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ASSESSING THE NEEDS OF NON-TRADITIONAL STUDENTS ENTERING THE IPFW WRITING PROGRAM

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Using case studies and secondary research, this paper identifies the problems which non-traditional students face when entering the IPFW writing program. These problems range from computer illiteracy to difficulty understanding academic terminology. Both research methods reveal that the problems of non-traditional students differ from those of traditional students and are generally overlooked by traditional programs. These problems become roadblocks to success for non-traditional students. This paper offers solutions to these problems ranging from revamping the admission process to methods of responding to non-traditional students' needs in the classroom. Although over 50 percent of new enrollments are categorized as non-traditional students, little has been done to recognize and address their unique problems. This paper is intended to open the discussion of the special needs of this population and lead to a concerted effort to eliminate or address the issues that are raised.