a return call. I personally tried calling advisors several times as the researcher, only to leave messages and have someone return my calls. The website for the selected Pacific Northwestern university is not standardized for the local center offices in the state's north and south regions, and the local center for the north lists academic advisors in both undergraduate and graduate programs, but the south region does not have any onsite academic advisors to fulfill this need.

Ultimately, BBFGs completing their degree report a positive practice of using advisors. Additionally, the university has done a great job of having good advisors who return calls promptly and assist BBFGs with previous credits as well as getting them pointed in the right direction for services and needs.

The conclusion is that contact information for advisors needs to be readily accessible on the selected Pacific Northwestern university's website and readily accessible to new students. In Cory's interview, he recognized this frustration for new students:

One thing is that it was really hard to get my foot in the door to get re-established and take coursework again. I had talked to administration at my high school and

some of my colleagues, and then it was Dr. Smith *(pseudonym)* who got me going. It

was just one email to him, and he helped me get going again. I don't know, maybe

there could be some kind of easy process to get information for coursework, what do

I need to do first, what do I do from here, for someone who really wants to pay the

university money, but they get lost in the forest trying to start out.

This statement reiterates the need for BBFGs to have a place where they can get easy access

to information and coursework, and because most of them are taking online classes, the

university website would be a great place to locate this information.

Programs

As noted in the findings, previous research by Schaefer (2010) broke needs into two

categories, those of support needs, which included needs prior to college, and those of needs

while attending college. But overlap appeared in these identified needs, and some needs

were already addressed by existing programs.

In identifying programs as fulfilling a support need for recruitment and retention, the

overlap was evident, and I broke down the needs into financial and non-financial needs. The

selected Pacific Northwestern university has clearly provided for the needs of all students,

not just BBFGs, and it lists all of its services in one place. Further, advisors and programs

reach out to students to make them aware of available services. Harry said, "I was invited to

join a sorority, but I didn't take advantage of that. But that was kind of cool." This was not

a support need of his at the time, but it can be seen as encouraging that the program was

offered and that it may fulfill someone else's support need.

Financial. The participants' financial needs varied dramatically, but it was clear that

financial needs are important to BBFGs. Harry uses a program for students over the age of

60 to help him pay for tuition at a reduced rate. It should be noted that Harry was the only individual to mention this program even though half of the participants are over the age of 60. The university provides for this support need with a program called Senior Scholars wherein state residents over 60 may enroll in a class for $20 plus $5 per credit ("UIDAHO," 2017). Senior scholars can sign up for classes only after regular registration and on a space-available basis. Depending on the type of course, lab or other fees may be assessed, and using the Senior Scholars program only affords the student instruction and library privileges—and it "does not include," according to the university's Fees and Expenses webpage, "insurance, student health services, ASUI membership, or free admission to athletic events." The program also restricts senior scholars who serve as graduate or instructional assistants from receiving this benefit. So, although there are restrictions that may reduce the number of participants, this program was only mentioned by one of five students over the age of 60, suggesting that the awareness of the Senior Scholars program may be low even among BBFGs.

Of note, the selected Pacific Northwestern university has additional financial programs for staff and affiliate employees as well as for spouses and dependents that need to be advertised. And, as the researcher, I executed a basic Google search for "Universities with Senior Tuition Programs," and, the top result, the website A Senior Citizen Guide for College, when prompted with the appropriate state, lists all of the accredited colleges in the state except for the selected Pacific Northwestern university.

Other programs mentioned by participants to meet their financial support needs are the Yellow Ribbon program for veterans, the spousal program, and even digging into the university's own coffers through the financial aid office, as Grace noted:

Right now, I have been going to school without working, and that was even at the community college level, and so I have been using financial aid, and now I am out of financial aid, but I still have to take a couple of courses. And so I did go back to financial aid, and the school itself may have a little bit of their own money that they may be able to help out with.

Non-financial. It was observed that in alignment with Schaefer's (2010) conceptual framework, the university could provide help to students or organizing groups that bring BBFGs together to meet and interact and to share knowledge and frustrations. In the interviews, two of the ten students reported being in the GIS program, yet Grace noted in her email follow-up how it would be beneficial to have a group of non-traditional students with which to interact. There are 85 undergraduate programs at the selected Pacific Northwestern university with only 13 programs represented in the population, yet GIS is represented twice, General Studies is represented three times, Education is represented twice, and Psychology is represented three times. The other programs represented, as reported by the participants, include International Studies, Organizational Sciences, Theatre Arts, Food/Nutrition, Career and Technical Education, Environmental Sciences, Agriculture Econ-Agribusiness, Child Development Family Relations, and Geography.

Other programs and services are available to students to meet their support needs on a non-financial basis, and the selected Pacific Northwestern university has done a good job of presenting these on their website and in helping BBFGs connect with services and programs that meet their personal needs. The ten interviewed BBFGs all mentioned using or being offered the use of services and programs listed on the website. Some of the best recruitment and retention tools are those non-financial benefits available to students, such as

fitness, health, mental, and even transportation, as demonstrated by Emma's use of the university shuttle to attend some of her disability services appointments. Support programs are not academic or co-curricular in nature, but as Schaefer (2010) found, it is through the fulfillment of support needs provided by programs that First-Generation students can achieve success in their educational endeavors.

University Focus

The selected Pacific Northwestern university is a land-grant institution founded in 1889, and it opened its doors as the first university in the state in 1892. The literature review noted how universities increased enrollment by approximately 17 percent after World War II, and this allowed the selected Pacific Northwestern university to firmly establish its roots for about 50 years before this boon in enrollment and interest in higher education.

The selected Pacific Northwestern university has many draws to its campus, as it is only 1 of 72 land grant institutions nationwide. Its main campus is situated in the northern part of the state with three sub-campuses in the northern and southern parts of the state, serving over 11,000 students ("UIDAHO," 2017). The selected Pacific Northwestern university also has representation in the many county extension offices throughout the state ("UIDAHO," 2017). The university is a noted national leader in student-centered learning and interdisciplinary research that promotes public service ("UIDAHO," 2017). The education focus serves businesses and communities, advancing the pursuit of diversity, citizenship, and global outreach throughout the state ("UIDAHO," 2017). The main campus has a beautiful residential area and the landscape is diverse all four seasons of the year ("UIDAHO," 2017).

In her follow-up interview, Grace noted how the university has kept her here:

I really like the area of the Palouse, and the university campus is very pretty all four seasons

of the year. Those have helped me to stay here, but there is one math instructor and an art

instructor that have really been helpful to me by being a friend and encouraging me, and

without them I would not be finishing.

On the other hand, John chose the same university for a specific program. During the

follow-up interview, John was asked, "Why did you come to the university?" and he replied:

To do the Fire and Ecology Management program. And the university was one of

only two universities in the U.S. that had that program, and the other one was a

Midwestern University, and I had already lived in the Midwest before, and I am

originally from the East Coast and I had never spent much time in the Northwest,

and so that was another reason I wanted to come here.

The selected Pacific Northwestern university offers some unique degree programs

that can draw students to the university to complete their degree. And with an increased

online presence, the programs offered can attract students from across the nation. The

flexibility that the university offers in its unique degree programs, in combination with the

campus-centered programs, can create a wonderful recruitment and retention tool to draw in

BBFGs and to keep them. The campus is small enough that professors interact individually

with students and yet large enough to have a broad national appeal.

Conclusion for the themes relevant to the research question. This model of

recruitment and retention of BBFGs at the selected Pacific Northwestern university includes

meeting academic and co-curricular needs, as well as support needs to show that BBFGs

have a needs trio that must be met in order for them to successfully complete their educational endeavors.

It was found that Academic Needs, Co-Curricular Needs, and Support Needs are required by all students. Like a three-legged stool, where each leg is needed in order to keep the stool standing, the BBFGs have needs that are required to be met in each of the three areas, allowing for overall strength when all three need areas are met. This is an exciting finding to realize that success for this demographic of student can be achieved through providing for the needs trio. Certainly, students have needs, but their needs are not limited to the academic, wherein they are solely focused on studies; and conversely, students' needs are not limited to the co-curricular, wherein they suffer from a tunnel vision that shows only a better job, or even support needs. BBFGs are balanced, and with their multi-faceted needs, they bring an abundance of life experiences, enthusiasm, and funds into the university.

Implications for Practice

Case study research can provide both the evidence and incentive for practitioners to make positive changes in programs (Thomas, 2016). Identifying academic, co-curricular, and support program needs as requisite for all BBFGs to complete their educational endeavors is a step toward helping these students realize their goals. It is recommended that the selected Pacific Northwestern university become attuned to this needs trio and look at making improvements in the three areas of academic, co-curricular, and support needs for BBFGs. Both financial and non-financial programs that assist BBFGs in paying for college and receiving services, such as healthcare or math tutoring, are important for these students, especially if they are seeking to use college as a career enhancement tool. BBFGs identify as a minority population, and this is an area in which they feel that a peer group or community

could be created to help them in their educational goals. Offering preparation and guidance through academic, co-curricular, and support programs is a necessity for all BBFGs.

Providing for logistical support programs at the selected Pacific Northwestern university promotes an increased level of faculty support/involvement, campus support, campus involvement, organizational support, financial support, and cultural support for First-Generation students. Looking internally at university programs can help to create a one stop shop program to focus on support services for all older learners and to support BBFGs who choose to come to the university to complete their degree objectives.

Additionally, by maintaining networks and program support, these BBFGs are encouraged to maximize their experience and persist toward graduation and lifelong learning. The state of the selected university wants a percentage of their population to have undergraduate degrees (retrieved from, www.idahoednews.org) - that is one reason why the president would be interested in this study. The selected Pacific Northwestern university can make the educational experience better for current First-Generation students, but it can also do better at attracting and retaining all ages of students in the first place.

Developing lifelong learners is a common goal found in the mission statements of various educational pursuits. The notion of viewing a society's citizens primarily in terms of a human resources formula that expands and encourages expansion through the economic growth and productivity of its workers is an underlying philosophy that factors into political decisions. Such decisions center on how best to equip high school students so that they will graduate ready for further training. Although each state factors in its unique voice, all states derive their ideals based on the premise "that the primary purpose of schooling is to grow the economy and ensure America's place in global economic competition" (Spring, 2011, p.

119). The selected Pacific Northwestern university is funded in part by the state's taxpayers, and it makes fiscal sense to maximize the educational benefits for the state's citizens. Additionally, with more residents seeking advanced degrees, the state would ultimately reap the benefits of a better-educated population.

The findings of this interview-based research study reinforce—and in some parts, mirror—the findings and themes revealed in many previous studies. This research extends the types of themes in breadth and scope found in other university settings. This study also encourages future research into the dynamics surrounding BBFGs attending the selected Pacific Northwestern university and the systems that need to be in place to encourage their attendance and continued support. In the educational setting, those who work with First-Generation college students need to be aware of their special needs and perspectives.

Recommendations for future research on the model of needs trio. Because the model presents a unique emergence of a needs trio for success at the selected Pacific Northwestern university, further questions need to be explored regarding BBFGs beyond the scope of this study. Exploring the model of needs will help not only the selected Pacific Northwestern university but will help private and public universities and individuals who strive to meet the needs trio of these students in order for them to succeed and graduate. Further research of needs includes these questions:

1. What are the commonalities and differences of BBFGs at the selected Pacific Northwestern university compared to this demographic of student at other four-year universities for the model needs trio?

2. How does the model of needs for BBFGs compare to other generational demographic of students?

3. How does ethnicity impact the model of needs trio for this demographic of student?

Comparing other universities to the selected Pacific Northwestern university is important because it will allow research on the model to continue so that its trueness can be tested with this same demographic. Validating the needs model with other universities promises a broad benefit to various other universities, ensuring the needs trio is met for BBFGs elsewhere.

Ethnicity is an important factor as it impacts BBFGs in various regions of the country and with various aspects of needs. Additionally, commonalities and differences among BBFGs of differing ethnicity will allow the university to hone in on areas where they can most help them on the path to graduation. Because there are three distinct needs in the model, it would be helpful to see how various ethnic, gender, or generational cohort considerations affect needs. As an example, in this study the majority of participants leaned toward academic needs, whereas ethnicity or gender may influence a different group of BBFGs to lean more heavily toward co-curricular needs. This model's analogy to a three-legged stool, wherein all three legs are requisite for the stool to stand yet each may receive a different weight, as it were, displays the vital nature of each leg of the needs trio—academic, co-curricular, and support—while allowing for a flexibility in describing how any individual or group of BBFG students might lean in relation to their particular needs.

Future studies that would expand BBFGs research include:

1. A case study of BBFGs and how they interact in the classroom with their younger peers.

2. A qualitative study assessing a mentor group of BBFGs and the areas in which they are able to help one another to meet academic, co-curricular, and support program needs.

Focusing on BBFGs' interaction with younger peers and the effects of a mentor group will help universities realize the uniqueness of this demographic of student to better understand the differences and commonalities that impact them and where their needs can be met.

Final Note

As a researcher, I found it very rewarding to conduct this descriptive case study on BBFGs at the selected Pacific Northwestern University to identify their academic, co-curricular, and support needs. The reward has come in learning of their needs and the excitement in learning that BBFGs needs fall into a model wherein academic, co-curricular, and support needs are important for student success. The information in this study can be activated by further sharing the model in a point paper format as well as publishing the model in academic journal format. The model will be shared in point paper format to the Vice Provost for Strategic Enrollment at the selected Pacific Northwestern university as well as the Vice Provost for Academic Initiatives as well as submitting the model to the Adult Learning Journal and the Journal of College Admission and the Journal of Adult Education.

The identification of these experiences is just the beginning in order to understand how meeting this needs trio can help BBFGs and possibly all older students realize their educational endeavors. I do not believe an educational goal is just a bucket list item that this demographic of student completes in order to check off of a list. Education is a life-time learning endeavor that enhances an individual's life whether it is a formal university education or learning for personal enrichment. I personally had the privilege of assisting many First-Generation college students return to school as an educational counselor in the Air Force. This past summer I ran into a colleague I had served with in the military and he introduced me to his wife as the person who helped him complete his Community College of

the Air Force degree and continue onto university studies. It was personally rewarding to hear his success and to know I was of help to individuals on their lifelong learning journey. In 2016 my aunt at the age of 62 finished her bachelor's degree after starting and stopping college since the age of 19, when she was in a life-threatening car accident. Learning is for life! Learning is a journey. She took the opportunity to continue on her journey and succeed. The needs trio model presents an opportunity to recognize the three legs that must stand in order for BBFGs to be successful, the legs of academic, co-curricular, and support needs.

Conclusion Summary

The purpose of this study was to research the ways in which the selected Pacific Northwestern university can enhance its recruitment and retention strategies to address the academic and co-curricular needs of its potential and current BBFG student population. This purpose has been achieved through the course of the findings, support needs were added to the purpose of this study. The research found that not only are BBFGs concerned with academic and co-curricular needs, but—crucially—support needs are vitally important to this unique demographic and create a needs trio that must be met for success.

Chapter one introduced the research and provided a rationale for the significance of identifying recruitment and retention strategies of BBFGs at the selected Pacific Northwestern university. BBFGs provide additional funding to the university, and the completion of their educational endeavors fulfills personal goals and benefits their continued career development as they work into their 70s and even 80s.

Chapter two provided an overview of the related literature relevant to BBFGs at the selected Pacific Northwestern university to include a background of education in America, where older students were originally mainly concerned with living and working until the age

of 52. This chapter provided an introduction to federal programs, including TRiO, with a focus on First-Generation students, the identification of First-Generation Students with their struggles and needs, Four Generations in the Educational System, including the traits and learning commonalities of Generation Z, Millennials, Generation X, and Baby-Boomers, and finally a review of the University Context, identifying degrees chosen and why BBFGs are completing their degree at the selected Pacific Northwestern university.

Chapter three outlined the rationale and methods of collecting data through case study research to show how interviews of ten BBFGs would mirror the conceptual framework of Jane Schaefer's 2010 phenomenological research study of nine Older Baby-Boomer students at a Midwestern university. The chapter covered the benefits of case study research, including finding the meaning that emerges inductively and discovering that meaning.

Chapter four presented the ten interviews of the BBFGs at the selected Pacific Northwestern university. This chapter outlined the six codes that emerged from the data to include Academic History, Career Advancement, Generational Issues, Program Support, University Focus, and Positive Practice.

Chapter five collated study findings and made conclusions based on the academic, co-curricular, and support needs of BBFGs. This chapter recognized that the finding of six codes—Academic History, College for Career Advancement, Generational Issues, Positive Practice, Program Support, and University Focus—support the academic, co-curricular, and support needs of BBFGs at the selected Pacific Northwestern university. These themes support the recruitment and retention of BBFGs into the selected Pacific Northwestern university, and as these needs are met, the BBFGs can realize their educational goals and

finally complete their academic studies. This final chapter concluded with questions for future research on BBFGs.

Case study research can provide both the evidence and incentive for practitioners to make positive changes in programs. Identifying that academic, co-curricular, and support program needs are requisite for all BBFGs completing their educational endeavors is a step toward helping this demographic of student to realize their goals. It is recommended that the selected Pacific Northwestern university become attuned to this needs trio and look at improvements that can be made. Both financial and non-financial programs that assist BBFGs in paying for college and receiving services, such as health care or math tutoring, are important for these students, especially if they are seeking to use college as a career enhancement tool. Being a minority population at the university has surfaced as an area where BBFGs feel that a peer group or community could be created to help them in their educational goals. Preparing and guiding students, especially BBFGs, in their academic, co-curricular, and support program needs is shown to be necessary.

Providing for logistical support programs at the selected Pacific Northwestern university promotes an increased level of faculty support/involvement, campus support, campus involvement, organizational support, financial support, and cultural support for First-Generation students. Looking internally at university programs can help to create additional programs to support BBFGs who choose to come to the university to complete their degree objectives.

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APPENDIX A: INSTITUTION REVIEW BOARD APPROVAL

Study Application - IRB (Version 1.0)

1.0 General Information

* Please enter the full title of your study: Note that as you save and continue to the next section the application sections will appear on the left, allowing movement to previously viewed sections.

Baby-Boomer First-Generation Students at the University of Idaho

* Please enter the quick reference name you would like to use for your study:

UI BBFGS

This field allows you to enter an abbreviated version of the Study Title to quickly identify this study.

2.0 Add Department(s)

2.1 List departments associated with this study

Primary Dept?	Department Name
○	UI - Student Non-Specified
◉	UI - EDUC - College of Education

3.0 Please select UI Personnel involved with the Study. If the person is not on the user list they will need to log into the system and request an account before they can be added. IACUC users should include any internal clinical veterinarians in the Research Support Staff category.

3.1 * Please add a Principal Investigator for the study (student researchers must list their faculty sponsor as PI and list themselves as key personnel below)

Sydney Freeman Jr.

3.2 If applicable, please select the Research Staff personnel:

A) Additional Investigators

Tamera Dirks

Student Investigator

B) Research Support Staff

3.3 *Study Contact (required):

Tamera Dirks

Sydney Freeman Jr.

The Study Contact(s) will receive all important system notifications along with the Principal Investigator. The study contact(s) are typically either the Study Coordinator, the Principal Investigator, or the Student Investigator (if a student project). Note that if they are the same person, multiple notices will NOT be sent for the same items.

4.0 Application for IRB Review

4.1 Federal regulations and UI policies require IRB review of research involving human subjects. If you are unsure whether the proposed activities constitute human subjects research please indicate below that you wish to view the guidance or contact irb@uidaho.edu for help in this regard. Activities that meet the regulatory definitions of 'research' and 'human subjects' constitute human subject research and require IRB approval and oversight. Although this form does not address clinical investigations conducted under FDA regulations (21 CFR 50; 21 CFR 56). The IRB will consider whether these activities constitute a clinical investigation or human subject research per

other regulatory definitions (e.g., DoD, DoJ, EPA, etc.).

○ I am unsure whether my work constitutes human subjects research.
● I am sure my work is human subjects research and am ready to start working on my application.

5.0 Setup

5.1 *Investigator Please provide some additional information about the Primary Investigator(s) involved with this project/activity.

☑ PhD in field of research
☐ MA/MS in field of research
☐ Publications in this area of research with this method
☐ Prior Research projects with approval using this methodology at the University of Idaho

Additional Expertise / Coursework (if applicable):

5.2 Design Methodologies Please select appropriate design methodologies for your research (select all that apply):

☑ Survey/Interviews
☐ Naturalistic observations
☐ Experimental design with between-subjects conditions and/or control group
☐ Experimental within-subjects design
☑ Qualitative
☐ Archival analysis

If your methodology type isn't listed, please describe it here:

5.3 Sponsored Funding

Is this research being conducted in association with one or more *externally*-sponsored projects, for example a grant or contract?

○ Yes ● No

5.4 General Please provide some general information about this project/activity

*Describe the purpose of the research. State the benefits to the participant and society. Write so someone outside your field can understand what you desire to investigate:

The purpose of this research will be to address the ways in which the University of Idaho meets the academic and co-curricular needs of Baby-Boomer First-Generation undergraduate students. This research seeks to determine the level to which the University of Idaho is helping this demographic graduate and pursue post-graduate career success. Baby-Boomers are defined as individuals born between 1946 and 1964 and First-Generation college students are defined as currently enrolled students whose parents are not college graduates. Through a descriptive case study methodological approach, the researcher will explore this population's unique academic and co-curricular needs. The goal of this study is to understand how universities can better support the academic and co-curricular needs of older students who are using higher education as a way to advance their career opportunities.

*Describe the research design (survey, naturalistic observation, archival analysis, etc). Include if your sample will be random, systematic, cluster, convenience sample, etc.

Purposful sampling will be utilized in this research to hone in on Baby-Boomer First-Generation students (BBFGs) at the University of Idaho. Descriptive case study research was selected as the methodological

approach for this proposed study to allow the researcher to specifically investigate the academic and co-curricular needs of Baby-Boomer First-Generation students University of Idaho.

This researcher would like to select ten individuals to interview for this descriptive case study approach. It is expected that initial interviews will be conducted with ten participants and follow up e-mail interviews with the participants will provide data saturation identifying the academic and co-curricular needs of BBFGs at the University of Idaho.

*Describe the subject/participant population and the location where the study procedures will take place:

Registered Baby-Boomer First-Generation students at the University of Idaho are the population for this study. The researcher will ask the registrar for a list of Baby-Boomer First-Generation students at the University of Idaho and send an email invitation to students on the generated list and ask if they would like to participate. Volunteers will be accepted from those students who reply. The researcher will strive to interview ten students through purposeful sampling with in-depth interviews. The researcher will then utilize hand coding and NVivo to code the ten participant interviews to identify and analyze themes of academic and co-curricular needs. During interviews, the researcher will record the BBFGs' responses and take notes as an added source of data collection from observation. The researcher will transcribe interviews verbatim and initially hand code interviews for thematic analysis. Following the initial review, the transcripts will then be entered into NVivo for further electronic analysis and unfolding themes and meaning.

*Please indicate the anticipated age ranges below:

☐ Ages 0-7
☐ Ages 8-17
☑ Ages 18-64
☑ Ages 65+

Please specify and explain the age ranges of your participants. If the age ranges do not exactly match the above categories then provide an accurate range (i.e., ages 6-12 or 18-23).

Age 50+

*Describe the procedures in detail from start to finish. Be concrete and specific. Your description should be written so that someone outside of your field can understand it. Make it clear what participants will experience and do:

Interviewees will be asked the following questions:

1. Demographic questioning will include asking participants their age, year in school, employment status, current city of residence, marital status, number and ages of children, previous colleges/universities attended and length of study, and other family members who have attended school and obtained a bachelor degree.

2. Why did you decide to come to the University of Idaho?

3. What University of Idaho programs and services have specifically helped you as a Baby-Boomer First-Generation student?

4. How has the University of Idaho specifically met your academic and non-academic needs? What services could be enhanced at the University of Idaho?

5. What should I have asked that I have not asked you in this interview?

6.0 Exempt Determination

6.1 Determination of Exempt/Non-Exempt To determine whether your project qualifies as "exempt," please read the following statements and indicate any that are relevant for your project.

*Exempt/Non-Exempt Checklist:

☐ Children / minors will be observed by adults who are also participating in the observed activities.

☐ Identifiable information will be collected that could impact participants' financial standing, employability, reputation or put them at risk for criminal or civil liability.

☐ Participants are under 18 years of age (other than in an established educational setting and involving minimal risk).

☐ Participants will be used whom are confined in a correctional or detention facility.

☐ Pregnancy will be a prerequisite for serving as a participant.

☐ Fetuses in utero are subjects in this research.

☐ Participants are presumed to not be legally competent.

☐ Participants will be asked sensitive questions about personal feelings, behavior, interactions or sexual experiences, AND will have responses linked to their identity.

☐ Alcohol, drugs, or other substances will be ingested, injected, or inhaled.

☐ Study will involve work with biological specimens (e.g. human blood, saliva, tissues, or cell lines)

☐ My project does NOT meet criteria for exempt status but does not fit any of the non-exempt categories

☑ None of the above; I believe my project qualifies as exempt.

7.0 Exempt Project

7.1 Exempt Categories Indicate which category or categories of exemption fit your project by checking the corresponding box or boxes below.

RESEARCH QUALIFYING FOR EXEMPTION FROM FEDERAL REGULATIONS FOR THE PROTECTION OF HUMAN SUBJECTS
(Quoted from the Code of Federal Regulations, Title 45, Part 46.101)

1. Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or on the comparison among instructional techniques, curricula, or classroom management methods. (For example: Testing the effectiveness of two different approaches to teaching a mathematical concept in a classroom setting would qualify for exemption under this category or, evaluating a departmental program).

2. Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior,
UNLESS (i) information obtained is recorded in such a manner that the human subjects can be identified, directly or indirectly, through identifiers linked to the subjects;
AND (ii) any disclosure of the subject's responses outside the research could reasonably place the subject at risk of criminal or civil liability, or be damaging to the subject's financial standing, employability, or reputation. **Note that this exemption category does not apply when the study will include subjects under the age of 18.**

3. Research involving the use of educational tests (cognitive, diagnostic, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph 2 of this section, IF (i) the human subjects are elected or appointed public officials or candidates for public office;
OR (ii) federal statute(s) require(s) without exception that confidentiality of personally identifiable information be maintained throughout the research and thereafter.

4. Research involving the collection or study of *existing* data, documents, records, pathological specimens, or diagnostic specimens, if these sources are *publicly available*, OR if the information is recorded by the investigator in such a manner that *subjects cannot be identified*, directly or through identifiers linked to the subjects.

5. Research and demonstration projects which are conducted by, or subject to the approval of department or agency heads, and which are designed to study, evaluate or otherwise example:

- (i) public benefit or service programs;
- (ii) procedures for obtaining benefits or services under those programs;
- (iii) possible changes in or alternatives to those programs or procedures; or
- (iv) possible changes in methods or levels of payment for benefits or services under those programs.

6. Taste and food quality evaluation and consumer acceptance studies, if,
- (i) if wholesome foods without additives are consumed or,
- (ii) if a food is consumed that contains a food ingredient at or below the level of and for a use found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

*Indicate the exemption categories that are applicable to the project (see above). Please note that exempt category 2 does not generally include studies with participants under the age of 18.

☐ Category 1: Research conducted in established or commonly accepted educational settings, involving normal educational practices

☑ Category 2: Research involving the use of educational tests, survey procedures, interview procedures or observation of public behavior...

☐ Category 3: Research involving public officials or confidentiality maintained...

☐ Category 4: Research involving publicly available, or unidentifiable existing data...

☐ Category 5: Research projects conducted by or subject to approval of department or agency heads...

☐ Category 6: Research involves taste and food quality evaluation, using wholesome foods or foods with approved / safe additives..

Provide a brief explanation of how your project fits in the exemption categories you have selected.

Ten participants are being sought to be interviewed for this study. Before each interview is initiated, each participant will give oral consent for the interview. At the start of the interview, each participant will be asked the same demographic questions pertaining to their age, race, region where they live, and family status.

7.2 Exempt Information Please provide some additional information regarding your exempt project.

*Will data collected be anonymous and/or confidential? (Please select all that apply):

☐ Anonymous means no one (not even the researcher) will be able to link to the subject's identity with his/her responses.

☑ Confidential means that the researcher will be able to link the subject's identity with his/her responses, but that this link will be maintained in a confidential manner.

☐ Not applicable

*Please describe how you will maintain anonymity and/or confidentiality, or why this is not applicable to your project. Include information on how data will be stored and how data security will be addressed.

Each interview is expected to last no longer than 30 minutes. The recorded interviews will be saved to a password-protected computer and coded with pseudonyms. After the digital recordings are transcribed word-for-word, they will be destroyed and removed from the password-protected computer.

7.3 *Data Collection Please indicate the data collection method(s) to be used.

☐ Self-Administered Survey
☐ Phone Survey
☑ Personal Interview
☐ Observational
☐ Public Record
☐ Taste Evaluation

☐ Pathological or Diagnostic Specimens
☐ None of the above - please describe in detail below

The researcher will conduct personal interviews of Baby-Boomer First-Generation students either in face to face or by telephone, and will digitally record the interview for the descriptive case study experiences.

Please describe the experimental methods to be used, if applicable.

Not applicable

*Will compensation or extra credit be provided to the subjects for participation in your research project?

◉ Yes ○ No

Indicate the type of compensation and the maximum value a subject may receive during the course of participation.

A thank you gift card to Starbucks or Thomas Hammer gift card will be given to the participants at the end of the interview. The thank you gift card will be for $5.

When will compensation be provided?

At the end of the interview if face to face or electronically through e-mail or text after the interview.

Who will receive the compensation?

Volunteer participants who agree to be interviewed.

Will there be multiple sessions involved?

◉ Yes ○ No

If yes, please explain.

A follow-up e-mail interview will be requested to ensure intended answers were portrayed during the initial interview.

Will partial payments be provided if the subject withdraws prior to completing the study?

○ Yes ◉ No

8.0 End of Study Application

8.1 End of Study Application Form

To continue working on the Study Application click on the section you need to edit in the left-hand menu. Remember to save through the entire Study Application after making changes.

If you are done working on the Study Application click "Save and Continue." If this is a new study you will automatically move to the Initial Review Submission Packet process, where you will be able to attach consent forms and/or other study documents.

Be sure to answer all questions and attach all required documents to speed up the approval process.

APPENDIX B: INVITATION E-MAIL

From: Dirks, Tamera

Sent: Thursday, April 13, 2017 2:15 AM

Subject: Request for input...

Good Afternoon

My name is Tami Dirks and I am a Doctoral Student in the College of Education at the university. I would like to invite you to participate in my research study to share your experience as First-Generation Baby-Boomer student at the university. **For your time, I am personally giving ten volunteers a $5 gift card to Starbucks**.

As a participant, you will be asked to share perspectives as a First-Generation Baby-Boomer student. Questions will be asked in a phone interview format. The interview should only last about ten minutes. There is no expected risk to this study. The information you share with me will be completely confidential. You will be assigned a fake identity and your responses will not have any identifying information. Your responses will only be shared with myself and my professor Dr. Sydney Freeman, and they will be combined with responses from other participants. The information we gather will inform the work of the Office of Student Affairs and Enrollment Management at the university.

If you would like to participate in this research study, **please return the informed consent form and reply to me with your phone number or call or text 208-660-9367.**

Thank you in advance - Tami Dirks, 208-660-9367

APPENDIX C: CODING

Academic History

Anne – Academic History 1 reference coded 5.99% Coverage

Reference 1 - 5.99% Coverage **-** I started at LCSC and I transferred into the university because the state college here locally could not accommodate me with all of my online classes like the university was able to.

Beth – Academic History 1 reference coded 3.68% Coverage

Reference 1 - 3.68% Coverage - My parents didn't attend college because they raised four kids and were from Germany and went through World War II, so everything kinda blew up literally. So, they had high-schools there but their high-schools were more advanced than ours here – but they did not go to university. So, they did not go to University, when they came to the states they just had to work, work, work, work.

Cory – Academic History 1 reference coded 3.04% Coverage

Reference 1 - 3.04% Coverage - I have an associate arts degree in Construction Technology that I earned in 1976 at El Camino Community College in Florence California.

Denise – Academic History 3 references coded 10.67% Coverage

Reference 1 - 2.98% Coverage - I have my AA degree through a local community college so technically it is my third.

Reference 2 - 0.95% Coverage - A local community college

Reference 3 - 6.74% Coverage - I had taken random college courses throughout my adulthood so they were able to give me credit for a lot of the classes I took, so academically being able to transfer those in was wonderful.

Emma – Academic History 1 reference coded 2.93% Coverage

Reference 1 - 2.93% Coverage - I have attended New Jersey City University in Jersey City, New Jersey, and I did about a summer program in the Indiana University in Bloomington, Indiana.

Fran – Academic History 1 reference coded 0.94% Coverage

Reference 1 - 0.94% Coverage - I graduated from a two-year college.

Grace – Academic History 2 references coded 2.97% Coverage

Reference 1 - 1.90% Coverage - Actually, I started in 2012 at Treasure Valley Community College in Ontario, Oregon and I transferred in 2015 to get a four- year degree because I was going to need it.

Reference 2 - 1.06% Coverage - I had finished my program at a two-year college and wanted to attend a four-year university.

Harry – Academic History 2 references coded 17.12% Coverage

Reference 1 - 9.40% Coverage - I was at another college for a little bit but it was quite a while ago in 1975 – it wasn't even formally a university yet, just a college, but I am not sure what year it became a university. This university applied most of my credits, it wasn't a lot but they took most of my credits. I had also previously attended a two-year college.

Reference 2 - 7.73% Coverage - I have been going to college a long time, it seems like I am a professional student, but academically just taking my certification now everything has been online and I have not had to go into the campus but other than that I haven't been involved too much in other areas.

Ila- Academic History 1 reference coded 0.86% Coverage

Reference 1 - 0.86% Coverage - A two-year college in the state.

John – Academic History 2 references coded 6.29% Coverage

Reference 1 - 2.86% Coverage - Many years ago, I went to college for about a semester and when I was in the military I did take some college classes, night classes and things like that.

Reference 2 - 3.43% Coverage - I had already lived in the mid-west before and I am originally from the east-coast and I had never spent much time in the northwest and so that was another reason I wanted to come here.

College Used for Career

Anne – College Used for Career 1 reference coded 4.10% Coverage

Reference 1 - 4.10% Coverage - I wanted to get off of disability and have a job. And I have always wanted to go to college I have just never had the opportunity.

Beth – College Used for Career 1 reference coded 0.77% Coverage

Reference 1 - 0.77% Coverage - Currently employed by the Navy ROTC.

Cory – College Used for Career 3 references coded 5.36% Coverage

Reference 1 - 2.21% Coverage - I am working on an occupational education certificate that will enable me to teach post-secondary

Reference 2 - 1.23% Coverage - I work full-time teaching residential construction.

Reference 3 - 1.92% Coverage - So, he helped me get set up with the coursework I would need to get a teaching credential

Denise – College Used for Career 1 reference coded 1.12% Coverage

Reference 1 - 1.12% Coverage - Are you currently working? Yes

Emma – College Used for Career 1 reference coded 1.99% Coverage

Reference 1 - 1.99% Coverage - Are you currently working? No, I am currently on

disability and going to school to get off of disability.

Fran – College Used for Career 1 reference coded 2.59% Coverage

Reference 1 - 2.59% Coverage - Are you currently working? No, I am a full-time student and after I get my degree I will work in nutrition.

Grace – College Used for Career 1 reference coded 5.81% Coverage

Reference 1 - 5.81% Coverage - I want to work in the GIS field when I go back to work and I had found it hard to get a job without a degree. I had been working for years and years without a degree in the high-tech industry but you cannot advance much without a degree and as I was getting older and health issues were playing into it I had to get re-trained and so I worked with the Department of Labor to figure out what direction I needed to go, and through them I figured out I need to start at the community college level and found GIS to be what I wanted.

Harry – College Used for Career 3 references coded 11.80% Coverage

Reference 1 - 2.06% Coverage - Are you currently working? Yes in counseling which will help my degree.

Reference 2 - 7.57% Coverage - I started off in healthcare software and I used to be involved in a hospital program and worked there for a while and I found out that healthcare was more difficult to get around at my age and so I found out that addictions program was a little bit better suited for my age

Reference 3 - 2.17% Coverage - For the degree program in addictions and because I am an in-state resident.

Ila – College Used for Career 3 references coded 6.77% Coverage

Reference 1 - 1.49% Coverage - Are you currently working? Yes, I am currently

working.

Reference 2 - 2.13% Coverage - but it does open more doors for me if I decide that I want to be out of the classroom.

Reference 3 - 3.15% Coverage - I really feel like my college degree will open doors for me that may not be open for me if I don't have a bachelor's degree.

John – College Used for Career 2 references coded 3.28% Coverage

Reference 1 - 1.20% Coverage - Are you currently working? I am currently employed part-time.

Reference 2 - 2.08% Coverage

Without her I probably would have returned to a working life instead of finishing my degree to work in my field.

Generational Issues

Fran - Generational Issues 2 references coded, 16.04% Coverage

Reference 1: 7.51% Coverage- It was hard for me because I moved from the northern part of the state to the main campus and I shared an apartment with a young person that I had found on Craigslist but it did not really work out and I had a hard time finding friends because my age was different from my other classmates but I made it through it.

Reference 2: 8.52% Coverage- I also think that events specific to non-traditional student would be good because it is kind of hard to meet non-traditional students because the majority of students are all young and it is a totally different culture. It is like a totally different race – the young students are like aliens, but they are probably thinking we are like aliens.

Grace – Generational Issues 4 references coded, 21.71% Coverage

Reference 1: 2.37% Coverage - It is tough being an older student and being in here with a bunch of youngsters and so everything is geared towards the more traditional student and that is a little hard to deal with at times to stay motivated.

Reference 2: 6.34% Coverage - I have had to manipulate or go through some hoops with like my testing SAT or the testing I needed to give the university before I came up here to give them an idea of where I was in English and Math - I do so good in English because I read a lot and have a good brain for it even though I have not really completed like English 101 or 102 I didn't need that. But the math I had the opportunity to use the Polya system with the math on campus – it worked really well for me. I know a lot of the younger kids do not really like it but it worked really well for me and I really liked it.

Reference 3: 8.23% Coverage - I wish that there was, I don't know, not necessarily an activity group but a group or several groups for older non-traditional people. And maybe they have it and I just don't know it but a group for encouragement to get together and encourage each other to keep going – because it is hard when you are a non-traditional student whether you have kids and a husband and you are working and you are older and you are going to have to compete because you have to get a job again and you are going to compete with younger people and the school caters mostly to the traditional students and the older students feel left out. Just having a group for older students for things to help with options or things that others might not know about.

Reference 4: 4.76% Coverage - It is just that they cater to the younger students who are younger and have more energy and can walk and they forget about the older students who are slowly going downhill and perhaps they have an injury. There is another non-traditional in one of my classes who has a hard time getting around and she has to buy a gold

parking ticket because she cannot walk that far and as it is even the gold parking lots are hard to get to.

John – Generational Issues 2 references coded 15.04% Coverage

Reference 1: 7.38% Coverage - One thing is that I have not been to college for more than twenty years so for my degree program there have been really good professors that have helped me out but if someone has been out of school for five, ten, years or more it would be good to have a basic English grammar class and if someone has been out for a while they might not know the structure of how to put papers together and structure them.

Reference 2: 7.65% Coverage - One thing I really like though is that every professor I have had so far, if I have had an issue or had problems they are always there they are always willing to talk to you and go the extra mile for you. I have had a good range of professors. However, they treat students whom should be transitioning to young people like kids - I mean we have Santa visits and Easter egg hunts, just when do these young people grow up?

Emma – Generational Issues 1 reference coded, 10.79% Coverage

Reference 1: 10.79% Coverage - I don't want to complain but when I was initially coming to advisement - because I was a transfer student I felt like they were slamming me into a higher set of classes that I felt I was prepared for even after I specifically tried to explain to them that I had not been to a school in 30 plus years and they put me into two sophomore classes. It was a very difficult way to wake up a brain after 30 plus years. I think it would have been better to put me into two freshman classes and that would have been a better way to wake up my brain, and I think my professors have felt the same thing.

Harry – Generational Issues 1 reference coded, 7.53% Coverage

Reference 1: 7.53% Coverage - I have been invited to be involved in a lot of things but haven't really taken advantage of much while I have been busy working trying to fit everything into an 80-hour week. I was invited to join a sorority but I didn't take advantage of that – but that was kind of cool.

Ila – Generational Issues - 1 reference coded, 6.90% Coverage

Reference 1: 6.90% Coverage - Sometimes it doesn't seem like there is a lot geared towards older students, mid-year students (early 30's-40's) have a lot for them but I am way older than that and sometimes for really older students there are not programs and things are not geared towards us.

Positive Practice

Beth – Positive Practice 6 references coded, 19.19% Coverage

Reference 1: 2.83% Coverage - Reduced tuition has helped as well as the advisors because initially I started in creative writing and that ADVISOR was really helpful.

Reference 2: 4.31% Coverage - Additionally, the online ACCESS through Vandal Web has been very helpful. ALL the registration stuff online has been great and also my class is online so it has been very beneficial since I work full-time.

Reference 3: 2.28% Coverage - Support with the advisor and with the teachers even though they are just online teachers has been very helpful

Reference 4: 3.42% Coverage - I remember when I was younger I never gave feedback on the end of course surveys but now I take the opportunity to give feedback on surveys and let the instructors know.

Reference 5: 3.42% Coverage - yeah, there is no reason not to do it, especially since you can take stuff on line and there are so many ways to adjust your schedule and look for funding if you can get it.

Reference 6: 2.93% Coverage - the availability of online classes is what retains me as a student. I work full-time so if there were no online classes I would not be a student

Cory – Positive Practice 2 references coded, 7.34% Coverage

Reference 1: 4.16% Coverage - Online classes have made it doable for me because I work full-time and I am four hundred miles away from the main campus and so it has made it possible for me to get my teaching certificates.

Reference 2: 3.17% Coverage - My current advisor is really responsive, if I e-mail him, it could be Sunday at nine o'clock and he replies right away. He is really responsive.

Ila – Positive Practice 1 reference coded, 11.25% Coverage

Reference 1: 11.25% Coverage - I really like the internet classes, but I think it would be nice to offer more for distant students. The teaching one has been one that has been good and I don't know about any of the other fields but it is good just to have those classes online because some classes I have had to actually drive to the [local campus] to utilize the video conferencing. But, I myself prefer just online because then I could do it at midnight if I need to.

Anne – Positive Practice 1 reference coded, 2.52% Coverage

Reference 1: 2.52% Coverage - My advisor is great and is the closest thing to having a contact at the school.

Emma – Positive Practice 5 references coded, 15.46% Coverage

Reference 1: 5.72% Coverage - Because I have disabilities, DSS (Disability Services) has been a humongous benefit to me. The university has wonderful advocates, the testing center and everyone in DSS has been very helpful to me. I also have a hearing disability and they have provided me with captionists and all sorts of assets.

Reference 2: 2.65% Coverage - One professor has met with me as needed to the point where he met with me during spring break on his day off for several hours. He is fantastic.

Reference 3: 5.33% Coverage - Also, the advisement has been very nice and the process has been very nice for the upcoming semester – they were very cooperative when I kept e-mailing them and contacting them they were very accommodating and very prompt and accommodating. I can be a pest and they have been great.

Reference 4: 1.26% Coverage - initially coming to advisement - because I was a transfer student

Reference 5: 0.50% Coverage - The DSS testing director.

John – Positive Practice 3 references coded, 12.52% Coverage

Reference 1: 4.82% Coverage - The TRIO program is pretty good. The PUHLES lab when I was taking math – that is pretty good. The tutoring programs over at the library is pretty good, they have a statistic tutoring program and I have taken advantage of those they are really good to help out.

Reference 2: 4.37% Coverage - One thing I really like though is that every professor I have had so far, if I have had an issue or had problems they are always there they are always willing to talk to you and go the extra mile for you. I have had a good range of professors.

Reference 3: 3.33% Coverage - The Veteran's center and the people who run it were very supportive all the time. This provided a place where a mature veteran student could go for advice, friendship and coffee

Fran – Positive Practice 4 references coded, 14.13% Coverage

Reference 1: 6.56% Coverage - I am not an American, I am a permanent resident, so the advisors and all other people who have helped me go through this. I did not have any discrimination because of my age or because I am not a white American and everyone has been very helpful to me in going through this

Reference 2: 2.62% Coverage

the writing center and additional facilities have helped me go through as I have had more language needs.

Reference 3: 2.74% Coverage

I think advisors can ask more about academic issues to the student over the phone; I think that would be helpful

Reference 4: 2.21% Coverage - I have really enjoyed it and I have enjoyed the professors here they are really friendly.

Denise – Positive Practice 2 references coded, 12.70% Coverage

Reference 1: 6.78% Coverage - The family tuition program and being able to access all my classes pretty much online. I have taken one hybrid course where part of the time I went to the NIC campus and part of it was online.

Reference 2: 5.92% Coverage - More classes offered online because I would love to get an English degree but I cannot get that online so the variety of extension of online classes would be nice.

Grace – Positive Practice 5 references coded, 5.10% Coverage

Reference 1: 0.33% Coverage - I just had to jump in and do it.

Reference 2: 1.90% Coverage - One of the things I have used while here is going to the free counseling center on just how to stay motivated and how to keep working on that goal and keep going to school.

Reference 3: 0.40% Coverage - they have worked rather well with me

Reference 4: 1.93% Coverage - Other than that, the counseling center has helped me out on some stuff like test taking in some classes I have improved upon after learning new ways of going into a test etc.

Reference 5: 0.54% Coverage -One of my instructors was very inspirational.

Harry – Positive Practice 3 references coded, 10.70% Coverage

Reference 1: 2.13% Coverage - The addictions program is supported by a professor who has been my mentor.

Reference 2: 5.26% Coverage - but academically just taking my certification now everything has been online and I have not had to go into the campus but other than that I haven't been involved too much in other areas

Reference 3: 3.30% Coverage - I am not able to think of anything at this time since I am just online and very seldom go into the local center office.

Programs

Beth – Programs 3 references coded, 7.14% Coverage

Reference 1: 2.65% Coverage - I wanted to further my education and I was able to take classes at a reduced rate because I work for an affiliate of the University.

Reference 2: 1.26% Coverage - the online ACCESS through Vandal Web has been very helpful.

Reference 3: 3.22% Coverage - It has been great working on campus because I can just go to all of the different offices, I have gone to plays, and I can walk through the campus and meet people.

Denise – Programs 1 reference coded, 5.31% Coverage

Reference 1: 5.31% Coverage - My husband works for the university and I have always wanted to get a higher degree and my credits are greatly reduced, so financial was a big reason.

Emma – Programs 1 reference coded, 8.78% Coverage

Reference 1: 8.78% Coverage - Other services that I found helpful were the ITS help desk, and the Vandal Shuttle. The ITS help desk got me out of trouble when I lost data for my homework several times. They were always able to retrieve it for me out of the nether regions of the computer network. As for the shuttle, it got me to my different destinations when I was unable to walk to them because of my disabilities. Honestly, WSU didn't offer a shuttle service which would have made life difficult.

Grace – Programs 1 reference coded, 1.90% Coverage

Reference 1: 1.90% Coverage - One of the things I have used while here is going to the free counseling center on just how to stay motivated and how to keep working on that goal and keep going to school.

Harry – Programs 2 references coded, 15.82% Coverage

Reference 1: 6.50% Coverage - when you turn 60 your tuition is only 12.5 percent. It is very affordable then. So, when you turn 60 every semester you can take a paper down to the local office and they change the tuition rate after faxing it down to the main campus

Reference 2: 9.32% Coverage - Just financial needs through the 60 and over tuition program. I have been invited to be involved in a lot of things but haven't really taken advantage of much while I have been busy working trying to fit everything into an 80-hour week. I was invited to join a sorority but I didn't take advantage of that – but that was kind of cool.

Ila – Programs 1 reference coded, 3.81% Coverage

Reference 1: 3.81% Coverage - I have not made use of any university programs, but I usually go to a fall thing at the Harbor Center for returning or new students and I enjoy that.

John – Programs 4 references coded, 31.18% Coverage

Reference 1: 4.82% Coverage - The TRIO program is pretty good. The PUHLES lab when I was taking math – that is pretty good. The tutoring programs over at the library is pretty good, they have a statistic tutoring program and I have taken advantage of those they are really good to help out.

Reference 2: 1.77% Coverage - One thing they have is the yellow ribbon program where they treat me as an out of state resident

Reference 3: 17.07% Coverage - I attended the model United Nations program in NYC. This involved students from universities all over the world. Each university represented a particular country. Our class represented Belgium and Denmark. We had to prepare a white paper (document used by governments to introduce proposed laws), this paper was also read by the respective UN representatives from the countries we represented.

Our model UN was set-up in conference centers and we broke up into committees to discuss the various proposals presented by Universities around the world who were discussing topical issues that were occurring in these countries. We ended the conference by actually going to the UN building and setting up in the assembly room. We then held a discussion as if we were the actual UN. Such a fascinating experience that would not have been possible without the support of the Martin institute.

Reference 4: 7.52% Coverage - The Veteran's center and the people who run it were very supportive all the time. This provided a place where a mature veteran student could go for advice, friendship and coffee. Even more than anyone one program on campus the support of my wife has been instrumental in me staying in track. Without her I probably would have returned to a working life instead of finishing my degree to work in my field.

Cory – Programs 1 reference coded, 8.54% Coverage

Reference 1: 8.54% Coverage - I was helped with taking out student loans to pay for this current course work and I also teach professional development for the university as I teach a summer conference every year – I am a CTE teacher and so I take the summer and do summer conference every year and can teach for the state university in the southern part of the state or for the selected Pacific Northwestern university.

Fran – Programs 4 references coded, 14.22% Coverage

Reference 1: 2.77% Coverage - Also, the writing center and additional facilities have helped me go through as I have had more language needs.

Reference 2: 1.97% Coverage - The writing center has been a big help because English is not my first language.

Reference 3: 4.41% Coverage - Yes, the university has helped me with scholarships and has helped me getting a grant from the government to enroll in the university, but I have not searched for other services.

Reference 4: 5.07% Coverage -The one thing is that there is not any good food services available and the quality of foods are very poor. The food is very expensive, so if the school could improve food services would be an area to improve.

Anne – Programs 1 reference coded, 2.05% Coverage

Reference 1: 2.05% Coverage - The disability services have really helped me, they are great

University Focus

Denise – University Focus 4 references coded, 31.66% Coverage

Reference 1: 5.31% Coverage - My husband works for the university and I have always wanted to get a higher degree and my credits are greatly reduced, so financial was a big reason.

Reference 2: 12.35% Coverage - The family tuition program and being able to access all my classes pretty much online. I have taken one hybrid course where part of the time I went to the NIC campus and part of it was online. Also, the fact that the local campus is assessable to talk to my advisor and if I need it the resources are right there and having the accessibility so close.

Reference 3: 8.08% Coverage - When I went in and spoke to an advisor, I had taken random college courses throughout my adulthood so they were able to give me credit for a lot of the classes I took, so academically being able to transfer those in was wonderful.

Reference 4: 5.92% Coverage - More classes offered online because I would love to get an English degree but I cannot get that online so the variety of extension of online classes would be nice.

Grace – University Focus 1 reference coded, 8.23% Coverage

Reference 1: 8.23% Coverage - And since there isn't really too many schools that offer a four- year GIS degree I decided and looked at job descriptions that are wanting a four-year degree, and then they want GIS but then they want geography or computer-science or something on top of it so I looked at state schools to see who offered a Geography four-year degree if any at all and so the university was the only one that offered that. I don't know if I will stay in the pacific-northwest when I graduate, I am willing to go work on the east-coast, in fact I am looking at an internship using GIS on the east-coast area but I prefer the northwest and am willing to go back to the pacific-coast or stay in the pacific-northwest or even the Rocky-Mountain states.

Ila – University Focus1 reference coded, 6.42% Coverage

Reference 1: 6.42% Coverage - I decided to come to the university because it is one of the top ranked four-year colleges and the people I work with, a lot of the people have gone there and they offer the program I enrolled in for Child Development, Family and Consumer Science.

Anne – University Focus 2 references coded, 9.96% Coverage

Reference 1: 5.99% Coverage - I started at LCSC and I transferred into the university because the state college here locally could not accommodate me with all of my online classes like the university was able to.

Reference 2: 3.98% Coverage- they got that for me through independent study, but it was a really hard class and they went out of their way to get it for me.

Beth – University Focus 6 references coded, 10.46% Coverage

Reference 1: 1.93% Coverage - I attended a couple of colleges on the pacific-coast and one in the southern part of the state.

Reference 2: 1.34% Coverage - I moved here to be close to my son and his family and I work on campus

Reference 3: 3.07% Coverage - I wanted to further my education and I was able to take classes at a reduced rate because I work for an affiliate of the University. Also, I love it here.

Reference 4: 1.78% Coverage - It has been great working on campus because I can just go to all of the different offices

Reference 5: 0.77% Coverage -The availability of online classes

Reference 6: 1.56% Coverage - I work full-time so if there were no online classes I would not be a student.

Cory – University Focus 4 references coded, 25.90% Coverage

Reference 1: 10.86% Coverage - I am a retired general contractor and I approached someone at the time, he was a teaching the residential construction program at our local high school but he was getting ready to retire. So, he helped me get set up with the coursework I would need to get a teaching credential – I cannot remember how I got steered into the university though because I think that the other state university in my city also offers the teaching credential program. I cannot remember why I ended up at the here then.

Reference 2: 4.16% Coverage - Online classes have made it doable for me because I work full-time and I am four hundred miles away from the main campus and so it has made it possible for me to get my teaching certificates.

Reference 3: 4.51% Coverage - I am a CTE teacher and so I take the summer and do summer conference every year and can teach for the state university in the southern part of the state or for the selected Pacific Northwestern university.

Reference 4: 6.38% Coverage - One thing is that it was really hard to get my foot in the door to get re-established and take course-work again. I had talked to administration at my high-school and some of my colleagues and then it was Dr. Smith (pseudonym) who got me going, it was just one e-mail to him and he helped me get going again.

Emma – University Focus 1 reference coded, 6.38% Coverage

Reference 1: 6.38% Coverage - They had the program I was looking for in Information Systems Management. The Information Systems Management program they had at the neighboring university was much more computer science oriented and the selected Pacific Northwestern university was still close enough that I could take regular classes and not online classes.

Fran – University Focus 2 references coded, 3.07% Coverage

Reference 1: 0.83% Coverage - Because I am an in-state resident

Reference 2: 2.24% Coverage - because the university had the program that I wanted to go into. My degree is in Nutrition.

Harry – University Focus 2 references coded, 3.13% Coverage

Reference 1: 2.37% Coverage - Why did you decided to come to the university? For the degree program in addictions

Reference 2: 0.76% Coverage - I am an in-state resident.

John – University Focus 2 references coded, 5.82% Coverage

Reference 1: 2.42% Coverage - to do the Fire and Ecology Management program and the university was one of only two universities in the U.S. that had that program

Reference 2: 3.40% Coverage - I had already lived in the mid-west before and I am originally from the east-coast and I had never spent much time in the northwest and so that was another reason I wanted to come here.

APPENDIX D: INFORMED CONSENT FORM

INFORMED CONSENT
for a Research Study entitled
"Baby-Boomer First-Generation Students"

You are invited to participate in a research study to share your perspectives in respect to your educational experience at the selected university. The study is being conducted under the direction of Dr. Sydney Freeman Jr., by a graduate student within the College of Education at the selected university. You were selected as a possible participant because you are a Baby-Boomer First-Generation Student at the selected university.

What will be involved if you participate? If you decide to participate in this research study, you will be asked to participate in taped interview asking about your educational experience at the selected university. This use of both audio and videotaping devices are for the use of transcribing your responses. You have the option to decline the video/audio altogether, only be audio taped but no video, or consent to both. Your total time commitment will be approximately 30 minutes.

Are there any risks or discomforts? There are no perceived risks associated with participating in this study. To minimize any risks, we will not collect any specific or identifying information (such as SSN or name) during the interview and all information will be maintained confidentially. Audio tapes from the interview will be destroyed after transcription. You will be assigned a pseudonym and your responses will not have any identifying information.

Are there any benefits to yourself or others? Although there are no personal benefits, you can expect to make a general contribution to the effort to help understand how the selected university can attract and retain Baby-Boomer First-Generation students.

Will you receive compensation for participating? To thank you for your time you will be offered a $5 Starbucks or Thomas Hammer thank-you gift card.

If you change your mind about participating, you can withdraw at any time during the study. Your participation is completely voluntary. If you choose to withdraw, your data can be withdrawn at any time as long as it is still identifiable. Your decision about whether or not to participate or to stop participating will not jeopardize your future relationship with the selected university.

Your privacy will be protected. Any information obtained in connection with this study will

remain *confidential*. Information obtained through your participation may be used for the purposes of doctoral study, possible publications, and presentations.

If you have questions about this study, *please ask them now or* contact Dr. Sydney Freeman Jr. by phone at 208-885-1011 or by email at sfreemanjr@uidaho.edu or doctoral student Tamera Dirks at 208- 660-9367 or dirk1613@vandals.uidaho.edu. A copy of this document will be given to you to keep.

If you have questions about your rights as a research participant, you may contact the Office of Human Subjects Research or the Institutional Review Board by phone 208-885-6162 or e-mail at irb@uidaho.edu or jlwalker@uidaho.edu.

HAVING READ THE INFORMATION PROVIDED, YOU MUST DECIDE WHETHER OR NOT YOU WISH TO PARTICIPATE IN THIS RESEARCH STUDY. YOUR SIGNATURE INDICATES YOUR WILLINGNESS TO PARTICIPATE.

Please choose one answer below:
I am willing to be interviewed both by audio or video tape

_____.

I am willing to be interviewed by video tape only

_____.

I am willing to be interviewed by audio tape only

_____.

I am unwilling to be audio or video taped but am willing to participate in an interview

_____.

_____ Participant's signature and date

_____ PARTICIPANT PRINTED NAME

_____ Investigator obtaining consent and date

_____ INVESTIGATOR PRINTED NAME

APPENDIX E: RESEARCHER JOURNAL

Anne researcher journal notes. This was a great first interview for me as the researcher. It was wonderful to hear the pride in her voice as she relayed that she was completing something that she never felt she could. She shared how her mother, children and spouse are so very proud of her for doing this and completing this accomplishment. Anne shared that she has some disabilities and that the disability services office has been very accommodating.

Beth researcher journal notes. Although I am not tracking divorce, just current marital status, Beth shared that she is divorced and moved to the pacific-northwest to be closer to her son. She had always wanted to get a degree and her employment with the NAVY ROTC program has allowed for reduced tuition rates and financial funding. Beth came from immigrant parents who were displaced during WWII and initially moved to Canada. Beth mentioned that even though her family was middle class, emphasis was not on education but on working hard and getting a house. Her words of wisdom to others is JUST DO IT.

Cory researcher journal notes. I could tell Cory was a busy man and I was grateful he took the time to meet. He really seemed to exude a feeling of loving attending the selected pacific northwestern university and was grateful for the programs they offer. It was interesting to hear his reminiscence about trying to initially wade through the minutia to just get going at the university and that processes are missing for older adult learners to get in touch with the right people initially.

Denise researcher journal notes. Denise noted how she would really like to be in the English program but it is not offered online. It is great to see so many older adult learners loving the online aspect of University programs and embracing technology. Denise's husband works for the selected Pacific Northwestern university and it was interesting to hear that she is able to attend as a spouse with reduced tuition – I had the thought while doing this interview that the time was just right for her, financially, socially, and family as her children were now out of the house. She had made the comment that everyone around her has a degree and she is just the village idiot because she is just now finishing.

Emma researcher journal notes. Interestingly Emma lives in a neighboring state but decided to attend the selected Pacific Northwestern university because of a specific program and the availability she would still have to take classes face to face. This was Emma's first semester at the selected Pacific Northwestern university and she has utilized the disability services office and has gotten lots of help from instructors.

Fran researcher journal notes. As a Japanese citizen attending the university as an older adult learner it was great to hear responses from Fran. She really enjoys the university as it was so friendly. It was great to hear that she is a full-time student living right on the main campus, eating the food from the cafeteria and even living with a traditional aged student. Her perspective of providing age friendly events was good to hear as traditionally the selected Pacific Northwestern university has been only geared towards young students. Fran epitomized life-long learning and her encouragement of JUST DO IT resonated with the perspective of other interviewees.

Grace researcher journal notes. Grace did not want a Starbucks gift card as a thank you, she was just glad to help. As a disability student with diabetes I could feel her valid complaint as she explained how difficult parking could be on campus. At the conclusion of our interview she mentioned how she has lots of friends and family who are rooting for her and that they have helped her to continue on. She noted how helpful an on-campus group would be for older adult learners to get together and share resources and ideas with concerning technology and inspiration, etc.

Harry researcher journal notes. Harry was very inspiring and my oldest interviewee at the age of 67. He joked that people always comment he looks half his age and even his voice sounded youthful as he told me he lifts weights and runs and loves to stay fit. As a student in the psychology program Harry sounded as if going to school, working, working out and staying busy are what keeps him youthful. He did not participate in any university social services but I had personally never heard of the reduced tuition for those over the age of 60 and I am so glad Harry has and is taking advantage of it.

Ila researcher journal notes. During the interview Ila had mentioned how a lot of people ask her why she would continue her degree when she may work herself out of a job. I had actually thought the same thing when I looked at her degree program as I had finished my teaching certification in my forty's and felt that I had no hope in getting a job while competing with the young students in the educational field. It was very inspiring to hear her enthusiasm and the underlying love of learning she had.

John researcher journal notes. John was very enthusiastic and full of life – he had moved to the pacific-northwest specifically for the program he enrolled in at the selected university and is working part-time. John disliked being labeled as a Baby-Boomer and was

generally pleased with the selected Pacific Northwestern university's programs and

especially complimentary of the professors.