

# Student

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designed for the non-traditional student, he said.

However, Griesen said he is not overly concerned with the increased competition.

"I think students should go where they can best be served," he said.

UNL remains a "more traditional" school because of its location, Griesen said. Lincoln has more students in its population, whereas other cities, such as Omaha, have a more diverse population.

"A school like UNO (University of Nebraska at Omaha) tends to draw more non-traditional students," Griesen said. "We're bound by our population."

Birdie Holder, chairwoman of the Department of Vocational and Adult Education, said most non-traditional students choose schools near their home.

"The non-traditional student doesn't have the flexibility to pick up and move to colleges out of state," Holder said.

Most non-traditional students at UNL are from Lancaster County, and most don't leave the area after graduation.

Deanna Eversoll, director of the Evening Programs and Lifelong Learning Services, said UNL's investment in non-traditional programs is an investment in the community.

"After receiving their degrees, people are staying right here and contributing to the community,"

Eversoll said.

Connie Yoder, a 47-year-old senior majoring in music, anthropology and religion, said that after finishing her education, she plans to work in Lincoln.

"I have an opportunity to attend Yale next year in order to get my master's, but I do plan on coming back," Yoder said.

Yoder said that unlike many first-year non-traditionals, she did not encounter many obstacles at UNL.

"There were absolutely none," she said.

Eversoll said that when most non-traditional students start taking classes, they face barriers that include individual fears, family and employer inflexibility and fears of the college system.

But, she said, UNL recognizes these barriers and helps non-traditionals fit degrees to goals.

Yoder agreed. "At UNL, I'm going to get the degree to fit the job," she said.

Yoder said she made the decision to return to school after trying to get a job and discovering that she was underqualified. Years before, she had attended Wayne State College as a traditional student.

"I just decided that if I was going to do anything valuable in life, I needed to get an education," Yoder said.

Yoder, a Golden Key National Honor Society member, said her freshman year was her most difficult at UNL.

"The thing that I did miss was that

I wasn't encouraged to be in freshman activities," Yoder said.

Eversoll said the first year is the most critical for a non-traditional student.

"If they're not sold during the first year, then we've lost them," she said.

To help non-traditional students adjust to college, Eversoll said the university offers back-to-school workshops, adult advisers and career guidance programs.

The UNL Lifelong Learning Network provides individual and group support for new and returning adult students. This network provides the newly enrolled adult student with a resource network that can be used to enhance the lifelong learning experience on campus, Eversoll said.

Although UNL has a relatively small non-traditional population, it is still working to meet the needs of the older student, Griesen said.

Serving these students means offering late afternoon and night classes so that those with jobs can attend, Holder said, adding that some non-traditional students have jobs on campus with flexible work schedules.

Yoder, whose son Chris, is a junior construction management major at UNL, said that returning to UNL has been a positive experience. She said she feels more respected than when she was a traditional student at Wayne State College.

"I relate very well with my teachers; I'm not afraid of them and they're not afraid of me," Yoder said.

# Callum

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Her return to Lincoln, again prompted by her husband's career, meant giving up her job with Polaroid.

"Things happen to you in your life for a reason," she said. "Sometimes it takes you a while to realize what it is. But I think the reason this happened to me was so that could have this opportunity to go back to school."

Although it has been difficult to readjust to being a student, Callum, now a marketing and management major, said her drive to succeed the second time around is much stronger.

"My kids are saying to me everything I've been saying to them for 20 years — that grades aren't all that matter, that I've got to take time out for myself," she said.

Her oldest child, Trevor, is a marine systems engineer. One daughter, Heather, is in medical school, and her younger daughter, Dayne, is attending college in Irvine, Calif.

"My husband thinks I've become a really lousy date," Callum said. "Instead of 'Not tonight, dear. I have a headache,' it's, 'Not tonight, dear. I'm studying.'"

Studying is something Callum spends a lot of time doing. Enrolled in 21 credit hours this fall, she said outside work is not an option.

"I'm much slower than the traditional student. And I think I'm slower than I used to be," she said.

Her math courses, more than anything, remind her of that, she said.

"Math is one of those things that, if you don't use it, you lose it. ... Surprisingly, math has been the most supportive department in working with my deficiencies. They made themselves accessible at all hours of the day," she said.

All of her professors seem interested in her opinion about the way their class is taught, she said. They call her a "mature student."

Unfortunately, she doesn't see her professors crediting younger students with the same level of maturity.

"I get a little irked that (professors) don't give credit to the quality of the students here. Most, probably 99 percent of the students here make the effort; they read the book and do the work," she said.

Callum said she has noticed that she takes a different approach to learning than younger students.

"Kids focus on learning what's going to be on the test. I get interested in everything (in the textbook) — caught up in it."

Callum is taking as many hours as she can in hopes of graduating in August 1992 or earlier, she said.

"My husband's going to retire in seven years, then it's my turn. He's paid his dues, he's done his thing," she said.

The Callums plan to return to the West Coast, but she said she hopes to stay in Lincoln long enough to complete an advanced degree. She's considering pursuing a master's degree in industrial and organizational psychology, which she said is an open field for women.

"Finding a job at my age is going to be an issue. I'm not in a position, like other non-traditional students, of getting my degree to move up within a company."

"The degree is really for me. It's a personal thing," she said, adding that she felt her experience would be worth more to potential employers than a degree.

"At an age when most people are thinking about relaxing and retirement, I'm thinking of what I'm going to do when I get done with college."

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