

CHARACTERISTICS OF RESIDENTIAL ADULT LEARNING IN THE FBI NATIONAL
ACADEMY LEARNING ENVIRONMENT AND THE IMPACT ON PARTICIPANT'S
ATTITUDE OF SATISFACTION

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(ABSTRACT)

Using the Federal Bureau of Investigation's (FBI) 212th session of the National Academy, a residential adult learning environment, as a case study and the 1996 research on participant's perception of residential adult learning environments by Dr. Jean Anderson Fleming, this study examined the relationship among the characteristics (overarching themes: detachment and continuity and descriptive themes: building relationships in residence, learning in residence, and individual change in residence) and how this relationship impacts the participant's attitude of satisfaction with the program.

A 33-item Likert scale, developed by the researcher, was used to collect the data from 244 police officers and the Kropp-Verner Attitude Scale was used for measuring the overall participant attitude of satisfaction with the residential learning environment. Demographic data were also collected from the participants to provide an overall profile of the respondents and each police officer had the opportunity to respond to an open-ended question at the end of the survey.

Six hypotheses formed the basis of the study and were investigated through bivariate and multivariate analysis. Univariate analysis was used to describe and summarize the collected demographic data, as well as the frequency responses to each statement by the participants, while multivariate analysis was used to determine the best model for the prediction of satisfaction.

Positive relationships existed between each of the five independent variables (detachment, continuity, building relationships in residence, learning in residence, and individual change in residence) and the dependent variable, satisfaction. The overarching themes of detachment and continuity were combined to form a new variable, DECONTI. Individually, (bivariate regression) DECONTI was the most significant predictor of satisfaction, while building relationships in residence exhibited no significance. Multivariate analysis (standard and stepwise regression) suggested that the model of DECONTI, learning in residence, and individual change was the best predictor of satisfaction.

The analysis of the characteristics of residential adult learning environments and their impact on participant satisfaction was quantitatively supported in this study. The results of this study supported the assertions of Fleming, the literature, and the research questions, while offering new observations and insights into the effectiveness of residential adult learning environments.

DEDICATION

Dedicated to my wife Sue and son Brian, whose unwavering support made this journey possible!

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CHAPTER I

THE PROPOSAL

Introduction

In the fall of 1851, an out of work teacher named Christian Kold opened a school which, with the volunteer help of neighbors, he had built from salvaged and hand-hewn materials on a run-down farm at Ryslinge, Denmark. The building had a single sleeping loft for teachers and students, a kitchen, a living room, and one meeting room. Fifteen students enrolled the first winter (Alford, 1966, p. 1).

The contemporary Danish folk high school (“Peoples High School”) is recognized by historians as an outgrowth of that first school opened by Kold, which was based on the philosophical principles developed by Bishop N. F. S. Grundtvig. Grundtvig, “who was born in 1783 as a son of a Danish country priest and who died in 1872 as a great bard, historian, theologian, and educator” (Kulich, 1984, p. 10), laid out his educational philosophy in a series of essays [*Nordic Mythology* (1832), *The Danish Four-Leaf Clover* (1836), *The School for Life and the Academy of Soro* (1838)] published in the mid-nineteenth century. Grundtvig had railed against the established formal education that existed in Denmark. He envisioned a “people’s school” built around the “living word” and the common culture of the Danish rural inhabitants. The four critical elements that anchored Grundtvig’s concept of a folk high school are “that the school should be a school for life...should be historical-poetical...should be *folkelig*...and that it should be a residential school for adults” (Kulich, 1984, p. 10).

Over one hundred and fifty years later, and worlds apart, large, contemporary multi-bed conference centers managed by universities, corporations, governmental organizations, and private enterprises are still organizing and managing residential learning environments for adult learners. For example, this researcher recently received a flyer in the mail announcing the opening of “The Conference Center Niagara Falls” in May 2004. The flyer read, “Inspired by the magnificence of Niagara Falls, The Conference Center Niagara Falls is designed to provide meeting professionals with a technologically advanced, sensibly priced venue for your most important meetings and events” (Flyer in the mail, visit www.niagarafalls-cc.com).

Although the term *residential adult education* is not often used in contemporary terminology, the residential adult educational settings have contributed and played a significant role in how adults learn and enhance their personal experience (Buskey, 1990; Cohen & Piper, 2000; Houle, 1971; Fleming, 1996, 1998; Schacht, 1957, 1960; Simpson & Kasworm, 1990).

As suggested by Buskey (1990), who echoed the earlier thoughts of Livingstone (1945), “residential adult education has its roots in three concepts: adult students, who are the participants involved in the learning activities; residence, which means that the participants live and eat together in a common facility; and education, which is the spiritual aim of the experience” (p. 15).

In 1935, the first National Police Training School, later named the Federal Bureau of Investigation’s (FBI) National Academy, a residential adult learning environment, began operation in Washington, D.C., and twelve weeks later graduated its first class of police officers. The early content focus was on police administration, police problems, and practical training exercises, which later formed the curriculum basis for the current FBI National Academy

(FBINA). In 1972, the FBI Academy, with federal funding to build a new agent training facility and to relocate the FBINA, opened its doors on the United States Marine Corps Base (USMC) Quantico, Virginia. The participants are primarily sworn law enforcement officers from the United States, but approximately twenty percent of the student population is comprised of international police officers. The FBINA provides the context of focus for this present study.

Since 1972, the current FBINA has incorporated the three basic concepts outlined by Buskey (1990) and Livingstone (1945): first, the student, law enforcement officers seeking to enhance their learning; second, residence, the FBI Academy, where the participants (students) reside, share meals, and gather in common facilities; and third, education, the law enforcement participants are there to enhance their professional knowledge and skills, while sharing their experiences with the faculty, staff, and law enforcement peers.

Advocates of residential adult education have offered a strong position that residential environments enhance the adult learning process, while suggesting the need for additional qualitative and quantitative research (Buskey, 1990; Cohen & Piper, 2000; Houle, 1971; Fleming, 1996, 1998; Schacht, 1957, 1960; Simpson & Kasworm, 1990). Fleming (1996) suggested that the effectiveness of the residential environment should be tested in a variety of contexts with a variety of participants. It is the position of this researcher that much of the recent research into the effectiveness of residential adult learning environments has been qualitative in nature and that there is a need for additional quantitative research. Another important consideration, central to this research, is the choice of the residential learning environment. This environment consisted of the FBI National Academy and its participants, the domestic and international police officers. The FBI National Academy is a legitimate example of a residential adult learning environment.

In the United States, numerous examples of residential adult education exist. These include: the folk schools imported by the religious Danish immigrants, the early Chautauqua and Lyceum movements in the mid-to-late nineteenth century, the Americanized folk high schools of the 1920s and 1930s, university programs in the late 1930s and 1940s, the Centers for Continuing Education sponsored by the W. K. Kellogg Foundation in the 1950s, the modern day conference/resort training centers, and other residential adult programs such as the Baccalaureate College of Lesley College in Massachusetts (Alford, 1969; Buskey, 1990; Cohen & Piper, 2000; Fleming, 1996, 1998, 1998; Houle, 1971; Schacht, 1957, 1960; Simpson & Kasworm, 1990).

Simpson and Kasworm (1990) indicated that the 1990s offered adults a variety of opportunities to learn, one of those options being the residential adult environment (p. 3). The authors used the metaphor “learning sanctuary” in describing the residential adult learning environment, a place for adult interaction and learning that offered safety and protection from outside distraction and interferences. It was a “retreat or escape from the maelstrom of daily life” (p. 3). The learning sanctuary provided adults an opportunity to reflect on the learning process as well as for personal growth and change.

Fleming (1996) further suggested that the residential adult environment had a “magical” quality, a unique interplay between the participant and the residential learning environment. Some recent research has focused on qualitative approaches to residential adult learning environments (Cohen & Piper, 2000; Fleming 1996, 1997, 1998; Horn 1995). Cohen and Piper (2000), for example, using a case study/narrative approach, observed a “personal transformation” among the adult participants enrolled in the Adult Baccalaureate College of Lesley College in Cambridge, Massachusetts in line with Mezirow’s (1990) theory of transformational learning. The adult students in their study shared “the common theme of an unfinished education” usually

for a variety of reasons (p. 206). Through self-narrative, the participants shared their experiences of the adult learning process and the personal change and self-reflection that occurred in the residential setting (pp. 205-206). The residential environment defined by Cohen and Piper would support Mezirow's (2000) contention that individuals exhibit "an urgent need to understand and order the meaning of our experience," which is "why it is so important that adult learning emphasize contextual understanding, critical reflection on assumptions, and validating meaning by assessing reason" (p. 3). The residential experience seems to offer the setting, a place, where the experiences can be shared. One of the key points that seems to emerge from the literature is that residential adult learning environments indeed work. Many professionals in the field of adult education are of the position that residential education presents a positive and successful learning environment for adults (Buskey, 1990; Cohen & Piper, 2000; Fleming, 1996, 1997, 1998; Houle, 1971; Schacht, 1957, 1960; Simpson & Kasworm, 1990).

Numerous other examples of residential learning abound. One example is in the field of residential environmental education, in which teachers accompany adolescents throughout the learning activity. Dettman-Easler and Pease (1996, 1999) stated "residential environmental education programs are programs in which teachers take students to a location and spend at least one night" (p. 41). Normally the accommodations are rustic cabins or retreat type facilities, but students eat, sleep, and have groups activities associated with the residential environment. The authors stressed that the "teachers in our study believe that residential programs provide students with a valuable and unforgettable experience" (p. 41). Ward (1976) conducted a study in which adults, surveyed years after the residential environmental experience, recalled specific exercises and events in which they had participated.

Other residential experiences focus on both adults and adolescents with problems of substance abuse, mental retardation, and physical disabilities (Merriam & Brockett, 1997, p. 20). There are other residential programs that focus specifically on the elderly and rehabilitation in "elderhostels" (Fisher & Wolf, 2000, pp. 480-492), and in the field of corrections "boot camps" for non-career criminals (Davidson, 2000, pp. 392-497; Wolford, 1989, pp. 356-368).

The expansive variety of residential programs has led to some confusion in describing the residential adult learning experience. As Fleming (1996, p. 1) cited "a lack of clarity about the central concepts of learning in residence, as well as a lack of empirical research" has led to concerns about the importance of residential experience in the adult learning process. It is difficult to describe one residential experience and apply it "across the board" to all adult residential learning experiences but is worth investigating how much of what we understand about residential adult learning applies to different contexts. The Baccalaureate College of Lesley College, mentioned earlier in the Introduction, is an example, of residential learning helping experienced adults finish their undergraduate degrees. The FBINA, the focus of the present study, is an example of a different type of long-term residential adult learning environment with its emphasis on professional law enforcement training and education.

Fleming's (1996, p. 8) qualitative study sought to "understand more fully the residential experience" especially through the "perceptions" of the participants and how these impressions compared with the literature on residential adult education. She developed a "framework of characteristics of residential learning," derived from multiple sources: Schacht's (1957, 1960) analysis and interpretation of residential adult education; the assessment and overview of Houle (1971), which described "the essential ideas of the European conception as they have evolved through practice and through a voluminous literature" (p. 13); and the investigations of Buskey (1970, 1990), as well as Simpson and Kasworm (1990) on the "rebirth" of the residential

conference center. Fleming cited the Summer 1990 volume of the New Directions For Adult and Continuing Education, higher education series, *Revitalizing the Residential Conference Center Environment* and her experience as an adult educator as the impetus for her study.

To review Fleming's foundation: Schacht (1957) identified six "values of residence" that define the "special virtue" of residential adult education: (a) detachment, (b) environment break, (c) concentration, (d) time, (e) intimacy, and (f) community (pp. 341-346). Fleming, used Schacht's assertions and the "Essentials of the European Conception" identified by Houle, namely: (a) "requires its own physical facilities, (b) myriad forms of sponsorship, (c) strong central purpose...sense of mission, (d) strongly humanistic quality, (e) separate identity of its own, (f) composed of a small enough group...may establish...identity within it, (g) fosters a sense of community...leads the individual to enlarge his knowledge of others, (h) complete break from the normal processes of life, (i) purpose...is wholly educational, and (j) the participants in residential adult education are expected to become better citizens of their nation and of the world" (Houle, 1971, pp. 13-19), developed her "Framework of Characteristics of Residential Adult Education" and listed them as follows: "(a) detachment from the familiar, (b) personal growth and identity, (c) learning domains and process, (d) impact of time, (e) sense of community and fellowship, and (f) environment (Fleming, 1998, p. 261). These six characteristics synthesized the literature that defined the residential experience and formed the basis for Fleming's study. Although the terminology may differ based on the contextual orientation of the residential experience, the essential components as defined by Schacht (1957, 1960) and Houle (1971) remain remarkably similar in definition and direction. Referring to the earlier comments of Buskey (1990), the conceptual roots of adult residential learning environments consist of three areas: adult students, residence, and education.

Figure 1 depicts the conceptual migration of Fleming's "Framework of Characteristics of Residential Adult Education" as synthesized from the work of Schacht (1957), Houle (1971), and the literature.

Fleming (1996) suggested three areas for further study: (a) additional research into the perceptions of participants about the residential experience, especially participants within different demographics and contexts, (b) a call for a new "in-depth" look at the "Matrix of Key Elements of the Residential Learning Experience" (see Table 1 & 2) based on the descriptive and overarching themes, and (c) additional research into the historical context and significance of the "Danish folk high schools" especially as they impact the American experience (p. 360).

"The purpose of the matrix is to illustrate connections that create and shape the residential participant experience, based on the perceptions and the literature of residential education" (p. 358). Fleming constructed the "matrix" with the overarching themes heading the rows, while the descriptive themes head the columns that depict and demonstrate the interrelationship between the "25 key elements" (p. 358-359). For the purpose of this study, the researcher has divided the key elements into two Tables (1 & 2), one is for detachment and the second is for continuity.

This research embraces Fleming's suggestions addressing participants from different demographics and contexts (in this case, law enforcement and the FBINA), and affords a more in-depth look at the "Matrix of Key Elements of the Residential Learning" as it pertains to the participant's perception of the effectiveness of the FBINA as an adult learning environment. The research also heeds the call for more quantitatively based research.

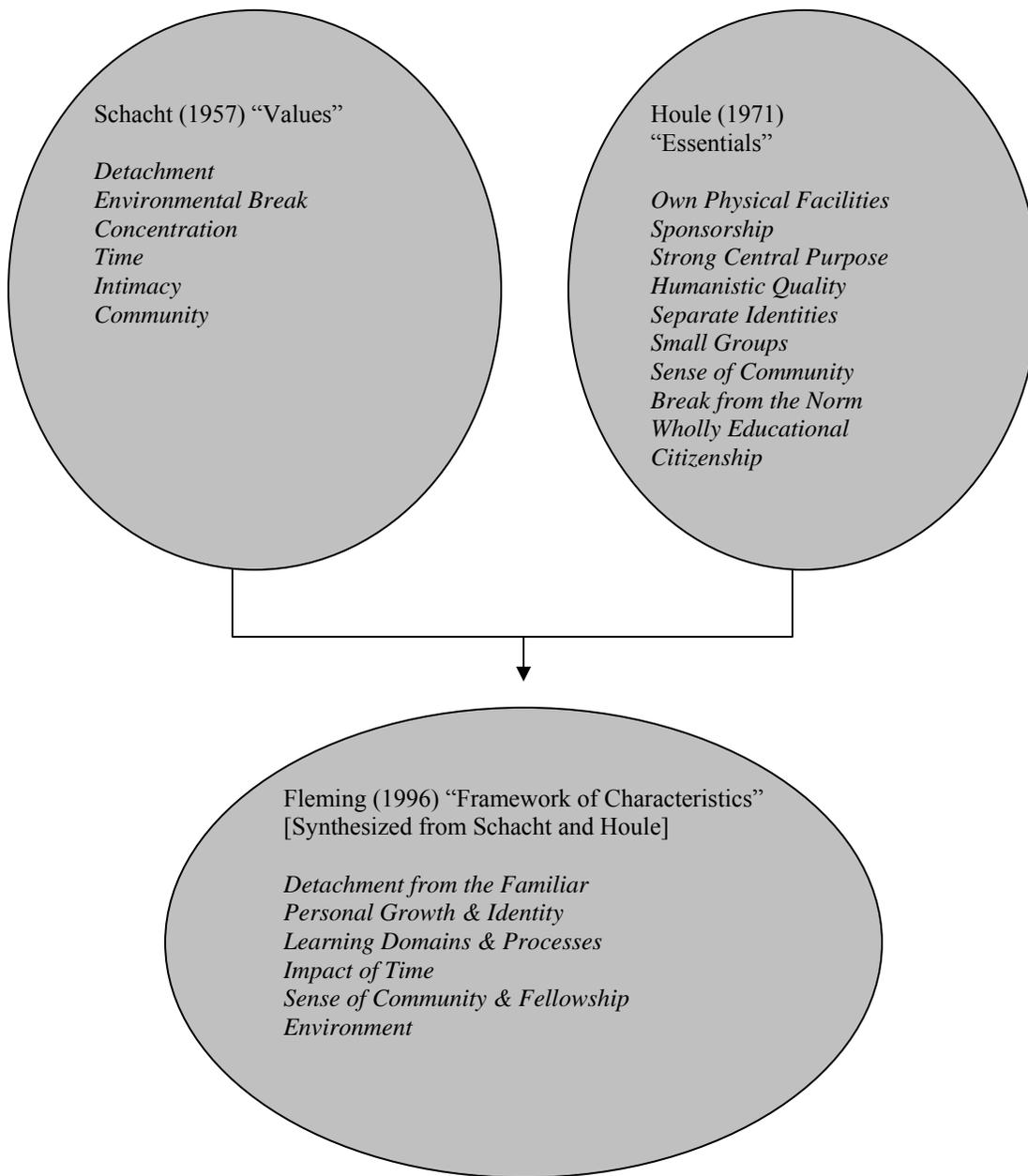


Figure 1: Characteristics of Residential Adult Education – A Conceptual Migration

Table 1

“Matrix of Key Elements of Residential Learning” - Detachment

<i>Overarching Theme of Residential Learning</i>	<i>Descriptive Theme of Residential Learning</i>	<i>Descriptive Theme of Residential Learning</i>	<i>Descriptive Theme of Residential Learning</i>	
Detachment	Building Relationships in Residence	Learning in Residence	Individual Change – During Program	Individual Change – After the Program
	Relationships are intense	More opportunities exist for learning	Participants loosen-up	Participants experience personal transformation
	Relationships are personal	Free time exists for learning	Participants act youthful	Participants change their values
	Relationships are unavoidable	Participants learn through being immersed	Participants feel safe	Participants change lifestyles
	Relationships develop with different people	Participants learning by having fun and playing	Participants are creative	
	Participants are seen in context	Participants learn through interpersonal relationships	Participants expand self-awareness	
	Participants drop their facades	Participants learn about themselves	Participants become more accepting of residential programs	
	Participants become interdependent	Participants learn about themselves		

The key elements associated with “detachment” and each of the descriptive themes is integrated within Table 1. Fleming (1996) suggested that the two overarching themes (detachment and continuity) are intertwined with the descriptive themes (building relationships in residence, learning in residence, and individual change). In Table 2, the descriptive themes are integrated about the overarching theme of continuity.

A closer inspection of the two Tables (1 & 2) reflects the apparent associations (relationships) between the overarching and descriptive themes. In Chapter Four, using bivariate and multivariate analysis, this study will analyze the relationships depicted in Tables 1 and 2.

Table 2

“Matrix of Key Elements of Residential Learning” - Continuity

<i>Overarching Theme of Residential Learning</i>	<i>Descriptive Theme of Residential Learning</i>	<i>Descriptive Theme of Residential Learning</i>	<i>Descriptive Theme of Residential Learning</i>	
Continuity	Building Relationships in Residence	Learning in Residence	Individual Change – During the Program	Individual Change – After the Program
	Relationships develop through intimate living	More opportunities to learn	Participants are creative	Participants experience personal transformation
	Relationships develop through informal bonding	Free time exists for learning	Participants expand self-awareness	Participants change values
	Participants drop their facades	Participants learn through being immersed	Participants become more accepting of their residential programs	Participants change lifestyles
	Participants are personal	Participants learn through interpersonal relationships		
	Participants are intense	Participants learn by being stretched beyond personal comfort zones		
	Participants are seen in context	Participants learn through group reinforcement		

Personal Perspective

The predicate for this study is based on a research article by Fleming published in the professional journal, *Adult Education Quarterly* (1998). In her research study, Fleming (1996, 1998) discussed participant perceptions of selected residential adult learning short-term programs and how those perceptions compare with the existing literature. The research interested me because of my simultaneous study of the history of American adult education, particularly the Highlander Folk School and its founder, Myles Horton. Horton and Highlander were cited in Fleming’s work, as American examples of the Danish folk high school concept, which stimulated an interest in the phenomenon of the residential experience. In Chapter II (Review of the Literature), the origin and development of the Danish folk high school is explained and traced from its European beginnings to the United States.

From 1987 - 2003, I worked and taught at the FBI Academy. One of the major programs offered at the FBI Academy is the FBI National Academy (FBINA), which is a ten-week residential adult learning program for senior law enforcement officers throughout the world. The

FBINA program is accredited (undergraduate and graduate) by the University of Virginia (UVA), located in Charlottesville, Virginia. Each year the FBI Academy hosts four National Academy (NA) sessions with approximately 270 police officers in each session. [See Appendix A for a more detailed description of the FBINA and its history dating back to 1935.] Over the years, as a UVA adjunct faculty instructor, I have taught and interacted with more than 1,000 FBINA participants in class as well as in extended learning experiences, and have directly observed the importance and significance of the residential environment in the learning process of these adult law enforcement officers. The National Academy (NA) students lived, ate, studied, and socially interacted together with other students and faculty. In discourse with NA students, it was not uncommon for teacher and student to discuss the importance and significance of the residential learning environment through the formal learning in the classroom and informal learning in small group discussions outside of class.

The importance and significance of the FBINA residential environment resonated with Fleming's research and the research of others. Complemented by my own studies (See Appendix B: Expanded Personal Perspective), these forces have led me to further examine the characteristics of residential learning environments.

Statement of the Problem

Historically, proponents of residential adult learning have claimed that certain characteristics of residential learning provided an environment suitable for adult learning. In the 1950's, Schacht (1957), Siegle (1956), Pitkin (1956), building on the mid-nineteenth century Danish folk high school concept, advocated residence education as an important part of the adult learning process. Schacht (1957, 1960) observed that residential education was congruent with the principles of adult learning and very workable method for helping adults learn. The author suggested that there were certain inherent "values" in residential education that collectively offer a positive adult learning environment. Siegle (1956) was convinced that residential education was a unique and effective educational process, while Pitkin (1956) argued that the residential education backdrop supported the educational effort.

In the 1950s, these three individuals were the leading proponents of the residential education movement, while there were other practitioners that questioned the empirical significance of the residential experience (Kafka, 1970 & Kafka and Griffin, 1984).

In the 1990s, residential adult learning environments (conference centers) emerged in the marketplace as well as new proponents in the literature (Buskey, 1990; Fleming 1996, 1998; Simpson & Kasworm, 1990), but as Fleming (1996, 1998) suggested many of the previous misgivings and concerns existed regarding the clear understanding of the residential learning process and the need was voiced for further empirical research to more clearly understand the characteristics of residential adult learning environments and the role played by the residential participants (Fleming, 1996, p. 1). Even with the long and established history and recent research into the effectiveness of residential adult learning environments, there appears to be a lack of quantitative studies assessing the characteristics of adult learning in residence and the participant's general reaction (satisfaction) with the learning environment.

As continuing professional education develops throughout the 21st century, the need to further define and clarify the contributions of adult residential experiences in a variety of contexts exists. The need for further research demonstrating these contributions is also essential. This study responds to this calling. The FBINA, as a case study, offered a unique opportunity to

observe and collect data during a ten-week residential adult environment with law enforcement participants. The results of this research will add to the relevant knowledge base of residential adult learning environments and hopefully provide empirical data that will refine the use of residential education for adults (Buskey, 1990; Fleming, 1996, 1998; Simpson & Kasworm, 1990).

Purpose of the Study and Research Questions

Using the FBINA and its participants as a case study, the purpose of this study is to more clearly understand the relationship among the characteristics of residential adult learning environments as described by Fleming (1996, 1998) and how this relationship impacts the participant's perception of satisfaction of the residential adult learning environment.

Research Questions

The research questions for this study are centered upon the relationship between the overarching and descriptive themes (Fleming, 1996) and the overall participant's perception of satisfaction of the residential adult experience. The hypotheses are designed to examine, (a) the relationships between and among the overarching and descriptive themes and (b) their association with the participant's overall perception of satisfaction. The general research questions are as follows:

1. As defined by Fleming (1996, 1998), is there a positive relationship (association) between the two overarching themes of detachment and continuity and the three descriptive themes: building relationships, learning in residence, and individual change?
2. Is there a positive relationship (association) between the two overarching and three descriptive themes and the participant's perception of satisfaction with the FBINA learning experience?
3. What is the strength of the relationship between each individual theme and the themes in combination with each other to the participant's overall satisfaction?

Based on the three research questions above, six different hypotheses have been developed that will form the basis of this study. The five independent variables are the overarching themes: (a) detachment and (b) continuity plus the descriptive themes: (c) building relationships, (d) learning in residence, and (e) individual change (Fleming, 1996, 1998). As measured by the Kropp-Verner Attitude Scale, the dependent variable is the participant's perception of satisfaction within the FBINA residential learning environment.

Hypothesis

The principal research hypothesis for this study is the following:

1. There is a positive relationship between measures of the overarching themes: detachment and continuity, measures of the three descriptive themes: building relationships, learning in residence, and individual change and the measure of the overall participant's perception satisfaction in the residential adult learning environment. These themes (characteristics) were tested individually and collectively

to assess the measure of the relationship between the themes and the participant's perception of satisfaction.

A focus of this study is to determine if the two overarching and three descriptive themes (Fleming 1996, 1998) have a positive association with the overall participant's perception of satisfaction determined by the Kropp-Verner Scale and the relative importance of the themes to satisfaction.

Assumptions

The FBINA represents a case study of participants in a residential adult learning environment that meets the basic criteria outlined by the literature. As mentioned earlier, Buskey (1990) listed the three conceptual anchors of an adult residential environment, which include the adult participant (law enforcement officer), the residential environment (the FBI Academy Complex), and the educational program (the curriculum sanctioned by the UVA). The FBINA is an example of the many diversified residential programs in the United States. As a law enforcement-training academy, which brings together police officers worldwide, there are four basic assumptions that will guide this study:

1. In the FBINA, each participant is a sworn law enforcement officer in his or her respective jurisdiction. It assumes that they have met the criteria for certification in their communities to enforce the law. It differentiates the police officer from the civilian personnel who also work in the various police agencies.
2. Each participant has met the basic qualifications and requirements for selection to the FBINA, which include an in-depth application process, background investigation, and security clearance. This assists in the development of the FBINA curriculum and the dissemination of "law enforcement sensitive" information.
3. Each participant willingly accepted the appointment to the FBINA as an important step in his or her professional growth and progress. In many police agencies, attendance at the FBINA is necessary, or at least, criteria for promotion or advancement within the department.
4. Approximately 75% of the FBINA participants have undergraduate degrees and many have graduate degrees, which increases the level of delivered educational content and reduces the chance of confusion when taking the survey instrument.

Limitations

For the purposes of this study, it was important to establish certain limitations as boundaries for the research. They include:

1. This study is limited to the sworn police officers, participants (students) that attended the FBINA located at Quantico, Virginia.
2. This study is limited to the 244 participants of the 212th Session of the FBINA from January through March 2003.
3. This study is limited by the ten-week length of each session of the FBINA.
4. This study only looked at the characteristics of residential adult learning environments in relation to the overall satisfaction of the participant with the FBINA program.

As discussed earlier, the FBINA is offered four times per year. The selection criteria used by the FBI Field Offices is standard and all participants regardless of their geographic location must meet the same standards for selection. For the international law enforcement students, it is important that they are able to speak, read, and write the English language. Given the general standards applied to all participants, each Session of the FBINA is very similar in its population.

Definition of Terms

As previously mentioned, one of the difficulties with an analysis of residential adult education is the “lack of clarity of the term and the concept...” (Fleming, 1996, 1998). For the purposes of this study, it is important to define the folk high school, residential adult learning environments, its characteristics, the FBINA, the participants, and other important and significant terms, phrases, and academic works. For a complete “Glossary,” see Appendix A.

Adult Education means many things to different individuals. Knowles (1980) suggested that adult education has “at least three different meanings. In the broadest sense, the term describes a process—the process of adult learning” (p. 25). Adult learning spans the breadth of formal and informal learning engaged in by motivated adults. Adult education also represents a “set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives” (p. 25). Thirdly, as Knowles (1980) suggested, adult education “combines all these processes and activities into the idea of a movement or field of social practice” (p. 25). Darkenwald and Merriam (1982) defined adult education as a “process whereby persons whose major social roles are characteristic of adult status undertake systematic and sustained learning activities for the purpose of bringing about some changes in knowledge, attitudes, values, or skills” (p. 9).

Residential adult education and adult learning are incorporated into the residential environment. It is a set of planned and organized activities that incorporates adults as students in an educational endeavor and residential adult education and adult learning in an important subset of the field of practice.

Residential Adult Learning has a multifaceted context depending on the context of the environment. As discussed earlier in this chapter, the history of adult residential learning is vast and worldwide. Alford (1966) questioned, “should the term ‘residential adult education’ be narrow or broad in its application” (p. 14)? Is it just the buildings, the program, or the institution or is it the combination of “features of residence, adult students, and educative intent” (p. 14) that establish residential education? The contemporary version of residential education embraces education and training on a variety of levels: the university, corporate conference, rehabilitation (physical and mental), retreats, and weekend seminars.

At the FBINA, the residential adult learning environment is a ten-week law enforcement-training program, where 250 police officers from around the world come together to live, eat, study, socialize, and work together to form bonds of friendship and to enhance the profession of law enforcement.

Participant is defined specifically as the FBINA student (participant) that is attending the session identified in this study.

FBI National Academy (FBINA) is the ten-week law enforcement-training program offered by the FBI.

Satisfaction is an important component in the adult learning process. Fulton (1991) described satisfaction as an “intrinsic measure of how pleased or fulfilled a learner is with an

activity” (p. 19). Densmore (1965) defined “Total satisfaction—the degree of over-all positiveness associated with having participated...as measured by the Kropp-Verner Scale” (p. 10). Kropp-Verner (1957), through their attitude scale, which was used in the present study, offered a method for measuring the general attitude of the participant during and “at the conclusion of an organized educational activity” (p. 212).

Significance of the Study

This study is significant because it contributes to the existing literature on the potential benefits of adult residential learning, especially in the areas of practice and empirical support or justification for residential learning. In addition, this study provides statistical data of interest for the academic institution, corporation/business, profession (medical, legal, business, and law enforcement), and secular interests in the attitudes toward long-term residential environments.

In the area of practice, the results of the study will enhance working knowledge of adult residential environments by exposition of FBINA case study experience. From the work of Grundtvig and his vision of the Danish folk high school, to the Schacht’s (1960) “values of residence,” Houle’s (1971) “essential elements,” Fleming’s (1996, 1998) “Framework of Characteristics in a Residential Learning” and this study, the results will have a potential impact on future residential experiences by analyzing the participant’s perception of satisfaction with a training program.

Even though this study focused on the FBINA, a law enforcement-training environment, the implications for other similar residential centers exists. As the literature review in Chapter II reveals, residential experiences are many and varied, but the essential components synthesized by Fleming and this work are applicable to other residential adult environments.

Secondly, many of the prior studies have documented the lack of quantitative research on adult residential learning environments (Buskey, 1990; Fleming, 1996, 1998; Simpson & Kasworm, 1990). Yet, while many of the practitioners insist that positive benefits result from adult learning in residential environments, others have questioned the significance of residence. It is anticipated that this study will add to the quantitative knowledge with regard to the relationship of the characteristics of adult residential education to the adult residential learning environment and add to the knowledge, practice, and implementation of adult residential learning.

From a practical perspective, there is another factor worth considering as a possible by-product of this present study. In the spring of 2001, at a FBI budget meeting, an executive questioned the financial investment being directed toward the FBINA amidst the pending cutbacks and shortfalls facing most federal agencies. What was so unique about the FBI Academy learning environment? The FBI executive continued to ask, could not the National Academy police officers receive the same quality of training and learning experience from universities, local community colleges, or state law enforcement training academies? Why does the FBI continue to offer free training to local law enforcement? The data derived from this current study could address those questions and provide assistance in the preparation of a response to budget inquiries, as well as contribute to the research and literature base on adult education, adult learning, and specifically the residential adult learning environments.

The FBI National Academy

The FBI's principal police training program is the FBINA. This is a ten-week, multidisciplinary program of study for experienced law enforcement managers nominated by their agency heads and based upon their potential for continuing advancement in their departments. The program emphasizes the development of law enforcement leaders, a comprehensive overview of effective and efficient principles of management, a wide array of criminal justice (law, behavioral science, communications, media, and forensic science) courses, and a focus on physical fitness and nutrition for the healthy wellness of the police officer. The UVA operates a regional office that accredits the undergraduate and graduate courses offered through the FBINA and certifies the academy faculty as adjunct faculty, within the School of Continuing & Professional Studies.

Each year, the FBINA holds four ten-week sessions of approximately 1,100 specially selected police officers. Since 1935, more than 33,000 police officers have graduated from the program, including over 2,000 officers representing 134 other countries around the world. Of those graduates, more than 20,000 are still active in law enforcement (FBI Briefing Book, 2001).

Following graduation from the FBINA, each police officer has the opportunity to join the FBI National Academy Associates (FBINAA) with both domestic and international chapters. Since 1935, these graduates have played a significant role in the development of a higher level of professional competency, cooperation, and integrity within the law enforcement community. The various worldwide chapters of the FBINAA have held retraining sessions to facilitate continued sharing of ideas and professionalism (FBI Briefing Book, 2001).

As mentioned earlier, the 212th session of the FBI National Academy is a residential adult learning environment and is the population from which this study is centered.

Chapter Summary

The purpose of this study is to gain a better understanding of residential adult learning through the relationship of key themes, characteristics and the overall satisfaction of the participants in the program. This chapter sought to lay the foundation for the study by describing the expanse of residential programs in the United States, the diversity of the residential programs, the variety of definitions, and the lack of quantitative research in the area. Proponents of residential adult education still maintain its significance in the learning process. The questions that guide this study will focus on the relationship of the themes of residential learning and the over all participant satisfaction with the FBI National Academy program.

The following chapter reviews the literature of residential adult education, its champions and its detractors, the relevant research conducted in the area, its place in the broad field of adult and continuing education, and the historical development and context of the FBI and the FBI National Academy, a residential learning environment. Chapter Three outlines the research methodology used in the collection of the data from the National Academy Survey Questionnaire (NASQ). The fourth chapter describes and analyzes the collected data and finally chapter five offers the summary, conclusion, and recommendations for this study.

CHAPTER II

REVIEW OF THE LITERATURE

Overview

This chapter provides an overview of the relevant literature and research pertaining to the concept of residential adult education as well as the history of the FBI, FBI Academy, and the FBI National Academy. The review will focus on the historical “roots” of residential adult education (Alford, 1966, 1969; Buskey, 1970, 1990; Fleming, 1996, 1997, 1998; Schacht, 1957), the characteristics that describe and define the residential adult learning experience (Buskey, 1970, 1990; Cohen & Piper, 2000; Fleming, 1996, 1997, 1998; Schacht 1957, 1960), and the research that has attempted to assess the effectiveness of residential adult learning environment (Alford, 1966, 1969; Buskey, 1970; Fleming, 1996; Kafka, 1970; Lacognata, 1961; Schacht, 1957; Wientge & Lahr, 1966).

This present study is based, in part, on the researcher’s interest in the historical and social significance of residential adult education, the research conducted by Fleming (1996, 1997, 1998) and personal conversations with Fleming as well as FBINA participants. Fleming suggested additional research to further define and clarify the residential experience and its characteristics, the continued evaluation of the perceptions of the participant, and further empirical testing of the variables that construct the residential experience. The FBINA is the subject of this quantitative case study, which focuses on the characteristics of residential adult learning environments and the perceptions of the law enforcement student towards satisfaction of the residential learning process. The main research question attempts to discern the relationship between overarching and descriptive themes of the residential experience and the overall student satisfaction of the program.

The applicable literature is organized into the following sections: (a) the historical development and evolution of the “*Folkehojskole*,” the Danish People’s High School, (Folk High School), its spread in Europe and migration to the United States, (b) characteristics of residential adult learning environments, (c) the relevant research that addresses the concept of residential adult education, (d) a brief history of the FBI, (e) the establishment of the FBI Academy, and (f) the creation of the FBINA, an example of a residential adult education.

Historical Development and Evolution of the “*Folkehojskole*”

As mentioned earlier in Chapter I, one of the difficulties in precisely defining residential adult education is the uniqueness and diversity of the residential concept in each and every environmental culture. The original Danish folk high school concept varied as it spread in other parts of Scandinavia, Europe, Asia, and the Americas. Houle (1971) stated “the eye of the historian discerns one clear line of sequential development beginning in Denmark in the middle of the nineteenth century...differing in important ways in each setting and each country in which it is found and yet having a fundamental unity of thought and practice” (p. 4). In assessing the development of the Danish folk high school concept, Houle identified two scholars, among others, as capturing the true meaning of residential education. In the mid-nineteenth century,

Bishop N. F. S. Grundtvig, an ardent Danish Nationalist, is credited with formulating the philosophy of a people's school for living and less than 100 years later, Sir Richard Livingstone, a British Scholar from Oxford, traveled to Denmark and observed, first-hand, the working of the folk high school and its remarkable success in bringing Denmark out of an economic and cultural slump (pp. 5-12).

Nicolai Frederik Severin Grundtvig

Grundtvig was the philosophical founder of the Danish folk high school and a volatile reactionary to the "formalism, rote-learning, and emphasis on books and 'dead' languages in the Danish school of his day" (Alford, 1969, p. 1). From 1829 to 1831, in search of an alternative to the traditional Danish education process, Grundtvig traveled to England and was impressed with the "freedom and vitality" of its schools, especially the residential colleges of Oxford and Cambridge. Here, Grundtvig was impressed with the "closeness" and the interactions between the student and teacher during meals and free time in the residential setting (pp. 1-2). Grundtvig returned to Denmark charged with the belief that the "living word" (oral word) was superior to books and the classical studies. He wanted a place (school) for the common man, the rural farmers and craftsmen of the Danish countryside. Grundtvig envisioned a "school for life," where adults (students) and teachers could come together, to live, to eat, and share a common environment (Alford, 1966; Christie, 1995; Hart, 1927; Livingstone, 1945).

After the defeat of Denmark during the Napoleonic Wars, Grundtvig tried to encourage the national spirit of the Danish people by creating the folk high school as a residential center for adults, "a school for life, not for living" (Grundtvig and Alford, 1965, as cited in Buskey, p. 16). The purpose of the center was to focus on Danish history and culture in an attempt to foster and channel the participants into action. The students were "encouraged to bloom rather than be educated to conform" (Warren, 1989, p. 217). Interestingly, Grundtvig never actually opened a successful folk school, but in 1851, Christian Kold opened the first successful folk high school in Ryslinge, Denmark based on the principles established by Grundtvig. Kold's Ryslinge became the model for other Danish folk high schools and other European and American visitors.

In the 1920s, Lindeman (1926) and Hart (1927), both of Danish ancestry, traveled to Denmark to see first-hand the successful integration of the folk high school concept and re-birth of Danish culture and history. Stubblefield (1988) identified Eduard C. Lindeman and Joseph K. Hart as standing apart from other adult education theorists of the time because they "focused their efforts in adult education on helping adults respond more adequately in their relationships with individuals and their memberships in groups, institutions, and communities. They thought of adult education as a form of social education" (p. 119). Lindeman (1926) offered the following significant observations about the meaning of adult education: a) "education is life..." b) "education conceived as a process coterminous with life..." c) "the approach to adult education will be via the route of situations, not subjects..." and d) "the resource of highest value... is the learner's experience" (pp. 6-9). Within Lindeman's observations about the meaning of adult education are the philosophical foundations of Grundtvig's "living word" and "schools for life."

In the early 1920s, based on the Danish model, Hart tried unsuccessfully to assist in the establishment of a folk high school in the mountainous regions of Pennsylvania. Later in 1925, on a trip to Great Britain, Hart spent the summer in Denmark studying the philosophical writings of Grundtvig, the history of the folk high schools, the impact on Danish culture, and visiting the

“*folkehojskole*”, the Danish People’s High Schools (Stubblefield, 1988, p. 128). Hart (1927) stated, “the discovery of these Danish schools has been at once the justification and the fulfillment of an educational adventure covering many years” (pp. 112-113). Hart found the living example of his “utopia of community education,” which focused the young adults on the relationship between life and experience, as the true essence of education. It was the combination of teacher, student, culture, life experiences, and the community that developed the person in adulthood (Stubblefield, 1988, p. 128).

There is a marked similarity between the observations of Lindeman (1926) and Hart (1927), plus a common theme of the influence of the Danish folk high school concept. These basic concepts, somewhat Americanized, would form the foundation for the John C. Campbell Folk School established in 1925, with a focus on Appalachian folk art and craft, and the Highlander Folk School established in 1932 by Myles Horton, as a place where “mountain people” could learn about “ life, work, culture, and history of Grundy County [Tennessee], the Cumberlands, and the South...” (Adams, 1975, p. 28).

Sir Richard Livingstone

Interestingly, approximately one hundred years earlier, Grundtvig had made a journey to Oxford and Cambridge in England in search of a structure or methodology that would incorporate the ideals of the “living word” and a “school for life” that he had envisioned for the rural people of Denmark. Imbued with the concept of residence from Oxford and Cambridge, Grundtvig returned to Denmark in 1831 to spread the concept of the Danish folk high school.

In late 1930s, Livingstone made a similar trek, as Grundtvig’s, to Denmark in search of a method to enliven the classical structure of the British educational system. Livingstone (1945) stated that although the main educational structure was sound and entrenched, there was a need for something more “to give the masses of the nation some higher education, which will include that study of human ideals and achievement which we call literature, history, and politics, and study of the material universe which we call science” (p. vii).

Livingstone (1945) observed that in the previous hundred years, there had been only four significant landmarks in education, “great creations which have embodied an idea, and excited interest and exercised influence far outside the country of their origin” (pp. 43-44). Livingstone identified the events as “the pre-war German University, the English Public School, the Danish People’s High School, and the Scout and Guide Movements” (p. 44). The People’s High School, highlighted by Livingstone, was successful because it educated the rural population of Denmark. Recognizing the achievements of Grundtvig and Kold, Livingstone noted the characteristics that defined the folk high school. The schools were residential with stated lengths of term depending on the season; they were primarily for rural men, eighteen years of age, but later, women were enrolled; the ventures were privately controlled; and the sole purpose for the education was to give the people their history, literature, language, and culture (pp. 45-46). “This Danish national education has three secrets of success: it is given to adults; it is residential; it is essentially a spiritual force” (p. 47).

Spread to the United States

Over the next 150 years, the Danish folk high school concept spread throughout Europe, Asia, and in the United States. In America, the growth of the folk high school concept was

closely tied to the Danish communities and the Danish Lutheran Church in the mid-west. In the late 1800's, Grundtvig's son, F. L. Grundtvig, migrated to America and established several religious communities in and around Tyler, Minnesota. This Danish-American community, known as Danebod, which meant "Danish Land" or "Danish Savior," was central to the other Danish-American communities. "The first minister and folk school Vorstander, was Hans Jorgen Pedersen, who had received his education at the folk high school located in Ryslinge, site of Christian Kold's first school" (Alford, 1969, p. 2).

In the mid-west and during the same time period, several other notable folk schools were established such as: Elk Horn Folk School, Elk Horn, Iowa (1878 - 1890), Ashland Folk School, Grant, Michigan (1882 - 1920) and (1928 - 1938), and Nysted Folk school, Nysted, Nebraska (1887 - 1934). There were perhaps twelve other folk schools that were started but closed shortly after opening. By the first part of the twentieth century, most of the folk schools had closed and many were used as Danish seminaries and health care facilities (Schacht, 1957, pp. 46-85).

There were several other uniquely American versions of the residential adult learning environments, with the philosophical connections to the European folk school concept such as: a) "the religiously-oriented camp meeting or retreat retreats;" b) "agricultural short course;" c) "university summer session;" and d) "conventions and conferences" (Houle, 1971, pp. 23-24). Liveright (1962) stated that, "the earliest organized forms of adult education in this country were the women's clubs, the Lyceums, and the Chautauqua's... (pp. 437-438). The Chautauqua, which began in 1874 as an outgrowth of the Lyceum Movement, served as a model for residential adult learning environments and focused on many of the important liberal adult education issues (p. 19).

There were two notable American versions of the Danish folk school concept, the John C. Campbell Folk School established in 1925 and in 1932, the Highlander Folk School opened in the Appalachian Mountains of North Carolina and Tennessee respectively. The Campbell Folk School is still in operation and focuses on mountain crafts, while the Highlander Folk School, now named the Highlander Research and Education Center, operates in Eastern Tennessee and promotes human rights and environmental issues. The original founder of the Highlander Folk School in 1932, Myles Horton, led the school until his death in 1990 and championed the cause of an individual's impact on society (Buskey, 1990; Adams, 1975, 1980; Glen 1996; Horton, 1989; Livingstone, 1945; Stubblefield and Keane, 1994).

In the 1950s, a third American version of the Danish folk schools incorporated the university residential centers and became an important part of the continuing education movement. The Kellogg Foundation funded nine of these centers for career enhancement and civic participation (Stubblefield & Keane, 1994). In 1957, the Georgia Center for Continuing Education opened "with funding from the W. K. Kellogg Foundation (through a 1953 grant) and the State of Georgia, and was the second of the 'Kellogg Centers,' the first opening at Michigan State University in 1951" (The Georgia Center for Continuing Education, 2004, History section, 3). According to the Georgia Center, "there are 13 such centers, ten in the U. S., and one each in Costa Rica, Great Britain, and Honduras (3). Prior to World War II, many of the first conference and convention centers opened on or near major universities, such as in 1935, the University of Minnesota. After the war, the Kellogg Centers grew throughout the 1950s and 1960s (Stubblefield & Keane). As the Kellogg Centers grew, so did the interest of major corporations such as IBM, Xerox, Merrill Lynch and the Marriott Corporation in establishing their own residential adult learning environments. The FBI and the FBI Academy have used the former

Xerox Training Center in Leesburg, Virginia for mid-level and upper-level management training when the Academy residential facilities are full of students.

Characteristics of Residential Adult Learning Environments

In the 1960s, Schacht (1960) reasoned that residential adult education was “due for an upswing in the United States” (p. 1). Dating back to the mid-nineteenth century in America, residential adult education was not a new movement, but had been present in the early Chautauqua and the church-inspired Danish folk high schools and now, the Kellogg Centers were catering to the business executives “spending from a few days to a number of weeks studying management or human-relations problems or immersing themselves in cultural disciplines” (Schacht, 1960, p. 1).

Like Schacht (1957, 1960), Pitkin (1956) and Houle (1971) realized that there were strong similarities between the European folk high school and the rapid growth of residential adult education in the United States. The residential environment requires its own physical boundaries and sense of identity, which separates the participant from the normal duties and commitments of everyday life. This detachment from familiar surroundings enhances the residential experience. The residential environment places emphasis on the educational development of the individual with a strong emphasis on humanistic values. The participants are generally placed in small groups to help facilitate a sense of community and the building of interpersonal relationships. The participants involved in a residential experience are thought to be “better off” as a result of the residential environment (p. 13-21). This was exactly what Schacht, Siegle, and Pitkin had suggested in the 1950s and early 1960s. In addition, Houle (1971) observed the close connection between residential continuing education and the rapid growth of the university residential environment. In 1935, the University of Minnesota began the first residential experience on a university campus (Alford, 1966).

Schacht (1960), assessing the needs of the adult learner, took the position that residential adult education was an acceptable method of learning and that there were special “virtues or advantages” of residential adult education, which made it unique. Based on Schacht’s study, he offered the following six special “virtues or advantages” of the residential experience (1960, pp. 2-4):

1. The *advantage of detachment* is the removal or separation of the individual away from the normal, daily routine of life. The experience is manifested in physical separation, as well as psychological isolation from the familiar surroundings (family, friends, and job).
2. The *advantage of a change in environment* is that combined with detachment, the individual is given the opportunity to explore and experiment free from the traditional approaches to learning.
3. The *advantage of concentration* allows the individual to focus on a learning project without interference from outside influences. The 24/7 nature of residential environment offers learning opportunities at a time best suited to the individual.
4. The *advantage of time* presents the learner with the ability to understand, comprehend, and implement knowledge through the learning process. Closely aligned with the other advantages, time involved in the learning process is without outside responsibilities.

5. The *advantage of intimacy* incorporates the essence of living in residence, which allows for the personal interactions with other learners. This personal interaction through formal and informal activities enhances the learning process.
6. The *advantage of community* extends the normal family and social unit to include other individuals with different backgrounds and experiences, which enhances the opportunity to learn.

Houle (1971), funded by the W. K. Kellogg Foundation, saw the connection between the attributes of learning in residence and adult continuing education. Residential learning experiences could be described in a variety of ways, but Houle took the position that a residential environment that “integrated life-and-learning situations” offered the best in residence. Like Schacht (1960), Houle (1971) envisioned an upswing in residential adult learning and stated that “residential education in the United States is massive in size and growing rapidly” p. 29). Both Houle and Schacht recognized the historical connection and transition between the European folk high school concept and its development in the American culture. Houle (1971, p. 13-21) offered ten important “characteristics” from the European concept that applies to the residential adult education movement in the United States:

1. “Residential adult education requires its own physical facilities...”
2. “European centers have myriad forms of sponsorship...”
3. “Each center has a strong central purpose...”
4. “Whatever the specific sense of mission, it has a strong humanistic quality.”
5. “The center has a separate identity of its own.”
6. “Each conference is composed of a small enough group so that everyone may establish his own identity within it.”
7. “The center fosters a sense of community which leads the individual to enlarge his knowledge of others and of himself in relation to others.”
8. “The conference [experience] provides a complete break from the normal process of life of those who come to it.” Participants are detached from the normal routines of work, family and social life.”
9. The purpose of the center is wholly educational.”
10. “The participants in residential adult education are expected to become better citizens of their nation and of the world.”

Fleming (1996) offered very similar definitions in her “Frameworks of Characteristics” which were derived from the Schacht (1957, 1960) and Houle (1971). The characteristics are defined (pp. 310-330):

1. *Detachment from the Familiar* explores the separation from familiar surroundings (family, friends, and job) and the impact of both physical and psychological isolation from normal and comfortable routines.
2. *Personal Growth and Identity* is accomplished within the residential setting because the participant has the time to concentrate on the learning process and the content. The individual has the potential for self-evaluation and reflection.
3. *Learning Domains and Processes* exhibited in a residential environment offer the time for concentration and immersion into the content and the development of the “whole person” as outlined by Grundtvig.
4. *Impact of Time* affects the participants in different ways. Time is built into the structure of the offered programs and the learning processes. It allows the learner an opportunity to establish new relationships and effect personal change.

5. *Sense of Community and Fellowship* is a central component of a residential adult learning setting. The dynamics of adult group interaction offer the possibility of change within the group and the individual. The outcome of a “learning community” extends beyond the confines of the residential experience.
6. *Environment* is the embodiment of the residential experience, which takes into account the physical, psychological, social, and cultural ingredients of the setting and learners who participate in the program.

Relevant Research

The literature indicates that residential adult education works, is popular, and is consistent with the adult learning process, but the literature also supports the notion that residential adult education lacks empirical support to substantiate the claims of success (Alford, 1966; Buskey, 1990; Cohen and Piper, 2000; Fleming, 1996, 1998; Houle, 1971; Kafka, 1970; Kafka & Griffith, 1984; Simpson and Kasworm, 1990; Schacht, 1957, 1960). Flanagan (1975) asserted, “research results on the effectiveness of adult residential programs are generally positive, but researchers differ on their conclusions concerning the direct influence on residence in adult learning” (p. 58).

In the ten-year period from 1960 through 1970, several researchers looked at residential adult learning from an adult education/learning perspective. Lacognata (1961) and Wientge and Lahr (1966) focused their research on the differences between a residential and non-residential learning environments/courses as compared with outcome cognitive achievement/test scores. Kafka’s (1970) study looked at three characteristics (“determinants”) of residential education: group isolation, content concentration, and group support in relation to cognitive achievement. Kafka (1970) and Kafka and Griffith (1984) acknowledged some positive benefits from learning in residence, but were less sure of the overall superiority of residential learning process in connection with the determinants.

Lacognata (1961) compared the effectiveness of residential and non-residential adult learning environment. Using an eight-day insurance course taught in residence at the Michigan State Kellogg Center for Continuing Education and a similar traditional course taught in Detroit, Michigan, he hypothesized “that residential instruction results in superior achievement” (p. 19). Lacognata’s study examined “knowledge acquisition and knowledge application” on four different instruments: “essay-quiz, a multiple-choice test, State examination scores, and focused interviews” (p. 19). He concluded that the residential students did better on the essay and multiple-choice tests, but both groups (residential/non-residential) did equally well on the State examinations (p. 19). Lacognata suggested that the variables isolation, continuity, and group support contributed to the effectiveness of the residential situation, but indicated further research was warranted because of the variety and differences in programs (pp. 19-20).

Wientge and Lahr (1966) conducted a similar study where a control group existed in a traditional adult evening class, while an experimental group attended residential weekend seminars. It was thought that the experimental group would be superior because of the residential nature of the program, but the results did not support their contention. Wientge and Lahr summarized that residency did not improve the learning outcomes or affect the participant’s attitudes in any positive way (p. 12).

Kafka (1970) conducted a quantitative study of the determinants of residential adult education (closely related to Schacht’s “value of residence” and Fleming’s “Framework of

Characteristics”), in which he compared the determinant to cognitive achievement in short-term residential environments. Kafka viewed residential programs as “temporary systems” in which three determinants (isolation, content concentration, and group support) had a possible impact on cognitive achievement. His study concluded that there was a positive correlation between isolation and content concentration and cognitive achievement, while the data did not support a correlation between group support and cognitive achievement (p. 2).

Since I have spent fifteen years teaching, facilitating, working and interacting with adult students (participants) at the FBI Academy, a residential adult learning environment, I feel uniquely qualified to assess the value of this type of residential program. Using this first-hand knowledge and experience and synthesizing the research of Schacht (1957, 1960), Alford (1966), Houle (1971), Simpson & Kasworm (1990), and Fleming (1996, 1998), this quantitative study provides new insight into the significance and importance of the characteristics of residential adult learning environments. The data and conclusions derived from my study will allow for a greater understanding of the adult participant, the characteristics of residential adult learning environments and the attitude of satisfaction on the learning program.

The FBI: A History

Concept of the FBI (1892 – 1908)

Based on conversations at the Baltimore Civil Service Reform Association meeting in 1892, Theodore Roosevelt and Charles Bonaparte, both Progressives, discussed the need for professionalism, not political connections in law enforcement. When Roosevelt became President of the United States in 1901, he continued the search for expertise and excellence in finding the best individuals for government service. In 1905, President Roosevelt selected Charles Bonaparte, as his Attorney General, to lead the Department of Justice, who then hired former police detectives and United States Secret Service Agents to form the initial cadre of federal investigators, later called the FBI. Since its inception in 1870, the United States Department of Justice was not authorized to have its own investigators, but relied on others Agencies, like the United States Secret Service, to lease their agents to the Department of Justice. The practice was expensive and created some conflict in Congress, because they saw the use/lease of other Agents as a potential conflict of interest (Federal Bureau of Investigation (n.d.), p. 1).

Up until the 20th century, local, county or state governments, not the federal government, handled most government responsibilities and oversights. The creation of national investigative agency created some controversy and concern with the states, but with increased transportation and communication across state boundaries necessitated the need for a federal investigative force (p. 1).

In May 1908, Congress prohibited the Justice Department from the practice of use/lease of Secret Service Agents, which forced Attorney General Bonaparte to seek independent funding for the Department of Justice to hire its own Agents. In July of the same year, Congress appropriated funds to the Department of Justice to hire a select number of new Agents, who were ordered by Attorney General Bonaparte to report to the Chief Examiner Stanley W. Finch. FBI historians point to this date (July 26, 1908) as the beginning of the FBI (p. 2).

The Beginning (1908 – 1921)

While the Bureau's early crime fighting was basically limited to financial and bank fraud crimes, the early Justice investigators had few federal laws to enforce. This changed in June 1910 with the passing of the Mann ("White Slave") Act, which made it illegal to transport women across state lines for immoral reasons. Over the next few years, as more federal crimes were added to the Bureau's responsibility, the number of Agents grew to more than 300 with field offices located in most of the major cities and a Special Agent in Charge managing each field office (Federal Bureau of Investigation, p. 2).

As the United States entered World War I in 1917, the Bureau's investigative requirements extended to "Espionage, Selective Service, and Sabotage Acts and assisted the Department of Labor by investigating aliens" (pp. 2-3). In July 1919, "William J. Flynn, former head of the Secret Service, became Director of the Bureau of Investigation" and oversaw the Bureau's growth into interstate crimes with the passing of the National Motor Vehicle Theft Act (p. 3). Laws, like the Mann Act and National Motor Vehicle Theft Act, gave the Bureau of Investigation the ability to reach across state lines in the pursuit of federal criminals (p. 3).

Turbulent Period (1921 – 1933)

The period from 1921 to 1933 was a turbulent period for the Bureau of Investigation as it investigated and battled [Gangsters] criminals who violated the Prohibition Act, which outlawed the selling or import of illegal alcoholic beverages. Although the Department of Treasury had the principle jurisdiction on the illegal use of illegal alcoholic beverages, the Bureau of Investigation was able to make its presence known by implementing other lesser-known federal laws, such as federal fugitive witness statues. For example, the Bureau's earliest investigations of the infamous Al Capone were based on federal fugitive witness investigations (Federal Bureau of Investigation, p. 3).

During the period 1921 to 1933, the resurgent Ku Klux Klan (KKK) of the late 1800s provided targets of opportunity for the young Bureau of Investigation. Through these years, the Bureau made a name for itself fighting traditional financial and bank fraud crimes, neutrality violations, as well as the espionage and sabotage violations during and after World War I (p. 3).

J. Edgar Hoover, who had joined the Bureau of Investigation in 1917, a graduate of the George Washington University Law School, was promoted to Assistant Director of the Bureau under then Director, William J. Burns. After President Harding died in office in 1923, the new President Calvin Coolidge appointed a new Attorney General, Harlan Fiske Stone. In May 1924, Attorney General Stone promoted Hoover as the new Director of the Bureau of Investigation.

Over the next few years, Hoover made sweeping changes in the Bureau by enhancing the professionalism of the Special Agents by developing regular performance appraisals. He fired many Agents who he thought were unfit or unqualified for the position and enacted regular inspections of all Field Offices operations, its Agents, and support personnel. Hoover expanded the number of Field Offices to over 30 and established new "Divisional headquarters in New York, Baltimore, Atlanta, Cincinnati, Chicago, Kansas City, San Antonio, San Francisco, and Portland" (p. 3). In January 1928, Hoover implemented a new agent-training program and returned to the "earlier preference for Special Agents with law or accounting experience" (p. 3).

One of the significant accomplishments of the early Hoover era was establishment, under the control of the Bureau of Investigation, of a National Division of Identification and

Information, which brought together crime records and fingerprints of federal, state, and local fingerprints in one common location as well as the compiling and publication of crime statistics for the United States. This fact increased the effectiveness and efficiency of the Bureau of Investigation and its ability to work with local law enforcement. It should be noted that the expansion the Bureau was not well received in all corners of law enforcement. The states and local law enforcement felt that crime prevention, detection, and enforcement were their responsibility (p. 4).

Great Depression and the Pre-World War II (1933 – 1939)

The 1930s would again be an important decade for the developing Bureau of Investigation. The stock market crash in 1929 and resulting Great Depression set the stage for the enhancement of federal jurisdiction over certain types of crime. During this economic crisis in the United States, many people turned to information medias, such as newspapers, magazines, radio, and even the movies for entertainment, while other people turned to crime activities. Hoover capitalized on the media interest of the American people to publicize the Bureau of Investigation and its activities. The earliest version of the current *Law Enforcement Bulletin* (LEB), then called the *Fugitives Wanted By Police* was such an example of publicity orchestrated by Hoover. Hoover recognized very quickly the importance of public opinion and he often used it to his advantage over the next 40 plus years. With the enhanced support of the American people and Congressional action, the Bureau grew to over 600 Special Agents and 1100 Support personnel in over 40 cities (Federal Bureau of Investigation, p. 4).

The early to mid-1930s were crucial years for the early FBI. The kidnapping of the Lindberg baby in 1932 and the passing of the Kidnapping Statute by Congress brought the Bureau of Investigation into the public's eye as well as the pursuit of John Dillinger in 1934, when he crossed state lines to evade capture. Congress passed a series of federal laws involving violations of interstate activity, which greatly enhanced the investigative responsibility and prowess of the Bureau, to include the authorization to carry guns and make arrests. Prior to this, the Bureau of Investigation was only an investigative arm of the Department of Justice without such authority. In 1935, after much discussion and political wrangling, the Federal Bureau of Investigation was created within the Department of Justice (pp. 4-5).

The 1930s also saw the funding and establishment of the FBI's Technical Laboratory (1932) and the creation of the FBI National Academy (1935) to augment and enhance the training of police officers in contemporary investigative methodology from across the United States. In the 1940s, this same training was extended to the international law enforcement community (p. 5).

World War II Period (1939 – 1945)

In the mid to late-1930s, with the threat of European unrest, the United States remained neutral per the recently passed Acts of Neutrality, but the United States was rife with political, economic, and social unrest. The country was still in the throes of the Great Depression and early forms of Fascism and Communism found support with some disadvantaged American citizens. Hoover and the FBI saw this support as a potential threat to internal (domestic) American security. President Franklin Delano Roosevelt and Congress agreed and with the issuance of a Presidential Directive by Roosevelt and the passage of the Smith Act by Congress made it a

federal crime to advocate the overthrow of the United States Government. In 1939, as war broke out in Europe, the FBI stepped up its operations as subversion, sabotage, and espionage became overriding concerns of Hoover and the Roosevelt Administration as well as the vast majority of the American people (Federal Bureau of Investigation, pp. 5-6).

By the early 1940s, the United States was backing away from the Neutrality Acts and moving towards the European Allies. The Germans, Italians, and the Japanese (Axis Powers) nationals living in the United States represented a real threat to American security. The FBI with other Agencies and international partners orchestrated avenues of information and intelligence gathering. The FBI, along with other military and civilian agencies stopped numerous attempts at sabotage, espionage, and enemy alien insertions at the hands of the Axis Powers. Interestingly, during this period, the FBI sought and incorporated graduates of the FBI National Academy, which began in 1935 (See Section: The FBI National Academy, p 60), into the ranks of the corps of FBI Special Agents to fight this onslaught of war-related criminal activity. The ranks of the FBI grew to over 13,000 employees of which 4,000 were Special Agents (p. 6).

One event in American history, during the war years, that has received much in the way of media scrutiny and governmental review was internment of Japanese nationals and American citizens of Japanese descent. These American citizens and Japanese nationals were forcibly removed from the West Coast of the United States for security reasons by order of President Roosevelt and the concurring Attorney General. Interestingly, Hoover and the FBI had arrested those individuals they considered security risks and did not see the need for the confinement of others (p. 7).

War-related investigations were not the only responsibility of the FBI. The FBI continued to work in the traditional areas of financial and bank fraud, interstate violations (Mann Act, Kidnapping, and National Motor Vehicle Theft Act), as well as new areas of unrest in Civil Rights and unrest as a result of the recommendations arising out of the Fair Employment Practices Commission (FEPC).

The FBI faced a different world in September 1945. President Roosevelt had died in office and Harry S. Truman became the next President. The war in Europe was over with the surrender of Germany and Italy (May 1945), while the war in the Pacific would continue for a few more months (August 1945).

Postwar America (1945 – 1960)

The fear, and in some cases the reality of Communism spreading into various levels of government as well as in the private and commercial sectors, fueled the demand for increased diligence on the part of the FBI. Since 1917, the FBI had the direct mission of protecting the internal security of the Nation against those who would undermine its autonomy. In the post-war period, the FBI assumed new duties such as conducting background investigations on prospective federal employees and Presidential appointees. Hoover and the FBI felt that comprehensive background investigations were as critical to effective investigations of subversive activities as the actual criminal act itself (pp.7-8).

In addition to the national security investigations in the post-war period, the FBI increased its crime fighting partnership with state and local law enforcement agencies and Congress continued to enhance the FBI's investigative jurisdiction. In March 1950, the FBI's "Ten Most Wanted List" was established to assist in the search (hunt) for dangerous fugitives. The FBI, with enhanced resources (forensic and technical developments), was able to provide

greater assistance to the law enforcement community. Hoover, dating back to the establishment of the FBI National Academy in 1935, recognized the importance of effective and efficient partnerships with law enforcement through training and cooperation (p. 8).

Throughout the 1960s, Congress enacted several new laws (Civil Rights Act of 1960 and 1964; the Crime Aboard Aircraft Act of 1961; an expanded Federal Fugitive Act; and the Sports Bribery Act of 1964), which would extend the FBI's jurisdiction in investigation of civil rights, racketeering, and gambling. Some of the most notable investigations surrounded the assassination of Martin Luther King, Jr., the subsequent arrest of James Earl Ray, the acknowledgment of the existence of a nationally organized crime network (La Cosa Nostra/American Mafia), and the testimony of organized insider Joseph Valachi. Based on the testimony of Valachi, Congress strengthened the jurisdiction of the FBI with two new laws aimed at the federal racketeering and gambling statutes, which assisted in the fight against organized crime. The Omnibus Crime Control and Safe Streets Act of 1968 authorized the use of court-ordered electronic surveillance as an investigative tool in certain violations. The Omnibus Crime Bill was followed by the Racketeer Influenced and Corrupt Organization (RICO) Statute of 1970 that allowed investigative agencies (especially the FBI) to prosecute organized crime groups for their myriad of crimes. Effectively, by the end of the 60s decade, the FBI had grown to over 6700 Special Agents and 9300 Support Personnel (p. 9).

Era of Protest and Demonstration (1960 – 1972)

The 1960s was a turbulent and violent period within the United States beginning with the assassination of President John F. Kennedy, the public outcry and demonstration against the war in Vietnam, and urban unrest in the streets. In fact, “in 1970 alone, an estimated 3,000 bombings and another 50,000 bomb threats occurred in the United States (p. 9). The FBI was called upon to play a critical role in these investigations. Hoover, quoted in a PTA magazine article, felt that the United States was being challenged by “a new style in conspiracy...conspiracy that is extremely subtle and devious and hence difficult to understand...a conspiracy reflected by questionable moods and attitudes, by unrestrained individualism, by nonconformism in dress and speech, even by obscene language, rather than by formal memberships in specific organizations” (as cited in www.fbi.gov/libref/historic/history/text, p. 10).

The University of Wisconsin (Madison, Wisconsin) was the setting for violent antiwar sentiment in August 1970, where four young individuals threw a powerful homemade bomb into the Army Math Research Center on the university grounds; one student was killed and three others injured. A few months later, an Ohio National Guardsman fired on Kent State students participating in an antiwar protest. Four students were killed and others injured as a result this incident. The FBI was called in to investigate both the bomb blast at the University of Wisconsin and the death of students in the Kent State demonstration. The FBI, lacking specific guidelines for dealing with the violent threats by homegrown demonstrators, relied on some of the same investigative techniques that it had used during the war and post-war eras. By the beginning of the 1970s most of the violent antiwar demonstrations had subsided into more peaceful protests (p. 10).

On May 2, 1972, J. Edgar Hoover died. Hoover had been the Director of the FBI for almost 48 years and had led the FBI through its formative period. President Richard M. Nixon appointed L. Patrick Gray, a retired Navel officer and Assistant Attorney General in the Justice Department, as Acting Director of the FBI, who was immediately faced with the attempted

break-in at the Democratic National Headquarters located in the Watergate Office Building in Washington, D. C. As a result of this investigation, Acting Director Gray withdrew his name from Senate confirmation for the position of Director of the FBI amid allegations of impropriety. Within hours of the Gray resignation (April 27, 1973), William Ruckelshaus was appointed Acting Director until Clarence Kelly assumed the position on July 9, 1973.

Post Watergate

Within days of Kelley's appointment as Director of the FBI, members of the Nixon Administration began to resign amid allegations of obstruction of justice in connection with the Watergate investigation. These events culminated in the resignation of President Richard M. Nixon on August 9, 1974 and the swearing in of Gerald R. Ford as the new President with a vow to heal the nation.

Over the next five years, Director Kelley, the former Police Chief of Kansas City, initiated many new reforms to restore the image and reputation of the FBI. He improved the selection and training of Special Agents, intelligence gathering, the prioritization of investigative programs, and the training offered to the general law enforcement community. In 1974, Career Review Boards were established to help train its existing mid and upper-level managers and to train future managers of the FBI. At the same time, Kelley, in conjunction with the International Association of Chiefs of Police (IACP) and the Major City Chief Administrators, sought the development of executive training programs for law enforcement leaders (p. 11).

During Kelley's tenure as Director, he initiated a "Quality over Quantity" approach to investigations, which established three national priorities for the FBI: Foreign Counterintelligence, Organized Crime, and White-Collar Crime.

Rise of International Crime

With the resignation of Clarence Kelly in 1978, former federal judge William H. Webster became the next Director of the FBI. Webster continued and expanded the national priorities established by Kelley with enhanced funding and allocation of personnel resources. With the terrorism abroad and at-home, Webster added Counter-Terrorism as the fourth national priority for the FBI. The FBI continued its investigations into national security matters and brought many espionage cases to successful prosecution. The 1980s saw the FBI, at the direction of the Department of Justice, extending its influence into narcotics investigations with concurrent jurisdiction with the Drug Enforcement Administration (DEA). This influence resulted in "the confiscation of millions of dollars in controlled substances, the arrests of major narcotics figures, and the dismantling of important drug rings. One of the most publicized, dubbed the 'Pizza Connection' case, involved the heroin trade in the United States and Italy" (p. 12).

The late 1980s was also a period of economic stress in the United States with the failure of many banks and savings and loan companies. The FBI, with enhanced funding and resources provided by the Financial Institution Reform, Recovery, and Enhancement Act, directed Agent and Support Personnel towards these investigations. Also in 1980s, the FBI investigated many cases of public corruption on the federal, state, and local level. For example, FBI investigations (Code Name ABSCAM) led to the convictions of members, while on the state level the FBI investigated state legislatures in California and South Carolina (p. 12).

During the same period of time, Congress expanded the FBI's jurisdiction in combating terrorism by giving the FBI authority to investigate crimes against United States citizens outside of the country. The FBI was given authorization to arrest federal criminals (terrorists, fugitives, and drug traffickers) in foreign countries without specific permission from the host country.

In May 1987, Director Webster resigned from the FBI to head the Central Intelligence Agency (CIA) and in November 1987, Judge William S. Sessions was sworn as the next Director of the FBI. Judge Sessions continued the national priorities of the FBI and sought additional resource to meet the new challenges facing the FBI. By 1988, the FBI employed over 9600 Special Agents and over 13,600 Support Personnel working out of 58 Field Offices in the United States and 15 Legal Attaches (Special Agents assigned to Embassies) overseas (p. 13).

End of the Cold War

“The dismantling of the Berlin Wall in November 1989 electrified the world and dramatically rang up the Iron curtain on the final act in the Cold War: the formal dissolution of the Soviet Union, which occurred on December 25, 1991” (p. 13). These events significantly changed the world landscape and changed the direction of the FBI. The FBI moved significant resources out of foreign counterintelligence duties to impact the rising tide of violent crime in the streets of cities across America. In 1989, Director Sessions placed identified violent crime as the sixth national priority of the FBI. By November 1991, the FBI initiated “Operation Safe Streets” an attempt to establish federal, state, and local task forces aimed at fugitives and gangs. This program placed FBI Special Agents working hand-in-hand with their police colleagues and helped to forge a new partnership with law enforcement, a concept that had been a cornerstone of the Hoover years (p. 13).

The technology employed by the FBI continued to assist the investigations in the field. By 1978, the Laboratory Division was using laser technology in the identification of fingerprints (implemented in 1924) and by the early 1990s; the Lab was using DNA technology in crime scene investigations. DNA testing of evidence allowed law enforcement to positively or negatively rule out potential suspects. Ironically, as many crimes were solved, numerous old crimes for which individuals were convicted and serving sentences in prison were released because of DNA evidence (P. 13).

The FBI continued to enhance its resolve against white-collar crimes, especially with automation of the financial world. Law enforcement was now faced with financial and fraud crimes at all levels of the economy, from environmental, securities, tax, to health care cases, which resulted in hundreds of millions of dollars lost to the American taxpayer. With the ease of a simple electronic transfer, legal and illegal funds could be moved around the world making it very difficult to trace and track. The FBI found it necessary to strengthen the resources of Special Agent and Support Personnel working those violations.

By 1991, the National Security Threat List, approved by the Attorney General of Department of Justice, “changed the approach from defending against hostile intelligence agencies to protecting U. S. information and technologies. It thus identified all countries...not just hostile intelligence services...that pose a continuing and serious threat to the United States. It also defined expanded threat issues, including the proliferation of chemical, biological, and nuclear weapons; the loss of critical technologies; and the improper collection of trade secrets and proprietary information (p. 13).

Unfortunately, the image and reputation of the FBI was seriously tested in the early 1990s with two isolated events involving the FBI and the FBI's Hostage Rescue Team (HRT), which had been created in the early 1980s and showcased at the 1984 Los Angeles Olympic Games. In August 1992, the FBI was called upon to assist the United States Marshall in the apprehension of a federal fugitive Randy Weaver at his cabin located in Ruby Ridge, Idaho. In an attempt to arrest Weaver, a Deputy U. S. Marshall was killed in the line of duty. During the standoff, in which the HRT was now involved, the wife of Randy Weaver was shot and killed by an FBI sniper. Eight months later, in April 1993, the FBI and the FBI's Hostage Rescue Team were again called upon to assist another federal law enforcement agency, the Bureau of Alcohol, Tobacco and Firearms (ATF) at a remote compound outside of Waco, Texas. In this situation, ATF Agents had attempted to arrest individuals inside the heavily armed, religious compound for weapons violation, but the arrest attempt resulted in the death of four ATF Agents as they attempted to storm the compound. For the next 51 days the FBI, the HRT, and law enforcement attempted to bring a peaceful settlement to the standoff. "Instead, as Agents watched in horror, the compound burned to the ground from fires lit by members of the sect. Eighty persons, including children, died in the blaze" (p. 14).

In the resulting years, these two incidents resulted in public and Congressional investigations that seriously questioned the FBI and its ability to deal with crisis events. Today, these two events have been adjudicated in the public and legal sectors, but the FBI has continued to deal with the aftermath of these crisis situations. New policies, procedures, and training have been implemented throughout the FBI to ensure that important lessons were learned so that history does not repeat itself. As a result, the FBI created the Crisis Incident Response Group (CIRG) to address crisis situations.

Rise of a Wired World: 1993 - Present

As a result of serious ethics violations, in July 1993, Director William H. Sessions was forced to step-down and was replaced by Acting Director Floyd I. Clark. Two months later, September 1, 1993, Louis J. Freeh was sworn in as the new Director of the FBI with a mandate to deal with crime problems both at home and abroad. Director Freeh embarked on a policy of expanding the FBI's role in foreign countries and to forge new partnerships with international law enforcement. For example, in 1994, Director Freeh opened a FBI Legal Attaché Office in Moscow, the capitol of the old Soviet Union. In April 1995, the FBI opened the first International Law Enforcement Training Academy (ILEA) in Budapest, Hungary, which was based on the FBI National Academy concept and program (p. 14). It is important to remember that the FBI National Academy, which began in 1935, began incorporating international police officers in the ranks of the National Academy during the early 1940s.

The FBI was making the transition from the traditional crimes (bank robbery, interstate transportation of stolen motor vehicles and property, kidnapping, and others) to crimes of a more international scope. FBI resources were reassigned to meet these demands. The period 1993 – 1996 seriously tested the FBI's resolve with the following cases: "World Trade Center bombing in New York City (1993); the bombing of the Murrah Federal Building in Oklahoma City (1995); the UNABOMBER Theodore Kaczynski (1996); the arrest of Mexican drug-trafficker Juan Garcia-Abrego (1996); and the Russian crime boss Vyacheslav Ivankov (1995)" (p. 14).

As previously discussed, the digital environment (use of computers and the Internet) provided a new vehicle for criminals (cyber-criminals) to apply their trade. The FBI met those

challenges by creating the Computer Investigations and Infrastructure Threat Assessment Center (CITAC) to address cyber attacks against U. S. interests. In 1991, to meet local needs, the FBI had established the Computer Analysis and Response Teams (CART) to aid in the investigations in which computers were involved and an integral part of the crime activity. CART personnel have extended their responsibilities to assist state and local law enforcement with these types of investigations; some of the notable examples are the investigation of child pornography cases (FBI's Innocent Images Program) both domestic and international. In 1998, the FBI established the National Infrastructure Protection Center (NIPC) "to monitor the dissemination of computer viruses, worms, and other malicious programs and to warn government and business computer users of these dangers" (p. 14).

"Between 1993 and 2001, the FBI's mission and resources expanded to address the increasingly international nature of crime in US localities. The FBI's budget grew by more than \$1.27 billion as the Bureau hired 5,029 new Agents and more than 4000 new Support Personnel" (p. 15). Director Freeh was instrumental in preparing the FBI for the 21st century challenges in the domestic and international arenas. Freeh left office in June 2001 for a position in the private sector.

Challenge: 2001 – Present

"On September 4, 2001, former U. S. Attorney Robert S. Mueller, III was sworn in as FBI Director (2001 to present) with a specific mandate to upgrade the Bureau's information technology infrastructure, to address records management issues, and to enhance FBI foreign counterintelligence analysis and security in the wake of the damage done by former Special Agent and convicted spy Robert Hanssen" (p. 15).

Exactly seven days after Director Mueller was sworn in, the terrorist attacks in New York City and Washington, D. C. occurred and the role of the FBI was again forever changed. I vividly remember the day of the terrorist attacks because I was in my office preparing for a meeting with Director Mueller, when one of my colleagues came running into my office and yelled, "turn on the TV, the World Trade Center has been hit by an airplane" (Personal recollection on 9/11/01)! Ironically, several days earlier, Director Mueller had requested some guidance and information on public speaking and dealing with the media, because, I had taught public speaking and effective media relations to law enforcement for the last twelve years as an instructor at the FBI Academy. The meeting was not held until several months later!

Over the next few days, months, and years, Director Muller led the FBI's extensive investigation in complete partnership with all branches of federal, state, and local law enforcement. The responsibility for the investigation and the prevention of further attacks fell directly on the backs of the FBI, along with other law enforcement agencies. The FBI, as well as their strategic law enforcement partners, had to reassess priorities to assist in the ongoing investigation and the prevention of further such attacks in the United States. In addition, to the complexities of the "9/11" investigation and related investigations, the FBI has had to continue with its mission of investigation federal violations and national priorities.

Today, with the establishment of the Department of Homeland Security, the re-direction of the fight and prevention of terrorism, the concerted effort to work closely with all levels of domestic and international law enforcement, and the recent (July 2004) release of *The 9/11 Commission Report*, the FBI, again, stands ready to meet the challenges of the new millennium.

This researcher notes that intermixed with the information derived from the FBI's historic website (www.fbi.gov/libref/historic/history/text) are personal observations about the history of the FBI, because this researcher was a FBI Special Agent (1978-2003) and lived a part of the history as a participant.

Origin of the FBI Academy

“May of 1972 stands out as a remarkable month in FBI history. Director J. Edgar Hoover's death marked the end of an era. Yet, just when one door closed on the FBI's past, the doors of the new, ultramodern FBI Academy opened on its future” (Linkins, 1997, p. 1). Since 1972, the FBI Academy has dedicated its faculty, staff, and facilities to the training and education of FBI personnel, domestic and international law enforcement. In addition, the FBI Academy has been a focal point for law enforcement cooperation, assistance and extensive research (pp. 1-2). Nearly forty years earlier, Director Hoover envisioned a facility where the formal training of FBI personnel could be organized and controlled to ensure effective and efficient investigation of federal crimes.

Early Period

“In the late spring of 1934 Director J. Edgar Hoover called one of his Assistant Directors (Hugh H. Clegg) to his office and assigned him the function of organizing and operating the educational and training activities of the FBI” (Personal letter of Hugh H. Clegg to Director Clarence Kelley, p. 1, dated 12/16/76). Without a formal training program, the training received by Special Agents was selective and regionalized within the respective FBI Field Office. By 1934, Director Hoover recognized the need for consistent and professional training at a centralized location. He mandated that the candidates for Special Agent have either a law or accounting background due to the complexity of the position. The early class size ranged in size from 20 to 50 men (women would not become Special Agents until the early 1970s), lasted five weeks in the Washington, D. C. area, with overall instruction provided by the Assistant Director (AD). The AD was assisted by a cadre of senior Agent Supervisors with expertise in many different specialized areas such as “bankruptcy violations, fingerprint identification, antitrust violations, expert accounting matters, technical laboratory aids, fugitive investigations, and firearms training on the range” (Clegg, 1976, p. 3.).

The instructional staff responsible for training the new Agents relied on the following outline (lesson plan): “an analysis of the applicable federal law, the essential elements of fact required to establish a violation, court decisions pertaining to the law, the professional ethics involved, investigative procedures and practices, previous success of an outstanding nature, analysis of mistakes to be avoided, relationship with the U. S. district attorney, Department of Justice instructions and directions, evidence, testimony, and the distribution of written reports” (p. 3).

As mentioned in the “Brief History of the FBI”, the early FBI was called the Bureau of Investigation and investigated primary financial and bank fraud matters. The early Bureau did not have arrest powers or the authority to carry weapons. The authority to arrest and carry weapons did not occur until 1932. Interestingly, the early firearms training was conducted at Fort Meade, Maryland, Camp Richie (now the Presidential Retreat called Camp David), and later it was conducted at U. S. Marine Corps Base located at Quantico, Virginia (p. 4).

Based on Presidential Orders and legislation passed by Congress, the FBI's investigative responsibilities greatly increased with U. S. involvement in World War II. The demand for trained Special Agents tested the existing training program with as many as 1000 to 1200 Agents in as many as 16 classes. The length of class had been increased from five weeks to 16 weeks to meet the increased responsibilities of the position.

With the growing numbers of Special Agents in the various Field Offices, the need existed for specialized in-service training to keep the Agent population advised on the latest laws, court decisions, and investigative techniques. The FBI Academy was the location for the in-service training (p. 5).

Beginning of the FBI National Academy

The qualification, professionalism, and training of Special Agents of the FBI had been noticed by state and local law enforcement. Director Hoover's desire to enhance the effectiveness and efficiency of the FBI had not gone without notice. "On July 9, 1935, Director Hoover addressed the assembled members of the International Association of Chiefs of Police (IACP) at their annual conference in Atlantic City, New Jersey" (p. 7). After the presentation, members of the IACP Training Committee met with Director Hoover to request that the FBI provide training (similar to that of the Special Agents) to a select group of qualified police officers. Upon Hoover's return to Washington, he called the AD (Hugh Clegg) of the Training and Inspection Division and asked him to determine the feasibility of such a request. Information and confirmation was solicited from the Special Agents in Charge (SACs), who had close working relationships with state and local law enforcement. The support for such a program was immediate and unanimous, therefore, Director Hoover ordered the AD to organize such a program, establish a curriculum, secure appropriate faculty from the Supervisory Agent staff, and to recruit and enlist the support of visiting faculty from universities, law enforcement agencies, and the private sector. Director Hoover mandated that this new police training school, the selection of students, background investigation, and Hoover's final approval be completed by the end of July 1935 (p. 8).

Very quickly, the Training and Inspection Division contacted and met with distinguished educators and administrators from around the country to identify the best-qualified faculty for the new police training school. The first visit was to "Mr. C. Bruce Smith, Director, Institute of Public Administration, New York City, author of the authoritative book on police administration and director of several police department surveys, who agreed to lecture on the subject, 'Police Administration and Organization'" (p. 8). Recommendations from Mr. Smith and others produced the partial list of instructors:

Dr. Earl C. Arnold, dean, Vanderbilt University Law School – *Evidence*

Dr. Arthur L. Beeley, Professor of Sociology, University of Utah – *Sociology*

Professor Albert Coates, Director of the famous Institute of Government, University of North Carolina – *Criminal Law*

Dr. Alexander H. Gettler, Chief Toxicologist for the city of New York and

Professor of Forensic Medicine, New York University – *Toxicology and Medical Examinations*

Dr. William Healey, Director of Judge Baker Foundation and Institute of Human Relations, Yale University – *Juvenile Problems*

Dr. Mark A. May, Director, Institute of Human Relations and Professor of Psychology, Yale University – *Crime Motivation*

Dr. Elton Mayo, Professor of Industrial Relations, Harvard University – *Interviews*

Professor Raymond Moley, Professor of Public Law, Columbia University – *Prosecution Administration*

Dr. J. J. B. Morgan, Professor of Psychology, Northwestern University – *Interviews*

Dr. Herbert J. Stack, Instructor in Safety Education, Columbia University – *Safety*

Rev. E. A. Walsh, S. J., Vice-President, Georgetown University – *Social Problems*

Dr. R. W. Wood, Professor of Physics, Johns Hopkins University – *Physics and Its Application to Law Enforcement*

Dr. Thorndike, Columbia University – *Teaching Methods*

Dr. F. W. Williams, Columbia University – *Physical Education*

Professor Felix Frankfurter, Harvard University – *Ethics and Judicial Administration*

Professor Thurman Arnold, Professor of Criminal Law, Yale University – *Criminal Law Administration*

Dr. W. A. White, St. Elizabeth's Hospital, Washington, D. C. – *Psychiatry*

Dean Ferson, University of Cincinnati Law School – *Ethics and Criminal Law*

This list was not all-inclusive, but represented the quality and expertise of some of the visiting faculty. Of course, there were significant training and educational contributions made by guest instructors from law enforcement agencies and the FBI's own instructional staff (pp. 8-10).

As a result of the organizational work performed by the Training and Inspection Division and based on the recommendations of the expert/visiting faculty, the courses were grouped and selected: "Scientific and Technical; Statistics, Records and Report Writing; Investigations, Enforcement, and Regulatory Procedures; Tests and Practical Experiences; Administration and Organization; and Ethics and Conduct" (p. 10).

Within the month, Director Hoover had his new police training school organized and "ready-to-go!" The central concept/theme of the training program was to select qualified and experienced law enforcement officers and to assist them into becoming future leaders and trainers in law enforcement. The training school was to be a part the FBI Academy and thus, was named *The FBI National Police Academy*. After the first class on July 29, 1935, with 23 law enforcement students, it was soon apparent that the name of the program was not reflective of all the law enforcement officers attending the program. There were officers from Sheriff's Department, State Police/Highway Patrol Departments, as well as local town marshals. In the 1940s, as the training program was opened to international officers from different countries and various ranks and titles, the name was changed to *The FBI National Academy* (p. 10).

Director Hoover insisted on constant updates from the FBI Staff and Counselors (two FBI Special Agents assigned to each class) as to the progress of the students. It was not uncommon for Hoover to write "letter of commendation" to selected students for outstanding performance. Director Hoover attempted to attend as many of the graduations as his schedule would permit. In those days, the U. S. Marine Corps Band held the graduations in Great Hall at the Department of Justice Building with famous guest speakers, government officials and music. It was a very impressive ceremony! Director Hoover felt very strongly about the FBI National Academy program and its students.

Physical Structure

By comparison with the current FBI National Academy located at the FBI Academy on the U. S. Marine Corps Base, Quantico, Virginia, the original classes were held “in Classroom #1 on the fifth floor of the Justice Department Building where 100 was the normal seating capacity. The Justice Building had an indoor firearms range, gym, and the FBI Technical Laboratory, as well as nearby office space for training. Besides the classroom building, “an FBI training building was constructed...with five classrooms, gym, dining room and kitchen, armory, and indoor range...on a principal thoroughfare on the Quantico Marine Base. Firearms ranges built especially for the FBI Academy were nearby on the base” (Clegg, p. 12).

One of Director Hoover’s requirements for participation in the FBI National Academy was, upon graduation the officer would return to his department and pass on the knowledge and training acquired over the past eleven-weeks. The Special Agents in Charge (SAC’s) were required to follow-up on the graduates as they returned to their departments to determine how that officer was being utilized. There was an interesting example where a police chief refused to allow the FBI National Academy graduate to pass-on the knowledge and training that the officer has acquired. In fact, the officer was put on “graveyard shift” (Midnight to 8:00 am) to ensure that he was out of the mainstream. The SAC learned of this situation and planned on how he would rectify the problem. Within a few weeks, the SAC was asked to speak at a luncheon where city officials (Mayor and Police Chief), professional organizations, civic groups, and concerned citizens would be in attendance. During the SAC’s remarks, he commented on the professionalism of the police department, the forward thinking of the Police Chief, the citizens whose taxes paid for the officer’s salary while at the FBI Academy, and finally the Mayor for his leadership and support of the police department. Several days later, the Mayor called the Police Chief into his office and inquired how the FBI National Academy graduate was being used in the department. The officer was quickly reassigned to a leadership position within the department’s training program. Several years later, the FBI National Academy graduate rose to the position of Assistant Chief in the Police Department (p. 14).

As law enforcement officers graduated from the FBI National Academy and returned to their departments, these same officers began to request FBI assistance in their local training initiatives. These requests were anticipated and the FBI began to identify Special Agents in the Field Offices who had specific expertise and educational background to extend the training capabilities of the FBI. These specially selected Agents were tasked with the coordination of all law enforcement-training activities within the Field Offices. Director Hoover did insist that all FBI sponsored training was to be free and requested by the law enforcement agency through the respective Field Office. “By 1954, these extension courses, a apart of the FBI National Academy extension programs, numbered well over three thousand per year and the total enrollment was well over 100 thousand”.... Extension courses in 1975 numbered 10,516 with 319,663 [students] enrolled” (p. 15-16). By comparison, in the fiscal year ending 2003, the FBI National Academy’s extension programs were expanded around the world and encompassed 3,000 courses and well over 250,000 students.

FBINA: An Example of Residential Adult Education

“From its inception in 1935, the FBI National Academy has maintained as its principle objective, the goal of increasing the professionalism of police officers through expanded training

in critical areas of law enforcement” (“The FBI Academy Almanac” 1994, p. 2). In 1935, the early FBINA, then called the FBI National Police Training School, was located in Classroom #1, fifth floor of the Justice Department Building in Washington, D. C. (H. Clegg, personal communication, December 16, 1976). That early FBI training building was located at what is now called Hocmuth Hall, USMC Base Quantico. The structure was a large, three-story brick building, which was very modern as compared to the early Danish folk high schools described by Kold (Alford, 1966, p. 1), but very contemporary with the university residential movement in the United States (Houle, 1971). The FBI Director J. Edgar Hoover wanted to enhance and better train the local police officers to deal with expanding crime problems. Hoover believed that this better-trained police officer would then go back to his or her department and share their new knowledge and experience with other members of the department (“FBI Academy Almanac” 1994, p. 2).

In October 1941, The National Police Training School’s move to the FBI’s training facility coincided with World War II and the curriculum was expanded to meet the new challenges “such as civil defense, sabotage, treason, plus Nazism, and Fascism” (p. 2). In July 1944, the new name of FBI National Academy was adopted by the graduating class of police officers, and by the 1950s, this organization grew to meet the threat of communism and demands of a rising crime rate. Over the next fifty years, the FBINA expanded in size from an initial class of twenty-three to over 270 police officers per class and from a “few vocational skills courses” to a curriculum that “continues to reflect the newest challenges in law enforcement” (p. 7).

Although the challenges: nationalism, patriotism, development of a common culture, the “living word,” faced by Grundtvig in the mid-nineteenth century were different than the challenges facing law enforcement in the twentieth century, there are many common threads of parallelism. The National Police Training School was envisioned as a tool for the enhancement and improvement of the profession of law enforcement to combat the growing rate of crime and threats of crimes associated with World War II and its aftermath. FBI Director Hoover recognized the importance of aligning the efforts of the FBI with local law enforcement to face the crime problems domestically and internationally facing the United States. Like Grundtvig and the Danish folk school movement, the residential adult environment, especially the FBINA as an example, provided a sanctuary where training and education could be shared with teacher and student.

Livingstone (1945) and many years later Buskey (1990) echoed the conceptual roots of residential adult education in the student, the residence, and the education. As was described in Chapter One: “first, the student, law enforcement officers seeking to enhance their learning; second, residence, the FBI Academy, where the participants (students) reside, share meals and gather in common facilities; and third, education, the law enforcement participants are there to enhance their professional knowledge and skills, while sharing their experiences with the faculty, staff, and law enforcement peers” (Chapter 1, pp. 2-3).

In the 1970s, the University of Virginia (UVA) accredited the FBINA and the police officers received university credit that could be applied to their pursuit of an education beyond secondary school. Like the University of Minnesota in 1935, the first American university to adopt a residential adult education program (Houle, 1971), the FBINA and UVA formed an educational partnership, which continues today, for the enhancement and improvement of the law enforcement profession.

Like the research outlined in Chapter I and II of this study, the FBINA is a contemporary example of the residential adult learning environment. The characteristics described by the

research of Schacht (1956, 1960), Alford (1966), Houle (1971), Buskey (1990), Simpson and Kasworm (1990), Fleming (1996, 1998), and Cohen and Piper (2000) are present in the FBINA. It is the relationship of these characteristics and their impact on the participant satisfaction of the learning environment that drives this study.

Chapter Summary

In Chapter II, this study reviewed the relevant literature and research pertaining to the concept of residential adult education by tracing the historical background of residential adult education, the characteristics that describe and define the residential adult learning experience and the research that has attempted to assess the effectiveness of residential adult learning environment. Chapter II was organized along the following sections: a) the historical development of the “*Folkehojskole*”, the Danish People’s High School, (Folk High School), its spread in Europe and migration to the United States, b) characteristics of the residential adult learning environment, c) the relevant research that assessed the concept of residential adult education, and d) the FBINA, as an example of a residential adult education.

As mentioned, a major part of this study was based on the researcher’s interest in the historical background of residential adult education and the recent research conducted by Fleming (1996) and her call for additional research that further defined and clarified the residential experience and the characteristics associated with adult residential education. The FBINA was case study of a residential adult learning environment. The study focused on the characteristics of residential adult learning environments and the perceptions of law enforcement students (participants) towards satisfaction of the residential learning process.

CHAPTER III

METHODOLOGY

Overview

The historical roots of residential adult education can be traced back to the “*folkehojskole*” in mid-nineteenth century Denmark and the philosophical writings Bishop N. F. S. Grundtvig (Alford, 1966; Schacht, 1957). Over the next 150 years, the folk high school concept spread throughout the world and the United States. Uniquely, wherever the concept spread, the folk high school took on characteristics common to the culture and situated itself based on the needs of the people in the adult learning environment (Houle, 1971). Since the 1990s, there has been renewed interest in the quality of learning in the residential adult learning environment (Buskey, 1990; Cohen & Piper, 2000; Fleming, 1996, 1997, 1998; Simpson & Kasworm, 1990).

The empirical research and conceptual development reviewed in earlier chapters continues to illustrate the need to quantitatively assess the relationship between the characteristics of adult residential learning environments and the overall participant satisfaction of the residential learning process. As reviewed in the literature, much of the recent research has been qualitative in nature with little emphasis on the satisfaction of the participant in connection with the residential adult learning experience. Fleming (1996) alluded to a “magical quality” of the residential experience and Kirkpatrick (1998) indicated the importance of “Level – 1 Reaction Evaluation” in the overall assessment of a learning activity.

Fleming (1996) cited the earlier research of Buskey (1970, 1990), Houle (1971), Schacht (1956, 1960), Simpson and Kasworm (1990), as well as her own personal experience and developed a conceptual framework (“Framework of Characteristics of Residential Learning”), a synthesis of the significant characteristics associated with residential adult learning environments (see Figure 1, p. 9). From this “Framework,” the participants in Fleming’s study identified three descriptive themes (building relationships in residence, learning in residence, and individual change) and intertwined within the descriptive themes, they identified two overarching themes (detachment and continuity). As a result, a “Matrix of Key Elements” (see Table 1 & 2, Chapter 1) was developed by the participant’s perception of residential learning in Fleming’s study. Fleming suggested that further testing of the “Matrix” was warranted and especially in a variety of different contexts. The FBINA is an example of a different context for further quantitative testing of the “Matrix.” This study continued this tradition and examined the extent of empirical support for Fleming’s compelling argument.

Research Questions

The research question which comprised this study is centered upon the relationship between the two “overarching themes of detachment and continuity,” the three “descriptive themes: building relationships, learning in residence, and individual change” as described by Fleming (1996, 1997, 1998) and the overall participant’s perception of satisfaction of the residential adult experience as evaluated by the Kropp-Verner Attitude Scale. The hypotheses were designed to determine: a) the strength and direction of the relationship, b) whether their

total impact on satisfaction varies and c) if the variation in satisfaction could be predicted by the independent (predictor) variables.

Using the FBI National Academy as the sample population, the criteria were based on the quantification of scores relating to statements derived from the “Matrix of Key Elements” and overall satisfaction on their residential adult learning experience. The “Matrix of Key Elements” was measured with a Likert-style survey instrument developed by the researcher, while overall satisfaction was discerned from the mean or scale numerical score on the Kropp-Verner Scale.

Six hypotheses formed the basis of this study. Univariate analysis was used to summarize and describe the five-predictor (independent) variables and one criterion (dependent) variable. Descriptive statistics of mean and standard deviation were used. Bivariate analysis, Pearson’s correlation coefficient was used to assess the strength of association and the direction of the ordinal (Spearman’s rho used for additional comparison) and interval variables under investigation. Multivariate statistical analysis, regression (Standard and Step-wise), was used to analyze the relationship of the five-predictor variables and the one criterion variable.

The five predictor (independent) variables are the overarching themes: (a) detachment and (b) continuity, and the descriptive themes: (a) building relationships in residence, (b) learning in residence, and (c) individual change (Fleming, 1996, 1998). In this study, the criterion (dependent) variable is the participant’s perception of satisfaction rating, as measured by the Kropp-Verner Attitude Scale, of the FBINA residential learning environment.

Hypothesis

The principal research hypothesis for this study was the following:

1. There is a positive association between the two overarching and three descriptive themes and the participant’s perception of satisfaction with the residential adult learning environment.

Additionally, beyond examining this overall question, one of the focuses of this study is to determine the contributions of the individual concepts. Do the overarching and descriptive themes (Fleming 1996, 1998) individually or in combination have a positive association with the overall participant satisfaction determined by the Kropp-Verner Scale? Each is also examined in the context of specific sub-hypotheses as detailed below.

Sub-Hypotheses

For each of these (H1-H6) hypotheses, bivariate analysis, Pearson’s correlation coefficient, was used to assess the strength and direction of the relationship. Likert scales often are measures at the ordinal level, which would require Spearman’s rho, but because of the scale construction, the Likert responses are treated as interval data. In addition to Pearson’s correlation coefficient, Spearman’s rho was used for the comparison of results.

H1: There is a positive association between detachment and participant satisfaction within the residential adult learning environment.

Statements 5, 12, 13, 18, 26, and 33 (see Appendix D) specifically address the overarching theme of “detachment,” while Part II (see Appendix C) of the survey relates to the Kropp-Verner Scale.

Schacht (1956) stated that detachment is “accompanied by a sense of liberation and at least temporarily, suspended responsibility from the demands of office, shop, or home” (p. 341).

As a “value of residence” detachment was critical for the success of the adult learning program. Detachment was an essential component of the Danish folk high schools and the European versions of residential universities and colleges (Alford, 1966, 1969). Fleming (1996, 1998) noted that detachment was one of two overarching themes that wove throughout the residential experience in her study of participant perceptions. Schacht (1960) stated that the withdrawal from familiar activities allows the participant time to study and reflect on the content. Cohen and Piper (2000) supported the assertions of Schacht and Fleming in the “dynamic of detachment” and added “students must leave their regular routines and familiar circumstances to attend the nine-day retreat. Left behind are the suits, ties, briefcases, and outward badges of work identity, as well as children, spouses, homes and extended families” (p. 209). Kafka and Griffith (1984) found in their research that “group isolation is a physical fact with psychological and social consequences which may contribute to the quality of an educational experience” (p. 21). Fleming (1998) described detachment as an “overarching theme [that] refers to both the physical and psychological isolation from the real world experienced by participants of residential learning programs” (p. 267). For the purposes of this study and H1, the overarching theme of detachment will be treated as one conceptual variable.

H2: There is a positive association between continuity and participant satisfaction within the residential adult learning environment.

Statements 1, 7, 21, and 28 (see Appendix D) specifically address the overarching theme of “continuity.”

Schacht (1960) indicated that a “change in environment to a new and different place” offers the individual the opportunity to “experiment with new ideas in a supportive setting” and to avoid disruptions in the learning process (p. 2). Collins (1985) felt the “programmatic structure and the physical setting should be such that participants can get away on their own or with companions for periods of reflection necessary to sharpen mental focus” (p. 71). Fleming (1998) offered continuity as a second overarching theme in her study, which “refers to the continuous and uninterrupted nature of residential learning programs and opportunities afforded program participants” (p. 267). As Fleming (1998) found the relationship between detachment and continuity (change in environment) plays a significant role in the residential experience, especially for the participants. For these reasons, it is expected that the positive effects of continuity on satisfaction will be seen here.

H3: There is a positive association between “building relationships” and participant satisfaction within the residential adult learning environment.

Statements 3, 4, 6, 14, 15, 17, 19, 22, and 25 (see Appendix D) specifically address the descriptive theme of “building relationships.”

Schacht opined that personal relationships, which develop from the “community” of the residential experience, are most significant. Schacht (1956) further added that “perhaps the greatest value in a residential experience lies in living together in a group larger than the ordinary family circle, composed of keen-minded individuals with varied tastes and interests and of varied dispositions” (p. 346). Schacht (1960) describes community as “wherein people live together in a group larger than the normal family.... different disciplines, backgrounds, jobs, and family situations, with different dispositions and interests provide feedback and growth experiences...” (pp.2-4). Houle (1971) described the “sense of community” as essential to the residential center, a place that “leads the individual to enlarge his knowledge of others and of himself in relation to others” (p. 16). It is expected that these contentions will be borne out in the examination of the FBI National Academy as well.

H4: There is a positive association between “learning in residence” and participant satisfaction within the residential adult learning experience.

Statements 2, 11, 20, 23, 29, and 30 (see Appendix D) specifically address the descriptive theme of “learning in residence.”

Schacht (1960) stressed that most residential adult education provides an environment where “learning can be a primary activity, with education scheduled at all hours, and where the whole person can become involved in the learning process without gaps for work and family responsibility” (pp. 2-4). Kafka and Griffith (1984) identified “concentration on program content refers to the intensity of the participants’ single purpose for cognitive activity” (p. 21). Focus on the learning activity is consistent with adult learning experience, especially an attempt to integrate living experiences with the learning process (Flanagan, 1975). Schacht (1960) asserted that time was a significant advantage for the residential adult learning environment. It allows “for the learning process, which allows for absorption, assimilation, integration, practice and application” (pp. 2-4). Fleming (1998) indicated time, especially “free time,” was critical for learning in residence. “Participants learn through being immersed, having fun and playing, through interpersonal relationships, and through learning about themselves” (Fleming, 1998, p. 265). Collins (1985) advised residential adult education facilitators to “engender a shared experience among all participants.... activities, mealtimes, and the layout of living quarters should reflect the communal nature of the residential continuing education experience” (p. 70).

Intimacy is a critical component of residency because it defines the basic structure of living together in a common facility. Schacht (1960) defined intimacy as “constant association at meals, in sessions, in outdoor activities, or in the living room, encourages the process of becoming acquainted with others, which in turn, facilitates the formal learning” (pp. 2-4). Fleming (1998) described residential learning experiences “as situations in which individuals live and learn together, 24 hours a day, in the same location, for the full duration of a common program of study” (p. 260). It is expected that these contentions will be borne out in the examination of the FBI National Academy as well.

H5: There is a positive association between “individual change” and participant satisfaction within the residential adult learning experience.

Statements 8, 9, 10, 16, 24, 27, 31, and 32 (see Appendix D) specifically address the descriptive theme of “individual change.”

Fleming (1996) looked at “individual change” through the classification of knowledge, attitude, feeling, behavior, and skill. Participants described a “sense of safety within the residential adult learning environment, where they could “loosen up” and interact other participants on an equal basis, sharing thoughts and ideas. One participant responded that the experience “brought out the kid” in the learning endeavors (p. 300-303). Fleming’s study, which goes beyond the scope of this study, identified changes over time, beyond the residential experience. Many of the participants reflected that they had personal transformations and that they viewed their lives from different perspectives. The residential environment provides a “safe haven” where introspection and “critical reflection” could occur naturally (Mezirow, 1991).

Does the FBI Academy, as a residential adult learning environment, provide a safe and secure residential location for the participants to interact freely and to assess their professional and personal development?

H6: There is a complex positive association between the overarching and descriptive themes, individually and collectively, as they are positively associated with participant satisfaction within the residential adult learning experience.

Part I (Q1-33) specifically addressed the “overarching themes of detachment and continuity,” the “descriptive themes of building relationships, learning in residence, and individual change,” while Part II encompassed the Kropp-Verner Scale. Although this research does not specifically define the complex relationship between the overarching and descriptive themes and the relationship with participant satisfaction, multivariate analysis and multivariate regression was used in the analysis of H6 in an effort to explore these complex relationships.

Using the perceptions of the participants, Fleming’s (1996) “Matrix of Key Elements of the Residential Learning Experience” (see Figure 2) sought to graphically depict the inter-connections between and among the descriptive themes, building relationships, learning, and individual change in residence and the constant weaving of the overarching themes detachment and continuity throughout the residential experience (pp. 357-359). Cohen and Piper’s (2000) model of a residential adult learning community, where “program ingredients all blend into the curriculum design, which is student driven and informed by both peers and faculty,” reflect a similar inter-connection as Fleming’s study (p. 226).

Data Collection

For this current study, the sample population was drawn from the FBI National Academy (FBINA) participants who had been selected to attend the training program. Based on standard FBI selection criteria, the attendees are chosen from the police agencies worldwide. The NA is offered four times per year. This current study chose one session as representative of the FBINA population. The sample consists of approximately 250 sworn law enforcement officers, which is a sufficient number to gather data for this current study. According to Tabachnick and Fidell (2001), the “simplest rules of thumb are $N \geq 50 + 8m$ (where m is the number of independent variables) for testing multiple correlation and $N \geq 104 + m$ for testing individual predictors” (p. 117). The 250 participants form a sufficient sample population size to perform the described statistical analysis.

Univariate statistical methods of mean and standard deviation were used to analyze the five independent variables and the one dependent variable, which was critical to the research question and the hypothesis. Additional univariate analysis was conducted on the demographics (sex, age, educational level, rank in the department and size of the department or agency) of the participants in the study and the frequency of responses to the National Academy survey Questionnaire (NASQ). Although not the focus of the research, the additional information provides insight into the participants. Chapter V will address the potential importance of the demographics and frequency of responses as they relate to recommended additional research.

Dependent Variable (Criterion)

Kirkpatrick (1998) suggested that Level 1 – Reaction “as the word reaction implies...measures how those who participate in the program react to it. I call it a measure of customer satisfaction” (p. 19). Kirkpatrick further added, “reaction had to be favorable if we were to stay in business and attract new customers as well as get present customers to return to future programs” (p. 19). An important component of any program, like the FBINA, is to get a

positive reaction to the training and education within a residential adult learning environment. A positive reaction to the educational experience sets the stage for the development of new relationships, learning, and change within the individual.

Overall participant satisfaction with residential adult education, as measured by the Kropp-Verner Attitude Scale (see Appendix C), is a key concept within the framework of this study. Specifically, this research focuses on a particular residential adult learning environment, the ten-week FBI National Academy sessions offered four times per year. As mentioned earlier in this study, residential adult education has a history that dates back over 150 years, but the essential values or advantages (Schacht (1957, 1960), characteristics (Houle, 1971), or perceptions (Fleming, 1996, 1998) have remained consistent.

As addressed by Kropp and Verner (1957), “short-term educational activities for adults are hampered by the lack of instruments for evaluation” (p. 212). The authors sought to develop an instrument that would generally assess the participant’s overall satisfaction with an educational activity or program, such as the FBINA, not to evaluate specific reactions to program components or content. They offered that “one common element that appears to be measurable is the general attitude of the participant at the conclusion of an organized educational experience” (p. 212). In the original design, Kropp and Verner evaluated educational programs of only one or two days in length. Densmore (1965) extended the design of Kropp and Verner in his attitudinal study of residential continuing education programs conducted by the University Conference Services at Michigan State University’s Kellogg Center for Continuing Education. One of the purposes of Densmore’s study was... “to obtain a quantified measure of the participants’ total reaction of satisfaction from participating in the conferences...” (pp. 1-3).

Since the Kropp-Verner Attitude Scale does not specifically address reliability and validity testing, it is important for this study to detail the basic methodology of scale construction. Kropp and Verner used the methodology developed by Thurstone and Chave. “The method of preparing the items was that used by Remmers in adapting the Thurstone technique so that ‘attitudes in general’ could be measured” (Kropp & Verner, 1957, p. 213). Kropp and Verner suggested that in using the “Remmers modifications, items included in the scale are sufficiently general to permit their application to almost any attitude object” (p. 213).

Kropp and Verner (1957) constructed the instrument by asking a group of 60 adults to “write a series of general statements that might express the range of their own personal reactions to some meeting or conference they had attended that was educational in nature” (p. 213). The statements were reviewed to eliminate those which focused on specific elements of the educational programs. A group of 158 statements were then “edited into a consistent style without altering their meaning” (p. 213), and then were submitted to 70 randomly selected judges to be categorized and scored using an 11-point scale. Point one was the first category selected and it reflected “the most favorable reaction,” the sixth category indicated the “mid-point,” and the eleventh category reflected “the least favorable” reaction (p. 213).

Kropp and Verner (1957) determined the ratings (values) for the scale in the following manner:

With the judgments at hand, the median value of the ratings given to each statement was computed followed by the first and third quartile for each item. This determined the median and the range in which the middle half of the judges’ ratings fell. The final selection of a statement was then controlled by its statistical position. Thus, when the range covering the middle half of the ratings for a given statement was broad, it was assumed that the judges could not agree on its on the eleven-point scale and that

statement was discarded. On this basis, items with an inter-quartile range of two or greater were discarded. The remaining statements were placed serially according to the median values of their rating and the final items for the scale selected arbitrarily with priority given to those that have whole or half values (p. 213).

Kropp and Verner (1957) suggested, based on the Thurstone and Chave methodology and the item preparation developed by Remmers, that the scale developed “appears to be a valid instrument for getting an over-all rating of participant reaction to meetings” (p. 214). Kropp and Verner further added that the scale’s value will be based on its use in the various fields of study.

O’Shea and Ranofsky (1964), using a mailed questionnaire, found the Kropp-Verner Attitude Scale useful in assessing the general reaction (attitude) of dental educators that gathered for a short training session. Densmore (1965) found the Attitude Scale useful in evaluating (measuring) conference success and the overall participant satisfaction at Michigan State University’s Kellogg Center for Continuing Education.

Kropp and Verner (1957) called for additional use of the instrument in a variety of education settings as a measure of overall participant satisfaction. In the “End Notes, #7” section of the article (See Appendix C), Kropp and Verner urged “anyone wishing to test this particular scale is urged to make his own reproduction of it and to use it as freely as he may desire” (p. 215). This study responded to this call for additional use and applies it to the FBINA.

Independent Variables (Predictor)

The two overarching themes: detachment and continuity and the three descriptive themes: building relationships, learning in residence, and individual change were measured as the independent (predictor) variables involved in this study.

The researcher developed a survey instrument to measure the significance of the independent variables involved in this study, because there was no specific measurement instrument that addresses the overarching and descriptive themes outlined by Fleming (1996, 1998). Using Fleming’s (1996) “Matrix of Key Elements” of the adult residential learning environment, a survey questionnaire was designed to test the twenty-five elements identified.

A portion of the survey instrument was pre-tested in late November 2002 with a class of the current FBINA session and some subtle changes were made to the questions and the written directions on the instrument. Several members of the FBI Academy faculty and adjunct instructors within the FBI National Academy offered suggestions regarding the wording of the content of the survey questions as they related to the residential experience and the adjustments were made to the survey.

Method

A survey measurement instrument (See Appendix D) examined both the participant’s perception of satisfaction with the residential adult learning environment and the independent variables, the two overarching themes: (a) detachment and (b) continuity, as well as the three descriptive themes: (c) building relationships, (d) learning in residence, and (e) individual change. The developed survey instrument followed the five-response Likert-type scale, using closed-ended questions with forced/fixed responses. The range on the instrument is from one to five with (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree). Some of the advantages of the Likert-Type Survey are that it is low cost and it could be

administered in large-group session. Administering the test in large-groups assured completion and provided an opportunity to clarify questions from the respondents. Upon completion of the questionnaire, the data were properly coded and entered into SPSS 11.0, a statistical software package for analysis.

Some of the disadvantages to the Likert-type scale survey instrument were that the responses were limited to only five possible opinions/attitudes, but the limited options force the respondent to make a choice based on the given options. This limitation enables the researcher to code the responses. The respondent did not have the ability to qualify each answer, but this was mediated (on the last page of the survey instrument) by allowing for feedback and qualification questions on the part of the respondent. As in all survey designs, the researcher/developer must acknowledge bias and through the use of expert review and pilot testing, fix the problems with the question survey (see earlier comments regarding pre-testing and pilot testing). These issues are addressed in the reliability and validity section of this chapter.

The survey instrument was created from a series of statements developed from the “Matrix of Key Elements” identified by Fleming (1996). A review expert panel of FBI Academy faculty and the Unit Chief of the FBI Academy’s Research and Analysis Unit reviewed the statement as to content and relation to a residential learning environment. Based on their review, the statements in the National Academy Survey Questionnaire (NASQ) passed the initial test of face validity. Several small classes of National Academy students provided additional insight to the structure and meaning of the statements. Their suggestions, where appropriate and where their comments added to the clarity of the statements, were altered and re-worded.

Survey Question Design and Construction

The survey questionnaire was based on the research question that guided the study. As discussed earlier, the research questions were designed to examine whether the characteristics of a residential adult learning environment positively correlated with the participant’s perception of satisfaction with the residential learning environment.

“Questionnaires are essential to and most directly associated with survey research, but they are also widely used in experiments, field research, and other data collection activities” (Babbie, 1992, p. 152). For the purposes of this study, a Likert-type scale was used because of its effectiveness and usefulness in research (Selltiz, 1959, p. 366, as cited in Weber, 1980, p. 49). The questionnaire survey, in the format of a Likert-type scale, was employed as the method of collecting data, following the recommendation of Alreck and Settle (1995), that the “Likert-type scale is useful for obtaining participant opinions or attitudes about specific issues” (p. 116).

Validity and Reliability

Two important technical considerations in the construction of a survey questionnaire are the criteria of reliability and validity (Babbie, 1992, p. 129). Following Babbie (1992) reliability “is a matter of whether a particular technique, applied repeatedly to the same object, would yield the same results each time” (p. 129). The measuring instrument, if reliable, should show that the “differences in scores actually reflect the true differences among individuals in the characteristic which it seeks to measure” (Selltiz, 1959, as cited in Weber, 1980, p. 57). Some of the inherent problems with reliability in surveys reside with the instrument, the researcher, and the participant. Since reliability is a basic problem in social research, researchers have created

several methods of assessment. Some of the traditional methods are test-retest, split half, using established measures, and researcher-worker reliability (Babbie, 1992p. 130-131). The National Academy Survey Questionnaire instrument was administered in the 3rd week as a pilot and again in the 9th week from which the data was collected. The scores were slightly higher in the ninth week, which supported the validity of the instrument.

In this research, a composite score was computed for each variable under consideration, summing the categories.

Specifically, the independent variables (Overarching Themes: Detachment and Continuity and Descriptive Themes: Building Relationships in Residence, Learning in Residence, and Individual Change) about residential adult learning were examined through a series of statements or attitudes based on the “Matrix of Key Elements of Residential Learning,” which helped define the particular independent variable (theme). The internal consistency of items in relation to the attitudes employed the use of Cronbach alpha to assess the internal consistency of the items (Weber, 1980, p. 59). The alpha coefficient signifies the average correlation between each item in the instrument. The closer the alpha coefficient value is to 1.00, then the higher the presumption of internal consistency. A low alpha coefficient would indicate measurement error and require a re-evaluation of the items in the survey (Weber, 1980, pp. 59-60).

Alpha coefficients were calculated for each of the variables under investigation and the correlation was moderately strong for each item (see Table 3).

Table 3

Alpha Coefficients and Reliability for the Independent Variables

Predictor Variables (Independent)	
Detachment	.50
Continuity	.63
Building Relationships in Residence	.64
Learning in Residence	.55
Individual Change	.62

Fleming’s (1996) research indicated that there was a very close connection between the two overarching themes of detachment and continuity. She posited that the close connection was intertwined with the three descriptive themes. For example, it is possible for the *continuity* of learning (program) to exist in a non-residential environment, such as the doctoral cohort at the Northern Virginia Center, Virginia Polytechnic Institute and State University (Virginia Tech) without the impact of *detachment*. Detachment, as defined in Chapter II, exists in the adult residential environment. The combination of the two overarching themes (8 statements in the survey questionnaire) produced an alpha coefficient of .83, while the alpha coefficient for three descriptive themes (23 statements in the survey questionnaire) was .82. Using the measure of internal consistency reliability, the alpha coefficient for all 33 statements on the survey questionnaire was .83. The evaluation of the combination and the total survey (33-statements) is analyzed in Chapter IV.

The second important technical consideration is validity, defined as “the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration”

(Babbie, 1992, p. 132). Researchers have devised several methods for assessing the validity of the measuring instrument. Carmines and Zeller (1979) offered three types of validity assessment, criterion-related validity, construct validity, and content validity (as cited in Babbie, 1992, pp. 132-133). Criterion-related validity was used to validate or predict if the participants in the FBI residential adult environment were satisfied with their experience. In other words, will the level of participant satisfaction be an accurate measurement of the characteristics (attitudes) regarding the residential adult learning experience. As stated earlier by Kirkpatrick (1998), Level-1 evaluation (Reaction) looked at participant satisfaction with the overall training program. Without a “measure of customer satisfaction” it would be difficult to maintain and attract new participants to the programs.

Analytical Strategy

This study employed the use of descriptive and inferential statistics in the analytical strategy developed for assessing the impact of the characteristics of residential adult education [independent variables] and participant satisfaction with the residential adult learning environment experience [dependent variable].

Following Alreck and Settle (1995), the analysis of the survey data was broken down into two main categories: “those that describe individual variables and distributions and those that measure the relationship between variables” (p. 305). Generally the descriptions of continuous or categorical data are examined first before analyzing the relationships/association between variables (p. 305).

Babbie (1992) defined univariate analysis as “the examination of the distribution of cases on only one variable at a time” (p. 389). Univariate analysis was used to report the data such as rank in the department or agency, numbers of sworn or non-sworn personnel, type of agency (Police Department, Sheriff’s Office, County or State Agency, or Federal Law Enforcement), educational level (high school, college, post graduate), gender, or age. The study used measures of central tendency (mean and median) and dispersion (range and standard deviation) to describe these distributions.

Secondly, this study examined the relationship among the independent variables in order to explain the variation in the level of participant satisfaction with the residential learning experience. Univariate statistics, while adequate for the descriptive information, does not shed light on the relationship among the independent variables and the dependent variable. Multivariate statistics were used, such as regression. If significant bivariate relationships were found between the independent (overarching themes: (a) detachment and (b) continuity and the descriptive themes: (c) building relationships, (d) learning in residence, and (e) individual change) variables and the dependent (satisfaction) variable, then regression models would be utilized to the extent to which the independent variable could reliably explain participant satisfaction with the residential learning experience. This analysis would shed light on whether support for the arguments forwarded by Fleming (1996) and other advocates of the residential learning experience exist in the FBINA.

As a result of the National Academy Survey Questionnaire (NASQ), the data was collected and analyzed by means of bivariate and multivariate statistical analysis.

Expected Outcomes

As was mentioned earlier in this research study, one of the main challenges facing scholars and practitioners interested in residential adult education is the lack of empirical study concerning its satisfaction (Buskey, 1990; Simpson & Kasworm, 1990; Fleming 1996). Fleming (1996) called for additional clarification of terminology and concepts pertaining to the residential adult learning environment such as FBINA, as well as empirical research with regard to the components or elements that define and describe the residential experience (Schacht, 1957, 1960; Lacognata, 1970; Kafka & Griffith, 1984).

This study adds to the literature by empirically investigating the relationship of the overarching themes: detachment and continuity and the descriptive themes: building relationships, learning in residence, and individual change, in characterizing and defining the residential adult experience, as well as addressing the participant's perception of satisfaction with the residential adult learning environment as implemented in the FBINA.

Chapter Summary

This chapter sought to establish the methodological procedures anticipated for this research project. The target group (FBI National Academy students) was defined and the procedure for data collection was described. The National Academy Survey Questionnaire (NASQ) was developed by the researcher to test the participant's responses to a series (Q1-33) of statements regarding residential adult learning environments and their perception of satisfaction. The Kropp-Verner Attitude Scale was used to test the participant satisfaction and an open-ended question was provided to solicit voluntary responses regarding the participant's residential learning experience. Additionally, the NASQ sought specific demographic data from each of the respondents.

CHAPTER IV

FINDINGS (ANALYSIS AND EVALUATION)

This study focused on the FBI National Academy as a residential adult learning environment. The “Matrix of Key Elements,” developed and identified by Fleming (1996, 1998) as characterizing an adult residential learning environments, formed the nucleus for the development of a survey instrument which assessed the participants’ perception of attitude toward the residential adult learning environment at the FBI. Using the key elements of the Matrix, the purpose of the study was to investigate the relationship between the overarching themes (detachment and continuity) and descriptive themes (building relationships in residence, learning in residence, and individual change), and the themes’ individual and collective effect on the attitude of overall participant satisfaction (as measured by the Kropp-Verner Attitude Scale).

This chapter presents the descriptive and analytical findings relative to the hypotheses under study. The chapter is organized into three main sections: univariate, bivariate, and multivariate analyze. Univariate statistics are used for the descriptive analysis, while bivariate and multivariate statistics are used for examining the hypothesis about the residential learning experience. The collected data are displayed in tabular as well as in textual form throughout this chapter.

First, a demographic profile of participants is offered, as derived from Part III of the research questionnaire (see Appendix D).

Demographic Data for the Participant’s Profiles

The following graphic (see Table 4) summarizes the demographic data collected from the National Academy respondents. It should be noted that demographic (gender, age, education, agency, sworn, and rank) data are not a part of the research questions or hypothesis that are central to this study, but they do provide a snapshot and broader and richer overview of the sample that comprises this study of the FBI National Academy participants.

Table four provides a demographic overview of the 212th session of the FBI National Academy. Most of the participants were male, in the 41-50 age bracket, and with at least a college education. More than half of the participants were from local departments or agencies, numbered 401 sworn law enforcement officers and had achieved the rank of lieutenant. Full-text and tabular descriptions of the demographic data are located in Appendix F.

Univariate Analysis

Univariate statistics measure and describe one variable at a time (Babbie, 1992). Initially, this study analyzed five independent variables (detachment, continuity, building relationships, learning in residence, and individual change) and one dependent variable (satisfaction).

Means and Standard Deviations

The mean and standard deviation were calculated for each of five independent (predictor) variables and the one dependent (criterion) variable under investigation. In the “Mean” column, the first number reflects the summed mean for the variable and the number in parenthesis is the average mean (summed/number of statements) for each of the independent variables. In the “Std.

Deviation” column, a similar procedure (standard deviation/number of statements) was applied to the standard deviations of the independent variables. The mean for the dependent variable is

Table 4

Distribution of Participants to National Academy Survey Questionnaire (NASQ) Gender, Age, Education, Agency, Sworn Officers, Position/Rank

Category	(N)	Valid %
Gender		
Male	217	91.2
Female	21	8.8
Age		
21-30	4	1.7
31-40	92	38.3
41-50	126	52.5
51-60	18	7.5
Education		
High School	46	19.2
College (4yr)	136	56.7
Master’s Degree	56	23.3
Ph.D.	2	.8
Agency		
Local	126	52.5
County/Twp	59	24.6
State	29	12.1
Federal	7	2.9
International	13	5.4
Other	6	2.5
Sworn Officers		
1-49	62	26.1
50-99	37	15.5
100-200	42	17.6
201-400	25	10.5
401 and Over	72	30.3
Position or Rank		
Sergeant	28	11.7
Lieutenant	82	34.2
Captain	55	22.9
Deputy Chief	23	9.6
Chief/Sheriff	21	8.8
Other	31	12.9

the mean score for the Kropp-Verner Attitude Scale. These variables are summarized below in Table 5.

Table 5

Descriptive Statistics for Independent Variables and Dependent Variable

Variable Independent (Predictor)	Mean	Std. Deviation
Detachment	15.06 (3.76)	2.83 (.71)
Continuity	16.26 (4.10)	2.66 (.67)
Building Relationships in Residence	38.39 (4.27)	3.55 (.39)
Learning in Residence	23.50 (3.91)	3.22 (.54)
Individual Change in Residence	30.30 (3.78)	3.74 (.42)
Variable Dependent (Criterion)		
Satisfaction	8.40	0.96

An assessment of the mean and standard deviation (see Table 5) indicated that the mean (mean in parentheses) for each of the independent variables and their standard deviations (in parentheses) are very similar to each other with an approximate mean of 4.00 (3.96). The Likert type scale was described in Chapter III. The responses ranged from one equals strongly disagree to five equals strongly agree with three having no opinion (see Appendix B). The means of the independent variables indicate that the responses centered around four (agree). The means and standard deviations for each individual statement (Q1-Q33) are located in Appendix E of this document.

The scoring on the dependent variable (satisfaction as measured by the Kropp-Verner Attitude Scale) ranged from 1 (little or no satisfaction) to 13 (high satisfaction) with 6 established as the midpoint, while the other categories were not enumerated. The mean of 8.40 reflects a slightly higher (2.40) level of overall satisfaction with a standard deviation of 0.96.

Frequency of Responses – National Academy Survey Questionnaire

As a part of the National Academy Survey Questionnaire (NASQ), univariate analysis (frequency) was conducted on the participant responses to each statement (identified as Q1-Q33) in the NASQ. The survey, which consisted of four parts, was filled out by the participants. The following table (see Table 6) summarizes the frequency responses of the respondents to the statements in the National Academy Survey Questionnaire (NASQ). A complete breakdown (full-text and tabular) of the statements by each independent variable is located in Appendix G, while the full-text version of the NASQ itself is contained in Appendix D.

These responses indicated an apparent overall support for the key elements of residential learning environments even though Q8, Q16, and Q26 appeared to have strong negative frequency responses. It should be noted that those questions (see Appendix D) were intentionally reversed in an attempt to secure unbiased responses. An analysis of Table 6 indicated that Q7, Q13, Q18, Q24, Q27, and Q31 had a noticeable percentage of “No Opinion” in the 3rd column. It is possible that those participants that marked “No Opinion” on certain statements were unsure or that particular statement did not impact their experience in the environment.

Table 6

Frequency of Responses for Statements Q1-Q33

Item	Strongly Agree/Agree %	No Opinion %	Strongly Disagree/Disagree %	Total %
Q1	91.4	4.5	4.0	100.0
Q2	83.2	6.6	10.2	100.0
Q3	90.6	3.7	5.7	100.0
Q4	62.2	9.8	27.8	100.0
Q5	78.7	7.3	14.0	100.0
Q6	95.5	2.5	2.0	100.0
Q7	68.9	13.5	17.6	100.0
Q8	10.7	1.6	87.7	100.0
Q9	60.7	6.6	32.8	100.0
Q10	91.0	6.6	2.4	100.0
Q11	71.3	4.5	24.2	100.0
Q12	69.7	9.0	21.3	100.0
Q13	61.1	22.1	16.8	100.0
Q14	91.0	4.9	4.1	100.0
Q15	94.6	4.5	.8	100.0
Q16	3.7	3.7	92.6	100.0
Q17	95.9	2.9	1.2	100.0
Q18	68.1	19.3	12.7	100.0
Q19	95.9	2.9	1.6	100.0
Q20	90.2	6.1	3.7	100.0
Q21	82.0	7.0	11.1	100.0
Q22	89.3	7.0	3.7	100.0
Q23	93.0	3.3	3.3	100.0
Q24	18.9	23.4	57.4	100.0
Q25	82.0	10.7	7.4	100.0
Q26	9.4	8.6	82.0	100.0
Q27	66.8	18.4	14.3	100.0
Q28	83.6	10.7	5.7	100.0
Q29	85.3	8.2	6.5	100.0
Q30	52.1	12.7	35.3	100.0
Q31	62.7	26.2	11.0	100.0
Q32	8.6	6.1	85.2	100.0
Q33	62.3	11.0	26.7	100.0

It might be unreasonable to expect each statement to solicit a response. With the exception of Q24, all of the others had a strongly agree/agree greater than 61%, which reflected positive support for the statement regarding the residential learning environment. Q24 (“For the first time in my life, I was aware of my own identity.”) indicated that over half (57.4%) of the respondents strongly disagreed/disagreed with this statement.

Bivariate Analysis

Bivariate statistics “frequently refers to the analysis of two variables...and the desire is simply to study the relationship between the variables (Tabachnick & Fidell, 2001, p.2). Specifically, the focus is on the patterns of association, do high/low values on one variable correspond to high/low values on the other variable, which is the case in a positive association or relationship. In a negative association between two variables, low values on one variable correspond to high values on the other variable and vice versa (Hinton, 1995 & Kachigan, 1991).

Pearson’s r Product-Moment Correlation coefficient was used to analyze the relationship between each of the five-independent (predictor) variables and the one dependent (criterion) variable. As mentioned earlier in Chapter 3, Spearman rho correlation coefficient was also used to examine the relationships

The bivariate analysis examined the strength, direction, and significance between the dependent (criterion) variable satisfaction and five independent (predictor) variables delineated in the six hypotheses that comprise the overall research questions. As seen in Tables 7, a positive relationship was found between satisfaction (dependent variable) and each of the five independent (predictor) variables: (a) satisfaction and detachment ($r = .310, p \leq 0.01$), (b) satisfaction and continuity ($r = .494, p \leq 0.01$), (c) satisfaction and building relationships in residence ($r = .392, p \leq 0.01$), (d) satisfaction and learning in residence ($r = .482, p \leq 0.01$), and (e) satisfaction and individual change in residence ($r = .465, p \leq 0.01$). Each of these positive relationships was moderate in strength. The relationship between satisfaction and detachment ($r = .310, p \leq 0.01$) and building relationships in residence ($r = .392, p \leq 0.01$) were the weakest (see Table 7) relative to the other correlations.

Table 7

Correlation Matrix - Pearson Product-Moment Coefficient (Independent Variables and Dependent Variable)

	Detachment	Continuity	Building Relations in Residence	Learning in Residence	Individual Change in Residence	Satisfaction
Detachment	1					
Continuity	.555**	1				
Building Relationships in Residence	.492**	.552**	1			
Learning in Residence	.351**	.487**	.538**	1		
Individual Change in Residence	.494**	.522**	.560**	.610**	1	
Satisfaction (Kropp-Verner)	.310**	.494**	.392**	.482**	.465**	1

** $p \leq 0.01$ level (2-tailed)

As mentioned earlier, Spearman's rho was used to calculate the association/relationship between the dependent variable and the five independent variables (see Table 8).

Table 8

Correlation Matrix - Spearman's rho Product Moment Coefficient (Independent Variables and Dependent Variable)

	Detachment	Continuity	Building Relationships in Residence	Learning in Residence	Individual Change in Residence	Satisfaction (Kropp-Verner)
Detachment	1					
Continuity	.519**	1				
Building Relationships in Residence	.499**	.544**	1			
Learning in Residence	.367**	.456**	.541**	1		
Individual Change in Residence	.459**	.494**	.557**	.619**	1	
Satisfaction (Kropp-Verner)	.336**	.471**	.365**	.446**	.482**	1

**p ≤ 0.01 (2-tailed)

As is discerned from Table 8, there is not appreciable difference in the results from the Pearson's r and Spearman's rho calculations.

In Chapter 3, it was suggested that the overarching themes of detachment and continuity were closely intertwined with themselves as well as the descriptive themes. The combining of the two (detachment and continuity) overarching themes produced an alpha coefficient of .83, which suggested a high degree of interrelatedness or internal consistency. As a result, the combined new (detachment + continuity = deconti) variable under investigation is examined below.

Table 9

Descriptive Statistics: Detachment + Continuity

Category	Mean	Std. Deviation
Detachment + Continuity (DECONTI)	31.32 (3.92)	4.63 (.58)

As shown in Table 5, earlier in the chapter, the combination of the two overarching themes (independent variables) is consistent with the results of detachment's mean 15.06 (3.76)

and standard deviation 2.83 (.71) and continuity's mean 16.26 (4.10) and standard deviation 2.66 (.67) in Table 4. DECONTI's mean (see Table 9) is higher than detachment, but lower than continuity in Table 4.

Based on the alpha coefficients of detachment and continuity, individually and combined, plus the means and standard deviations, as well as the literature, these suggest combining the two variables into a single (detachment + continuity) independent (predictor) variable may be a new and significant concept for analysis. An analysis of Table 10 indicated that the relationship between DECONTI and satisfaction was $r = .457$, which was stronger than detachment individually ($r = .310$), but weaker than continuity ($r = .494$) in Table 7. This combination should be addressed based on conceptual similarity, bivariate strength of association measures, as well as a lack of specificity in the literature.

Below in Table 10, the Pearson's Product Moment Coefficient is calculated with the three remaining independent variables (building relationships in residence, learning in residence, and individual change in residence) as well as the dependent variable, satisfaction.

Table 10

Correlation Matrix - Pearson's Product Moment Coefficient with DECONTI

	Detachment + Continuity (DECONTI)
Detachment + Continuity (DECONTI)	1
Building Relationships in Residence	.593**
Learning in Residence	.476**
Individual Change in Residence	.577**
Satisfaction (Kropp-Verner)	.457**

** Correlation is significant at the 0.01 level (2-tailed)

** $p \leq 0.01$

There is a higher Pearson's r value when the combined DECONTI variable is compared the individual detachment, but there is a slightly smaller Pearson's r when DECONTI is correlated with continuity and learning in residence compared to when they are not. There is also a slightly lower Pearson's r when DECONTI is correlated with satisfaction. In the tabular chart below (see Table 11), Spearman's rho is calculated using the combined (detachment +continuity) variable with similar results except for the "building relationships in residence independent variable which is slightly (.499 vs. .470) lower.

Table 11

Correlation Matrix - Spearman's rho Product Moment coefficient with DECONTI

	Detachment + Continuity (DECONTI)
Detachment + Continuity (DECONTI)	1
Building Relationships in Residence	.591**
Learning in Residence	.470**
Individual Change	.542**
Satisfaction (Kropp-Verner)	.459**

**Correlation is significant at the .01 level (2-tailed)

** $p \leq 0.01$

The combination of the overarching themes (detachment +continuity), DECONTI indicated a stronger positive relationship with the three other (descriptive themes) independent variables and the dependent variable, satisfaction. While bivariate analysis (correlation matrix and bivariate regression) explains the individual relationship and accounted for variance between each of the independent variables and their individual relationship with satisfaction, it does not explain the joint interaction of the independent variables and the dependent variable.

As stated earlier, “the primary goal of regression analysis is usually to investigate the relationship between a DV and several IVs” (p. 112). An initial step in this phase of analysis is to examine the relationship between satisfaction and each of the IVs (see Table 7).

Table 12 offered six models from which to explain the accounted for variance in the dependent variable and predict satisfaction. Model 1, with detachment as the independent variable, was the weakest (Adjusted R Squared = .093) supporting just 9% of the explained variance, followed by Model 3, with building relationships, supporting only 15% of the accounted for variance in satisfaction. Model 2, with continuity as the independent variable, was the strongest (Adjusted R Squared = .241) of the five independent variables, supporting 24.1% of the explained variance in satisfaction, followed by learning in residence and individual change. Model 6, the new combined independent variable, DECONTI, supported approximately 25% of the accounted for variance in satisfaction.

Multivariate Analysis

Multivariate statistics are commonly used in the analysis of complex data, especially when there are multiple independent (predictor) variables and one dependent (criterion) variables that are correlated with each other (Tabachnick & Fidell, 2001). Multiple regression is a logical extension or enhancement to the bivariate correlational analysis addressed earlier in this chapter.

Table 12

Bivariate Regression Equations for each Independent Variable and the Dependent Variable

Independent Variables	R	Adj R Square	Std Error of the Estimate	B	Std. Error	Beta	Sig.
Model 1 Detachment	.310	.093	.91635	.115	.346	.310	.000
Model 2 Continuity	.494	.241	.83829	.179	.020	.494	.000
Model 3 Building Relationships	.392	.150	.88662	.106	.016	.392	.000
Model 4 Learning in Residence	.482	.229	.84456	.144	.017	.482	.000
Model 5 Individual Change	.465	.213	.85323	.120	.015	.465	.000
Model 6 DECONTI	.502	.249	.83382	9.911E-02 (.09)	.011	.502	.000

In this study, multiple regression (multiple linear regression) analysis, specifically statistical (stepwise) regression and standard (forced-entry) multiple regression, were used to investigate the relationship between the dependent (criterion) variable, satisfaction, and the independent (predictor) variables, detachment, continuity, building relationships in residence, learning in residence, and individual change. The purpose of multiple regression was to understand hypothesis #6 (H6) and illuminate further any relationships pertinent to hypotheses #1-5 (see H1-H5, pp. 73-79).

The core strategy of multiple regression is “what happens to overlapping variability due to correlated IVs and who determines the order of entry of the IVs into the equation” (p. 131). In standard multiple regression all the IVs (predictor variables) enter the equation at one time; “each one is assessed as if it has entered the regression after all other IVs had entered. Each IV is evaluated in terms of what it adds to the prediction of the DV that is different from the predictability afforded by all the other IVs” (p. 131).

Statistical regression (stepwise) is somewhat different from standard multiple regression, in that, some of the variables are excluded from the regression equation based upon the variance explained by the variables.

As stated earlier, “the primary goal of regression analysis is usually to investigate the relationship between a DV and several IVs” (p. 112). An initial step in this phase of analysis is to examine the relationship between satisfaction and each of the IVs (see Table 7).

In addition to the bivariate regression equations (see Table 12), this study is also interested in how these independent variables act collectively in predicting the dependent variable, satisfaction. Table 13, 13a, and 13b below displayed the application of stepwise regression analysis to the multivariate relationship between the five independent variables and the one dependent variable.

Table 13 (Model Summary) indicated that Model 1 (Continuity) best explained (accounted for) the variance in the dependent variable satisfaction. The addition of Models 2 and 3 accounted for an increase with the variance in the dependent variable, satisfaction. Model 3 (continuity, learning in residence, and individual change) best explains the variance in the dependent variable. According to the stepwise regression analysis, detachment and building relationships in residence did not appear to be significant in contributing to the explained variance in the dependent variable.

Table 13

Model Summary (Stepwise Regression)

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.494a	.244	.241	.83829
2	.566b	.320	.315	.79640
3	.580c	.336	.328	.78862

a. Predictors: (Constant), Continuity

b. Predictors: (Constant), Continuity, Learning in Residence

c. Predictors: (Constant), Continuity, Learning in Residence, Individual Change

Table 13a

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	54.796	1	54.796	77.976	.000a
Residual	170.060	242	.703		
Total	224.856	243			
2 Regression	72.003	2	36.001	56.763	.000b
Residual	152.853	241	.634		
Total	224.856	243			
3 Regression	75.953	3	25.198	40.516	.000c
Residual	149.263	240	.622		
Total	224.856	243			

a. Predictors: (Constant), Continuity

b. Predictors: (Constant), Continuity, Learning in Residence

c. Predictors: (Constant), Continuity, Learning in Residence, Individual Change

d. Dependent Variable: Satisfaction (CVSATISF)

Table 13b

Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	T	Sig.
1 (Constant)	5.489	.494	16.461	.000
Continuity	.179		8.830	.000
2 (Constant)	4.175	.405		.000
Continuity	.123	.022	.339	.000
Learning in R	9.459E-02 (.09)	.018	.317	.000
3 (Constant)	3.896		9.333	.000
Continuity	.105	.290	4.548	.000
Learning in R	7.107E-02 (.07)	.238	3.471	.001
Individual C	4.348E-02 (.04)	.169	2.403	.017

a. Dependent Variable: Satisfaction (CVSATISF)

Table 14, 14a, and 14b below applied standard multiple regression (forced-entry) analysis to the five independent variables and one dependent variable.

Table 14

Model Summary (Standard Multiple Regression - Forced-Entry)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581a	.337	.323	.79145

a. Predictors: (Constant), INDIVCHA, DETACH2, BUILDREL, LEARNINGR, CONTINUI

Table 14a

ANOVA

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	75.773	5	15.155	24.193	.000a
Residual	149.083	238	.626		
Total	224.856	243			

a. Predictors: (Constant), INDIVCHA, DETACH2, BUILDREL, LEARNINR, CONTINUI

b. Dependent Variable: Satisfaction (CVSATISF)

Table 14b

Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	T	Sig.
1 (Constant)	3.813		6.812	.000
DETACH2	-1.185E-02 (-.01)	-.032	-.473	.636
CONTINUI	.107	.296	4.133	.000
BUILDREL	6.564E-03 (.006)	.024	.338	.736
LEARNINR	6.909E-02 (.06)	.231	3.262	.001
INDIVCHA	4.431E-02 (.04)	.172	2.303	.022

a. Dependent Variable: Satisfaction (CVSATISF)

Table 14 (Model Summary) reflected that all five of the independent variables were entered into the multiple regression equation and that they accounted for approximately 32.3% of the variance in the dependent variable. Table 14b (beta coefficients) reflected that detachment (-.032) and building relationships in residence (.024) appeared to have less of an impact on the dependent variable, satisfaction. Continuity (.296), learning in residence (.231), and individual change (.172) together appear to account for most of the explained variance in the dependent variable.

As mentioned earlier in Chapter IV analysis and based on the research of Fleming (1996), the two overarching themes of detachment and continuity were “intertwined” and strongly related ($r = .555$) with each other (see Table 7). Earlier analysis in this chapter supported this claim as the new combined independent variable; DECONTI may in fact be a new concept in the study. Table 9 addressed the mean and standard deviation of the new variable, while Table 10 reflected its relationship with the other independent variables and the dependent variable. Table 12 showed that DECONTI, individually, in a bivariate regression equation, best predicted (accounted for variance) in the dependent variable, satisfaction.

Table 15, 15a, and 15b applies stepwise regression analysis to the DECONTI, building relationships in residence, learning in residence, individual change, and the dependent variable, satisfaction.

Table 15, 15a, and 15b, with DECONTI, indicated slightly higher beta coefficients. In addition, impact on the variance of the dependent variable is slightly higher (DECONTI - .502 vs. Continuity - .494).

Table 15

Model Summary (Stepwise Regression with DECONTI)

Model	R	R Square	Adjusted R Square	Std. Error of The estimate
1	.502a	.252	.249	.83382
2	.565b	.320	.314	.79666
3	.576c	.331	.323	.79152

a. Predictors: (Constant), DECONTI

b. Predictors: (Constant), DECONTI, Learning in Residence

c. Predictors: (Constant), DECONTI, Learning in Residence, Individual Change

Table 15a

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	56.604	1	56.604	81.415	.000a
Residual	168.252	242	.695		
Total	224.856	243			
2 Regression	71.900	2	35.950	56.643	.000b
Residual	152.956	241	.635		
Total	224.856	243			
3 Regression	74.496	3	24.832	39.636	.000c
Residual	150.360	240	.627		
Total	224.856	243			

a. Predictors: (Constant), DECONTI

b. Predictors: (Constant), DECONTI, Learning in Residence

c. Predictors: (Constant), DECONTI, Learning in Residence, Individual Change

d. Dependent Variable: CVSATISF

Table 15b

Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
1 (Constant)	5.292		15.203	.000
DECONTI	9.911E-02 (.09)	.502	9.023	.000
2 (Constant)	4.126		10.096	.000
DECONTI	6.814E-02 (.06)	.345	5.565	.000
Learning in R	9.088E-02 (.09)	.304	4.909	.000
3 (Constant)	3.914		9.337	.000
DECONTI	5.744E-02 (.05)	.291	4.334	.000
Learning in R	7.227E-02 (.07)	.242	3.519	.001
Individual C	3.809E-02 (.03)	.148	2.036	.043

a. Dependent Variable: CVSATISF

Table 16

Model Summary (Standard Multiple Regression - Forced-Entry with DECONTI)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.576a	.331	.320	.79311

a. Predictors: (Constant), INDIVCHA, BUILDREL, LEARNINR, DECONTI

Table 16a

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	74.518	4	18.629	29.616	.000a
Residual	150.338	239	.629		
Total	224.856	243			

a. Predictors: (Constant), INDIVCHA, BUILDREL, LEARNINR, DECONTI

b. Dependent Variable: CVSATISF

Table 16b

Coefficients

Model	Unstandardized Coefficients B	Standardized Coefficients Beta	t	Sig.
1. (Constant)	3.845	.561	6.852	.000
DECONTI	5.653E-02 (.05)	.286	3.993	.000
BUILDREL	3.606E-03 (.003)	.013	.186	.852
LEARNINR	7.138E-02 (.07)	.239	3.378	.001
INDIVCHA	3.734E-02 (.03)	.145	1.947	.053

a. Dependent Variable: CVSATISF

Table 16 (Model Summary) reflected that all four of the independent variables were entered into the multiple regression equation and that they accounted for approximately 32% (Adjusted R Square .320 x 100) of the variance in the dependent variable. Table 14b (Coefficients) reflected that all four of the independent variables were left in the regression Model 1, but building relationships in residence (.013) had similar small values. The results were similar to the results in Table 14. DECONTI (.286), learning in residence (.239), and individual change (.145) were the most significant in predicting the dependent variable.

Multicollinearity

Based on some of the bivariate and multivariate analysis, an issue of multicollinearity might exist because of the correlation between the independent variables. Tabachnick and Fidell (2001) indicated that multicollinearity may exist is the independent variables highly correlated

(>7.1) with one another, which makes it difficult to assess the significance of the beta coefficients in the multiple regression models.

Path Diagram Model

The following model (see Figure 2) was developed to display the relationships between the combined overarching themes (detachment + continuity = DECONTI) on the left side of the model with the descriptive themes (building relationships in residence, learning in residence, and individual change in residence) in middle of the model with participant satisfaction, as determined by the Kropp-Verner Attitude Scale on the far right-hand side of the model.

These results can be summarized in the path diagrams (on the next page) to indicate the direction and strength of the independent variables (DECONTI, building relationships, learning in residence, and individual change) and the dependent variable (satisfaction). For the purposes of this study, path analysis is not being applied to the analytical process, but this research took advantage of the path model (diagram) for visual clarity

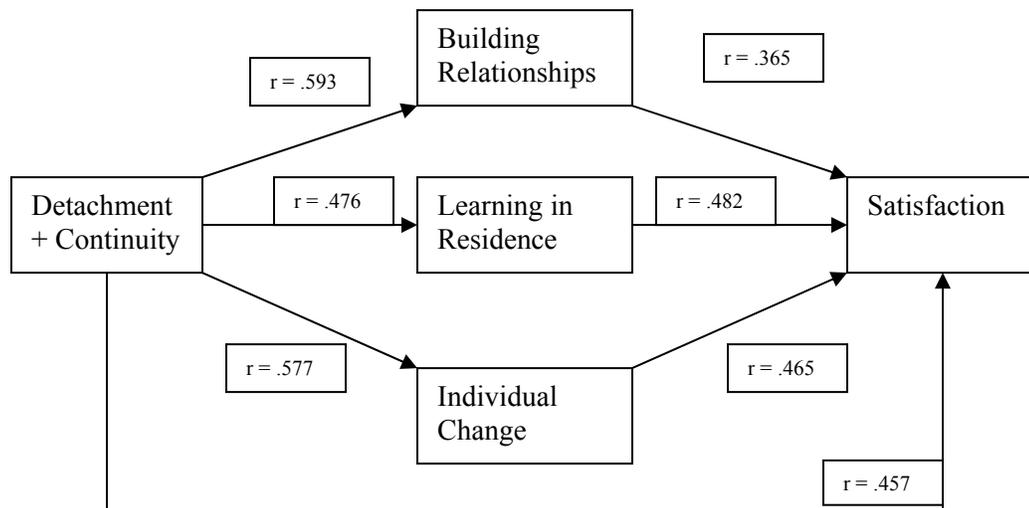


Figure 2. Path Diagram Relationship of IVs to the DV
 (Note the use r values in Figure 2 as opposed to beta coefficients which are normally used in Path Analysis Modeling)

In Figure 2, the overarching themes of detachment and continuity were combined, as described by Fleming (1996) and this study, is shown to have a stronger positive relationship with the three descriptive themes (building relationships, learning in residence, and individual change), as well as a stronger positive relationship with the dependent variable (satisfaction). The strongest positive relationship existed between DECONTI and building relationships (.593) and individual change (.577), which results in a coefficient of determination of approximately 33-35% of the explained variance. A stronger positive relationship existed between DECONTI and satisfaction (.494). Interestingly, DECONTI produced a slightly weaker relationship between learning in residence (.476) and the dependent variable (.457) satisfaction.

Qualitative (Open-Ended) Insights or Comments

While these statistical analyses are insightful and suggest some support for the hypotheses examined, the qualitative information may also be insightful and likely adds to the understanding of the statistical analysis, as well as the richness of the overall study. Therefore, a final section, offered here, summarizes the comments (approximately 28% response) made by individual respondents to the open-ended question in Part IV of the NASQ: “Provide any additional insights or comments about the FBI National Academy learning experience.”

Over 60% of the written responses were very positive and supportive of the residential adult learning environment. Along with the positive comments, there were some negative comments about the maintenance of the facility, the quality of the food in the cafeteria, and living (roommates/suitemates) conditions within the dormitory rooms. These comments are provided in Appendix H of this study.

Many of the written responses were directly related to the “Advantages” described by Schacht (1956), the “Essentials” outlined by Houle (1971), and the “Framework of Characteristics” defined by Fleming (1996). For purposes of organizing the responses from the National Academy participants, Fleming’s “Framework of Characteristics” was used to structure the responses in a meaningful manner and to provide five examples of the “typical responses” made by the participants. The responses to the questions are not coded or quantified as a part of this study, but are summarized here.

Detachment, which addresses the separation from familiar environments, was a consistent characteristic of Schacht, Houle, and Fleming as well as the National Academy participants. The five examples (see Table 19), as well as the complete list of responses (See Attachment H), reflect the positive and negative influence of detachment. It was evident from these responses that many of the participants experienced a hardship being away from family, friends, and job, while others anticipated and prepared for the separation. For example, one respondent stated, “detachment away from the family was awful. It was worse than I imagined it could be....” while another respondent indicated, “Time away from home and family was reconciled prior to arrival. I can focus on the experience here and there is much to be gained by this...” This reflects the different manner, in which different respondents handled detachment.

Table 17

“Detachment from the Familiar”

<i>“Detachment from the Familiar” – Responses</i>
<i>Detachment away from the family was awful. It was worse than I imagined it could be. And I flew home often.</i>
<i>Time away from home and family was reconciled prior to arrival. I can focus on the experience here and there is much to be gained by this.... This is a great place to enhance one’s self personally and professionally.</i>
<i>I think the residential is ideal although I do not sleep over, since I live on base. I have benefited from the residential experience by hanging out on the weekends.</i>
<i>I feel the removal from friends, family, and work, while hard, is very important to my success with this program.</i>
<i>Being away from home for 10 weeks is very tough. Didn’t realize how negatively it would impact the spouse</i>

Unlike detachment, many of the NA participants experienced a level of personal and professional growth (see Table 18) as a result of the FBI National Academy experience. In summary, many of the respondents described the National Academy program as very rewarding and a positive learning experience. Specifically, one respondent stated, “this was a great place to enhance one’s self, personally and professionally.”

Table 18

“Personal Growth and Identity”

<i>“Personal Growth and Identity” – Responses</i>
<i>This is a great place to enhance one’s self personally and professionally.</i>
<i>I am convinced if you approach the NA experience with a positive attitude, you’ll benefit both personally and professionally.</i>
<i>A very good experience for me and my department. Very useful for my practical work in the future.</i>
<i>Most rewarding experience in my law enforcement career. You can’t get this type of personal or professional growth anywhere.</i>
<i>The NA experience was splendid. I learned a lot to flourish in my personal as well as professional life segments.</i>

Approximately 28% to 30% of the responding National Academy students commented positively about the residential adult learning environment and the excellence of the law enforcement content (see Table 19). One student reflected, “It was long, but it did provide a ‘complete’ learning experience. I hope to continue to keep the knowledge I learned with me.” Another student reinforced the learning environment, “I think the on-site institutional aspects of the FBI-NA are what make it a strong program.” These comments suggest that the National Academy participants view the National Academy environment as a holistic experience that impacted the whole person.

Table 19

“Learning Domains and Processes”

<i>“Learning Domains and Processes” – Responses</i>
<i>It was long, but it did provide a “complete” learning experience. I hope to continue to keep the knowledge I learned with me.</i>
<i>I think the on-site institutional aspects of the FBI-NA are what make it a strong program.</i>
<i>Courses are well organized and conducted by extremely good instructors. Interchanges with international students are equally important as those with the national students. Enrichment nights are enlightening and inspiring. Great place to learn and study.</i>
<i>More freedom, class attendance, although important, should not be mandatory. Family is stressed, but Friday night is filled! Friday should be light. More slanted toward sharing knowledge. Less in testing knowledge.</i>
<i>Very positive environment. Everyone is very encouraging.</i>

Time was a characteristic often mentioned by the National Academy student. Time was of concern to the participants in both the academic and social setting at the FBI Academy (see

Table 20). “I stay so busy doing what is required that I don’t have time to research and learn other areas for law enforcement that apply to my job. More time for the library would be great.”

Many of the students requested that more time be allotted to the pursuit of alternative interests. However, many suggested that the ten-week National Academy program was a unique opportunity for discovery.

Table 20

“Impact of Time”

“Impact of Time” – Responses
<i>I stay so busy doing what is required that I don’t have time to research and learn other areas for law enforcement that applies to my job. More time for the library would be great.</i>
<i>Feel at this time that I have an overload of work to do and not enough time to do it in. More time to interact with fellow students would be helpful.</i>
<i>Not enough free time for socializing, not due to the 10 weeks length of time. It was because of night courses, heavy workload and busy time, section meetings.</i>
<i>Too much class work, homework. Not enough time to forge relationships.</i>

Based on my twenty-five years of law enforcement experience, I have observed that police officers are a unique brand of professional individuals who connect with other police officers. The community and fellowship (see Table 21), identified by Fleming (1996), is ever present in the tight-knit world of law enforcement. It is a difficult circle to break into if one is not a police officer. One respondent described it this way, “Formed a brotherhood, especially on the 6th of Madison. I feel honored and privileged for having attended the NA. It gave me a greater appreciation for the FBI.” Many of the respondents identified the special bond of community and fellowship with the FBI National Academy.

In the non-law enforcement environment, Wenger (1998) describes a similar phenomenon among professionals in the establishment “communities of learning” centered on skilled individuals who share common positions, experiences, and expertise.

Table 21

“Sense of Community and Fellowship”

“Sense of Community and Fellowship” - Responses
<i>I’ve met some very interesting people and examined how other agencies deal with common problems.</i>
<i>Great instructors and learning environment. Excellent atmosphere to create networks and learn from others.</i>
<i>This gave me an opportunity to meet officers and individuals I would never have come into contact with. I am going to recommend this to my boss, as I feel all command staff officers should have this experience.</i>
<i>Formed a brotherhood, especially on the 6th floor of Madison. I feel honored and privileged for having attended the NA. It gave me a greater appreciation for the FBI as an agency.</i>
<i>Overall – was great. Thanks for the opportunity. To do this any other way “traveling,” east coast, west coast etc. would truly diminish the experience. Part of it is meeting the diverse group from around the U.S. and the world.</i>

The final characteristic identified by Fleming, focused on the residential environment and its impact on the participants. As indicated by some of the respondent’s comments, living together in a residential setting generated comments (see Table 22). “Housing facilities are not environmentally friendly (climate). Heating controls are non-existent. Some people are very hot, while others are very cold. Otherwise the conditions are good. Several respondents didn’t like sharing their “private space” with another individual, let alone, sharing shower and bathroom facilities with three other individuals. One student sated, “I think the living arrangements should be revisited.”

Other environmental comments focused on the availability or lack of certain amenities. “The rooms would be nicer with computer/internet access, but I understand cost is a problem.” Several participants criticized (See Appendix H) the cafeteria, workout facilities (gym & track), and the general (elevators and carpeting) condition of the FBI Academy.

From my perspective, having served at the FBI Academy for almost fifteen years, I realize that the academy is in need of constant renovation and repair because of the number of students that reside within the residential setting. As mentioned in Chapter III, the FBI Academy was built in 1972, and since that time, the Academy continues to house up to 1,000 on any given day and has greatly expanded with the addition of the various administrative and operational entities in the FBI.

Table 22

“Environment”

“Environment” – Responses
<i>Housing facilities are not environmentally friendly (climate). Heating controls are non-existent. Some people are very hot, while others are very cold. Otherwise conditions are good.</i>
<i>I feel that the living arrangements should be revisited.</i>
<i>I don’t see the benefit of sharing a room with another officer. The roommate situation causes more stress than having a room alone. We are all too old to regress back to college life.</i>
<i>The rooms would be nicer with computer/internet access, but I understand cost is a problem.</i>
<i>Lights out should be established and enforced throughout the entire building.</i>

As mentioned earlier in the chapter, there were eight (.03%) negative comments about the National Academy learning experience. Most of these comments centered on environmental factors, not the program itself, but these evaluations (judgments) are important in the overall evaluation of the National Academy program. Kirkpatrick (1998) commented on the significance of Level 1 – Reaction (Satisfaction) evaluation in the overall rating of the program.

This chapter analyzed both quantitative and a limited amount of qualitative data in an attempt to answer the research questions and to examine the six hypotheses. The quantitative data supported the assertion that the continuity, learning in residence and individual change has a positive relationship and accounted for 32.8% of the variance in satisfaction. The new DECONTI variable plus learning in residence and individual change (Table 15b, Model 3) was the model for the prediction of the dependent variable, satisfaction. The independent variables detachment and building relations in residence did not factor into the best prediction for satisfaction. The comments made by the participants in Part IV of the National Academy Survey

Questionnaire (NASQ) supported and were in-line with the results from the quantitative analysis of the NASQ and the Kropp-Verner Attitude Scale.

Chapter Summary

In Chapter Four, the data collected were analyzed by using descriptive, univariate, and multivariate statistics. The analysis indicated that a moderately strong relationship exists individually and in combination between the independent variables (overarching themes of detachment and continuity/descriptive themes of building relationships in residence, learning in residence, and individual change) and the dependent variable, satisfaction.

A summary (see Table 23) of the bivariate and multivariate analysis as they pertain to the six hypotheses described in Chapter III:

Table 23

Summary of Bivariate and Multivariate Analysis re: H1 – H6

Hypotheses (H) 1-6	Correlation Analysis w/Satisfaction	Bivariate Analysis/% Variance Predicted in Satisfaction	Multivariate Analysis/beta coefficient (Table 15b, Model 3)	Significance/ Predicting Satisfaction
H1 Detachment	(r = .310)	9%	-.032	Not Significant*
H2 Continuity	(r = .494)	24.1%	.296	Significant*
H3 Building Relationships	(r = .392)	15%	.024	Not Significance
H4 Learning in Residence	(r = .482)	22.9%	.231	Significant
H5 Individual Change	(r = .465)	21.3%	.172	Significant
H6 Complex Interaction of IVs	R = .582 Table 15b, Model 3 w/Satisfaction	N/A	R Squared = .337	Significant

*When combined into DECONTI this variable showed a stronger relationship with satisfaction.

In Chapter Five, in light of the statistical results, this study offers the following discussions, conclusions, and recommendation:

1. A discussion of these findings relative to the theoretical arguments offered by Fleming and others which inspired this study.
2. Conclusions drawn by this researcher based on the results of bivariate and multivariate analysis.
3. Limitations of this study.
4. Significance of this study that will benefit the field of residential adult learning education and environments are offered.
5. Finally, recommendations for further research are outlined that may enhance our understanding of adult learning and the importance of residential learning environments.

CHAPTER V

DISCUSSIONS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter consists of a brief overview of the study, a discussion of the findings in light of the literature and research questions offered at the outset, discussions and conclusions based on the analysis, limitations of the study, benefits to the field of residential adult learning environments, and finally recommendations for further study and research within the residential adult learning environment.

The purpose of this chapter is to summarize the importance of the data and to determine what was learned from this empirical research. Also, it is important to understand where research goes from this point.

Additionally, as mentioned in Chapter 4, the demographic profile data and frequency of response data are briefly explained and suggestions are made as to how these data added richness to the current study and how the insights generated could be used in future research.

Overview of the Study

From that first school established in 1851 by Christian Kold, which was based on the philosophies of Bishop Grundtvig, the residential adult learning environment continues to grow and thrive into the 21st century. The four critical elements that provided a foundation for Grundtvig's "people's school" continue to form the conceptual base for residential adult learning environments. Grundtvig strongly believed that the schools "should be a school for life...should be historical-poetical...should be *folkelig*... and that it should be a residential school for adults" (Kulich, 1984, p. 10). Buskey (1990), drawing from the work of Livingstone (1945) studied the Danish Folk Schools, and suggested three essential "root concepts" that define the adult residential learning environment. The three "root concepts" are "adult students, who are the participants involved in the learning activities; residence, which means that the participants live and eat together in a common facility; and education, which is the spiritual aim of the experience" (p. 15).

In this study, the 212th session of the FBI National Academy provided the learning environment ("learning sanctuary") to help adults learn and enhance their personal experience (Buskey, 1990; Cohen & Piper, 2000; Houle, 1971; Fleming, 1996, 1998; Schacht, 1956, 1960; Simpson & Kasworm, 1990). As stated earlier, in 1935, FBI Director J. Edgar Hoover established the National Police Training School (later named the FBI National Academy), whose mission was to bring domestic and international law enforcement together under a common purpose to promote effective and efficient law enforcement investigations. From the first class of twelve in 1935, located residentially in the District of Columbia (Washington, D. C.), to the contemporary residential adult learning environment located on the grounds of the FBI Academy, the 244 domestic and international law enforcement participants provided valuable information to this study on the importance of their personal perceptions and experience as well as the importance of the characteristics of residential adult learning environments.

The purpose of this study was to more clearly understand the relationship among the characteristics (overarching themes: detachment and continuity and the descriptive themes: building relationships in residence, learning in residence, and individual change in residence) of

residential adult learning environments and how this relationship impacts and affects the participant's perception of satisfaction with the overall environment. The research questions for this study centered upon the relationship between the overarching and descriptive themes offered by Fleming (1996) and the overall participant's perception of satisfaction of the residential adult experience. The hypotheses were designed to examine, (a) the relationship individually and collectively between the measures of the overarching and descriptive themes and (b) whether these measures impact on overall participant satisfaction of the program.

To briefly review Fleming's foundation: Schacht (1957) identified six "values of residence" that define the "special virtue" of residential adult education: (a) detachment, (b) environment break, (c) concentration, (d) time, (e) intimacy, and (f) community (pp. 341-346). Fleming, using Schacht's assertions and the characteristics identified by Houle (1971), developed her "Framework of Characteristics of Residential Adult Education" and listed them as follows: "(a) detachment from the familiar, (b) personal growth and identity, (c) learning domains and process, (d) impact of time, (e) sense of community and fellowship, and (f) environment" (Fleming, 1998, p. 261). These six characteristics synthesized the literature that defined the residential experience and formed the basis for Fleming's study (see Table 1). Although the terminology may differ based on the contextual orientation of the residential experience, the essential components as defined by Schacht (1957, 1960) and Houle (1971) remain remarkably similar in definition and direction. Referring to the earlier comments of Buskey (1990) in Chapters 1 and 2, the conceptual roots of adult residential learning environments consist of three areas: adult students, residence, and education.

As a part of Fleming's (1996) study, she called for additional research in differing residential environments where the demographics and contexts were different, yet were framed by the broad definition of a residential adult learning environment. The FBI National Academy is an example of a different residential context. Also, Fleming called for new analysis of the "Matrix of Key Elements of the Residential Learning," that she created as a result of her research. This study responded to that call and attempted to shed light on these streams of thought in residential adult learning.

Discussion

The main research hypothesis for this study asserted that there was a positive relationship between the overarching themes of detachment and continuity, the descriptive themes of building relationships in residence, learning in residence, and individual change in residence, and the overall participant's perception of satisfaction as determined by the Kropp-Verner Attitude Scale. Bivariate analysis determined that a positive relationship existed between each of the overarching and descriptive themes and between each of these themes and satisfaction.

Multivariate analysis was also conducted to determine if these variables predicted a positive level of satisfaction on the part of the FBI National Academy participants. The multivariate analysis indicated that the independent variables accounted 1/3 of the variance in the level of satisfaction. The analysis also indicated which independent variables were most significant.

Based on these analyses, continuity, individually, had the most overall significance with the other independent variables and its ability to predict satisfaction. This finding was supported by the bivariate regression analysis and multivariate regressions. Hinted at in the literature and suggested by Fleming (1996), the combination of the other overarching theme, detachment, with

continuity as a new variable was a unique finding in this study. The new variable, DECONTI accounted for more of the variance in satisfaction.

During bivariate regression analysis, the DECONTI independent variable accounted for the most variance and was better in predicting satisfaction within the residential learning environment. In the multivariate analysis, DECONTI was found to be the best (Table 15b, Model 3) predictor for satisfaction. In fact, DECONTI analytically was similar to continuity, but with larger estimates in accounting for variance, thus better predicted satisfaction.

These overall findings, as they relate to the variables of interest and their ability to predict participant satisfaction in the FBI National Academy program, are summarized below. Also included in this discussion is an overall explanation of the complex relationship, individually and collectively, among the independent variables and satisfaction.

Detachment

Detachment, as defined by Fleming (1996) and others was anticipated to be an important part of the adult residential experience, because the participant was removed from the normal (family, job, friends, and social) demands of life. In this analysis, detachment was thought to provide the participant with a clear learning environment. Detachment was positively associated with each of the other independent variables and the dependent variable under investigation. The strongest relationship was with the other overarching theme continuity, which Fleming (1996) had suggested in her research. Detachment, individually, exhibited the least correlation (although positive) with the dependent variable, satisfaction. The multivariate analysis found detachment to be less a factor in explaining the variance in the dependent variable. In fact, during stepwise regression analysis, detachment, along with building relationships in residence, did not fit significantly with any of the models.

Several conclusions might be drawn from this analysis. One conclusion is that detachment is so closely tied (related) to continuity that it is one concept and impossible to separate or secondly, detachment is closely tied (related) to one of the other independent variables, such as building relationships in residence or individual change.

Following this first line of conclusions, the independent variables (detachment + continuity) were combined to form the new independent variable, DECONTI. As such, DECONTI, within the scope of detachment, exhibited an increased positive correlation with the other variables and satisfaction which supported this conclusion.

According to the literature and the research of Fleming (1996), detachment was an important part of the residential environment, but this study suggested that detachment played a less important role. As mentioned by Fleming and supported by this current study, is the use of the term “overarching theme” in describing detachment. Although not individually unique, detachment when combined with continuity (DECONTI) offered a stronger independent variable and demonstrated an increased ability to predict satisfaction.

Continuity

As mentioned above, continuity was more highly correlated with detachment than any of the other variables or satisfaction. This finding also supported Fleming’s research. Continuity was also significantly correlated with building relationships in residence and individual change

in residence. Of all the independent variables, continuity was the largest Beta in predicting satisfaction.

During bivariate regression equation analysis, continuity (Model 2, Table 12) accounted for most of the variance in the dependent variable based on the Adjusted R Square. In the multiple regression (standard and stepwise regression) analysis, continuity (Model 1) was the best predictor of variance in the dependent variable. Its beta coefficients were reduced in subsequent models as more variables stayed in the regression equation. During stepwise regression analysis, continuity, along with learning in residence and individual change, accounted for more variance in satisfaction.

In this study, continuity was the most significant of the independent variables. As mentioned above, Fleming's research indicated that detachment and continuity were closely related in her research. The results of this study were no different. Therefore, this study consistent with Fleming, suggests detachment and continuity may in fact be "intertwined."

This current study combined the two overarching themes of detachment and continuity into one independent variable, DECONTI, which resulted in higher correlation with each of the other independent variables and the dependent variable. The multivariate analysis showed slightly higher beta coefficients, and predictive models were similar. The results suggest that they are similar concepts, "intertwined," as discussed by Fleming (1996).

As mentioned above in the discussion regarding detachment, Fleming (1996) also saw continuity as an "overarching theme" that impacted detachment, the other independent variables and the resulting satisfaction with the learning experience. Continuity differed from detachment in that it was highly correlated and able to predict satisfaction. The new variable DECONTI was stronger in its relationship with building relationships in residence, learning in residence, and individual change in residence and satisfaction.

Building Relationships in Residence

Building relationships in residence was positively correlated with detachment, continuity, DECONTI, learning in residence, and individual change and with satisfaction to lesser degree. In the bivariate analysis, building relationships in residence, like detachment, accounted for less of the explained variance in satisfaction.

As a result of the multivariate analysis, this (descriptive theme) variable resulted in a very low, if not negative, beta coefficient. The analysis suggested that building relationships was not significant in predicting satisfaction, but it was highly correlated with the other independent variables.

One conclusion that might be drawn is that building relationships in residence is closely related or aligned with other independent variables, such as learning in residence and individual change in residence, which may account for its apparent lack of relationship with satisfaction.

Learning in Residence

Learning in residence was also positively correlated with the other independent variables and the dependent variable. The correlation between learning in residence and individual change was the largest of all the relationships. Bivariate regression analysis suggested that learning in residence had a significant impact on the predictability of satisfaction based on both the b coefficient and the Adjusted R Square.

In the multiple regression models, learning in residence was paired with continuity and the DECONTI, as well as individual change in the analysis with the ability to predict the dependent variable, satisfaction.

Individual Change in Residence

Individual change in residence was also positively correlated with the other independent variables, as well as the dependent variable, satisfaction. In the various analyses, individual change in residence, like learning in residence, had a significant impact on the predictability of the dependent variable, satisfaction. As noted above, the correlation relationship between individual change in residence and learning in residence was the strongest among the independent variables.

In the multiple regression analysis, individual change in residence was paired with continuity (DECONTI), and learning in residence as best predictors of satisfaction. As discussed above, building relationships in residence was not significant in regression equations.

One conclusion that might be drawn is that building relationships in residence is highly correlated with the other independent variables and may “intertwined” with the other descriptive themes. Although the analytical analysis suggested that building relationships in residence was not significant, the literature, Fleming’s study, and many of the qualitative comments made by the National Academy participants seemed to support the contention that “building relationships” was important in the residential learning experience. Additional research in the form of a “follow-up” study might be an important consideration for further research.

DECONTI

As discussed above, DECONTI is the collapsing (combining) of the independent variable detachment and continuity. Fleming (1996) suggested that detachment and continuity were overarching themes that were possibly “intertwined” with each other. This study indicated that continuity was the stronger of the two overarching themes and in the bivariate and multivariate analysis continuity had the greatest impact on the predictability of satisfaction. The collapsing of the two independent variables provide for an even stronger independent variable.

Individual and Collective (Complex) Relationship

In addition to the individual relationship between these variables and their individual ability to predict satisfaction, this study sought to address this collective relationship through the use of multivariate analysis. These results indicated that not all the independent variables impacted the predictability of the dependent variable, satisfaction. One conclusion that could be drawn was that the literature did not accurately define the importance of such independent variables or more likely, there are more complex interactions among the various independent variables.

The analysis, as indicated by the research of Fleming (1996), combined the two overarching themes of detachment and continuity into a new independent variable, DECONTI. The results here suggest that other combinations may be possible.

This study also suggested that there was a complex (H6) relationship between the overarching and descriptive themes, individually and collectively, as they impacted on

participant satisfaction in the residential adult learning environment. A path diagram was offered as explanation for the complexity, but it, of course, does not fully explain all the possible complex alternatives.

Dependent Variable – Kropp-Verner Attitude Scale

As indicated in Chapter 3, Kropp and Verner (1957) suggested that the Kropp-Verner Attitude Scale be used in different learning environments as a measurement of satisfaction. In fact, based on the literature, most of the research did not address satisfaction in connection with residential adult learning environments. As a result of its application in the National Academy Survey Questionnaire, the instrument was used to assess the participant satisfaction with the residential adult learning environment. The mean score of 8.40 (1=lowest – 13=highest) indicated a better than average response to overall satisfaction. Based on the bivariate and multivariate analysis, approximately 33% of the satisfaction was attributed to the independent variables, especially DECONTI, learning in residence, and individual change in residence.

As a result, the Kropp-Verner, as a measure of satisfaction, was used successfully in the ten-week FBI National Academy residential adult learning environment in showing some of the complex relationships with satisfaction in adult residential learning.

Brief Summary of the Demographic Data

As mentioned in Chapter 4, the demographic data collected as a part of the NASQ was not a direct part of the research question or hypothesis, but such data do offer other areas of future research based the participants. The demographic profiles (gender, age, education, agency, sworn, and rank) provide snapshots or glimpses of the backgrounds of the participants that enlightens the reviewer of this research. Fleming (1996) called for research that focused on different types of participants and contexts. The FBI National Academy constituted a unique type of participant and residential context.

Even with growth of women in the professional workforce and specifically in the profession of law enforcement, the demographic data indicated that the 212th session of the FBI National Academy was dominated by male law enforcement officers. In fact, the overall profile for the participants was white male, forty-one to fifty years of age, college educated, at the rank of lieutenant or above, and from local departments and agencies.

This generality might explain why the percentage of women attending the FBI National Academy was small. An assumption could be made that as women work longer, gain more experience and attain higher ranks in their respective departments or agencies; then the FBI National Academy would see more women attending the residential program.

There has been another interesting increase over the years during which this researcher (1987-2003) worked and taught in the FBI National Academy. The educational backgrounds (academic preparation) of the participants have increased over the years. In this study, a very large percentage (80.8%) of the participants had a college degree or higher with many having advanced degrees. This observation is an important consideration in assessing the FBI National Academy participants and the program.

The international law enforcement officers constituted a very small (5%) percentage of the FBI National Academy participant population, but as global law enforcement expands the

number of international police officers will grow. They will be an important part of the diversity of the FBI National Academy program.

Although diversity of the participants was not a cornerstone of the FBI National Academy program, it does offer the opportunity for increased diversity in the future. As the number of women and international police officers continues to increase and with the number of students going to college and earning advance degrees, the demographic data would be expected to change as well.

As will be mentioned later in this chapter, the demographics of the participants are a potential area of further study and research.

Brief Summary of the Responses to the Open-Ended Question

Although the primary focus of this study was to address the relationship between the independent variables and their impact on the satisfaction of the FBI National Academy participants, Part IV of the NASQ asked each participant to provide any additional material which might shed light on their learning experience. In Chapter 4, a selection of the participant responses were organized according to Fleming's (1996) "Framework of Characteristics of Residential Adult Education" with the complete responses in Appendix H.

The qualitative responses provided additional richness to the quantitative results of this study. In many cases, the open-ended responses of the participants paralleled the "Matrix of Key Elements of the Residential Learning Experience" upon which the NASQ was based. Many of the responses used similar phraseology to the overarching themes (detachment and continuity) and the descriptive themes (building relationships in residence, learning in residence, and individual change in residence) identified by Fleming's research of participant's perceptions.

Although not specifically addressed in this research, several comments indicated a clear concern on the part of the National Academy participants about the quality of the physical environment. The comments, which could be characterized as complaints, were centered on the aging physical structure of the FBI Academy. This type of information may provide helpful insight to the FBI Academy, as well as to the planners of future residential adult learning programs. Fleming (1996) discussed the importance of the physical environment in adult residential adult learning experiences. Participants may have a difficult time absorbing the essence of the residential environment if the physical structure becomes a distraction to the learning experience.

There was another insight drawn from the participant responses, which concerned the National Academy counselors. Several comments indicated a lack of preparation and knowledge on the part of the counselors with regard to the National Academy program. This suggests that the FBI National Academy consider the development of short training programs to help and assist the counselors in working and dealing with the National Academy participants. This type of program may enrich the participant and counselor residential adult learning experiences.

Conclusions

One of the main purposes of this study was to analyze the relationship between detachment, continuity, building relationships, learning in residence, and individual change and participant satisfaction in a residential adult learning environment. The literature and research of

Fleming (1996) suggested that these overarching and descriptive themes played a significant role in the overall level of participant satisfaction within residential environments.

This quantitative analysis generally supported this claim, but provided additional insight into the interaction of these variables with satisfaction and how adults learn in a residential environment. Continuity, individually, not combined with detachment (DECONTI), was found to be highly correlated with the other variables and to be the best predictor of satisfaction. Detachment, the other overarching theme identified by Fleming (1996), was found to be highly correlated with continuity, but was not significant in predicting satisfaction, yet detachment was an important component of the residential experience. Based on the literature, the research of Fleming (1996), and the observations of this researcher, the concept (overarching theme) of detachment is important to the residential experience. This concept was also supported by many of the comments made by the participants in the open-ended section of the NASQ. For example, one participant stated, "I feel the removal from friends, family, and work, while hard, is very important to my success with this program." It is the isolation (detachment) from friends, job, and familiar social environment, for the duration of the residential experience, which provides the venue or climate for a unique type of adult learning and education.

Continuity and detachment were combined in this study to form the new independent variable DECONTI. This combination resulted in slightly higher correlation with satisfaction as compared with either continuity or detachment alone. DECONTI along with learning in residence and individual change provided the best model for prediction of participant satisfaction (Table 15b, Model 3). As suggested by Fleming and confirmed with this analysis, detachment and continuity were closely related and combined resulted in a better model of prediction for satisfaction. Based on this study, the overarching themes (detachment and continuity) perhaps could be thought of as a single concept in relation to satisfaction with adult learning in residence.

The three descriptive themes (building relationships, learning in residence, and individual change) were also correlated with each other and with the dependent variable satisfaction. Of the three, building relationships in residence was the weakest in predicting satisfaction. During bivariate regression analysis, building relationships only accounted for 9% of the variance (prediction) in satisfaction. As a result, the multivariate analysis employing DECONTI, learning in residence, and individual change variables illustrated the best prediction of satisfaction.

Interestingly, however, the responses to the open-ended question seemed to indicate that the relationships established during the FBI National Academy were important to the participants, but failed to be significant during multivariate analysis. For example, one participant wrote, "The experience allows you to build new friendships and forge bonds that you would never get to experience." Other participants commented on "networking" and the "opportunity to meet other officers and individuals" from around the world. Furthermore, personal observations and reflections over my fifteen years of work at the FBI Academy consistently revealed the strong professional and personal relationships among the students.

Based on this study, there are several possibilities that may have impacted the negligible role of building relationships in residence. One possibility is the length (ten-weeks) of the FBI National Academy program. It is possible that in the ten-week period there was not enough time for the participants to recognize the significance of the relationships with the other participants. It might be that the real value of the relationships may not emerge until after the program has been completed and the participants have returned to their home and work environments. Again, as mentioned above, the responses to the open-ended question in the survey did prompt some of

the participants to comment positively about the personal and professional relationships established during the FBI National Academy program.

Another possibility may be that the method used to extract the data for this particular variable was not able to capture the importance or significance of building relationships in residence. During most of the various analyses, building relationships in residence failed to be significant in the prediction of satisfaction. Other data and other statistical methods may have been able to better isolate the building relationship variable and determine its role in residential adult learning.

Moreover, the high correlation of building relationships with the other independent variables seemed to indicate that, like the overarching themes of detachment and continuity (DECONTI), this descriptive theme might overlap with the other themes. Learning in residence and individual change were significant in the prediction of satisfaction when modeled with DECONTI. Perhaps a variable combination, building relationships with other independent variables would better explain the contribution of building relationships to residential adult learning. In fact, the possibility may exist that the characteristics (overarching and descriptive themes) of residential adult learning environments may not be as complex as the literature or this research suggests.

Finally, in an attempt to look for explanations, why building relationships in residence did not exhibit the importance as the other variables, it may be important to look at some of the concerns mentioned by the participants regarding the physical structure (environment) of the FBI Academy. Several of the respondents to the open-ended question indicated that the FBI Academy was in need of repair. Specifically, (see Appendix H) the dormitory rooms, bathrooms, running track, climate control, and other examples of concern were mentioned by the participants on more than one occasion. These types of concerns can negatively impact the participant's perception of satisfaction with the program and the evaluation of the significance of independent variables as well.

Lastly, not related directly to the analysis offered here is a contextual factor that may have impacted the findings. The open-ended question revealed a concern about the preparation and training of the FBI National Academy counselors. Several comments indicated that these individuals need some type of training and education program to prepare them for dealing with the National Academy student. Perhaps counselors may have a potential vital role to play in relationship building. As mentioned earlier, the overarching and descriptive themes did account for approximately 33% of the variance (predictability) in the dependent variable satisfaction. The National Academy counselors could benefit from knowledge of these factors and their impact on the participants. For example, if DECONTI (detachment and continuity) is significant as shown in the analysis, then the counselors could better understand how the residential adult experience will impact the FBI National Academy student and may be able to provide some support to maximize these factors for effective learning and minimize any possible effects on effective residential adult learning environments.

Limitations

Fleming's (1996) study called for additional research into the characteristics of residential adult learning environments among different populations and learning environments. The current study responded to that call and examined 212th session of the FBI National Academy, a different residential adult learning environment. The examination of other law

enforcement residential settings could yield additional data regarding the relationship between the overarching and descriptive themes (independent variables) and satisfaction assessed by the Kropp-Verner Attitude Scale. There are numerous non-law enforcement residential adult learning environments where additional valuable data could be collected and examined for use in research.

Within the FBINA, the sample population consisted of domestic and international police officers, generally the rank of lieutenant or above, attending the ten-week management-level program. Variation in any of these pre-selected criteria could produce added information for analysis.

Based on Fleming's (1996) "Matrix of Key Elements" and the Kropp-Verner Attitude Scale, this study framed the characteristics (overarching and descriptive themes) under investigation and sought to determine their predictive ability. Additional characteristics (independent variables) could have yielded different findings.

Finally, this study was quantitative in design and through a forced-choice (Likert-type scale) survey instrument elicited ordinal type data for analysis. A qualitative approach may have yielded additional information and provided another layer of insight into the complexities of effective residential learning. The forced-choice responses restricted the participant's ability to explain further the reason or rationale behind their individual responses. There are several possible examples, such as the impact of the demographic (gender, age, or education) profiles on participant responses, the type of agency or department (local, state, or federal), the length of the residential program, or a better understanding of the role of the international student in the residential experience.

Recommendations for Further Research

As the domestic and international field of adult education expands, the essential role of the residential learning environment continues to play an important part in how adults learn. New and extremely modern conference centers/resorts are being built, such as the Niagara Falls Conference Center mentioned in Chapter I, to appeal to the private and corporate training world. Although not discussed directly in this study, universities and institutions of higher learning are hosting more conference, seminars, retreats, and training sessions with a residential component for adults.

Based on results of this current study, there are five unique opportunities for future research: (a) there are numerous other law enforcement and public safety residential adult learning environments that would provide different contexts for study; (b) the "Matrix of Key Elements" developed by Fleming (1996) provides the nucleus for new survey instruments aimed at a variety of residential adult learning environments; (c) the instrument developed for this study could be applied in both law enforcement and non-law enforcement related residential environments; (d) length of program is an important area of research, because of its impact on the assimilation of the characteristics of residential adult education; and finally, (e) the demographic profiles of the participants could provide an interesting venue for research.

Law Enforcement and Public Safety Contexts for Further Study

In the aftermath of the terrorist attacks in the United States on September 11, 2001, and the creation and development of the Department of Homeland Security, law enforcement and

other public safety entities are spending tremendous amounts of funding for training and education. Institutions, like the FBI National Academy and others, are offering a variety of general and specific courses to meet those urgent needs. With this increased need for training and education, a rich environment exists for the study of residence, in a variety of contexts, as an important component of the success of those learning environments. For example, in the State of Indiana, where this researcher resides, there is the Indiana Law Enforcement Training Academy (ILEA) that trains basic police recruits, State Police, and in-service type training. ILEA, under the banner of Homeland security, is exploring the possibility of establishing an executive-level training program in crisis management and major event planning that would require multiple one-week residencies to complete the program.

“Matrix of Key Elements of Residential Learning”

The “Framework of Characteristics of Adult Education” created by Fleming (1996) synthesized the research of prior practitioners and formed the foundation for the “Matrix of Key Elements of Residential Learning.” The “Matrix” was used in this research to develop the National Academy Survey Questionnaire (NASQ), but the “key elements” could be used in additional survey instruments to enhance the understanding of the residential component. New research may also add to the list of “key elements” to be used in quantitative or qualitative surveys.

Law Enforcement (Public Safety) and Non-Law Enforcement

As mentioned in Chapter 1, and earlier in this section, the contemporary environment has incorporated the residential component into its conferences, conventions, seminars, and training programs. The business and education field is rich with alternative contexts and venues for testing the importance of residence. Although not discussed in the context of this research, the literature has addressed the contrast between the residential and non-residential learning environments. Certainly, in light of this contrast in environments, there are numerous opportunities to test the differences between residential and non-residential programs. This type of study may provide new insights into the importance of residence, therefore it is mentioned here.

Length of Residential Program

Besides different adult residential contexts, additional research should be conducted in the length of residential programs. This study addressed the FBI National Academy, which is a ten-week residential program. In Chapter 1, Cohen and Piper (2000) discussed the adults that returned to college (Adult Baccalaureate College of Lesley College in Cambridge, Massachusetts) to finish their undergraduate educations in a residential setting. There are many week-end seminars, one-week to multi-week training environments that provide a unique research opportunity from a qualitative and quantitative perspective.

Demographic Profiles of Participants

A final area of discovery is in the demographic profiles of the participants. This study captured data that focused on the gender, age, educational level, education, rank (position), and size of department or agency, but only addressed the data as it provided an overview (snapshot/glimpse) of the participants in the study. Additional research could focus specifically on the significance of the profile data and the responses of the participants in connection with the residential adult learning environments.

While this current study focused on the law enforcement professional, there are other groups of professional participants, such as those in the medical, legal, and private, corporate sector that could be important arenas of discovery.

Final Thoughts for Professional Practice

The focus of this study has been on the significance of the adult residential learning environment. The following comments are directed at the FBI National Academy (FBI Academy) and the general study of residential adult education.

FBI National Academy/FBI Academy, Quantico, Virginia

The FBI National Academy program and its location at the FBI Academy, Quantico, Virginia offers adult law enforcement officers a unique opportunity to come together as students in a ten-week residential environment where the focus is on personal and professional growth. The characteristics, defined by Fleming and others, suggest a roadmap or guide to the essential elements unique to residence. This study has suggested how these characteristics, specifically the overarching and descriptive themes, have impacted the participant's satisfaction with the program. In addition, the open-ended question (see Appendix H) has provided some valuable insight for those responsible the effective planning of the FBI National Academy program. For example, many of the comments made by the students centered on the physical condition of the facility, the interpersonal relationships and concerns that develop from close contact with each other, the academic program and its requirements, and finally, the residential experience.

Earlier in this chapter, an insight was drawn from the comments of the participants that indicated a need for a specialized training program for the FBI National Academy counselors that would aid them in working and dealing with the participants. This short-term training program could help and assist the counselors in guiding the students through the ten-week residential adult learning program.

Lastly, for the FBI National Academy, in Chapter I (Significance of the Study), this researcher commented on the FBI Budget process and the inquiry of one of its executives regarding the financial investment required to support the FBI National Academy. This particular executive was asking for documentation that would support and justify the continuation of the FBI National Academy in future years. This research may provide some quantitative support and justification for the continuation of this residential adult learning environment through its discussions and findings regarding detachment, continuity, building relationships, learning in residence, and individual change.

Residential Adult Learning Environments

For the general study of residential adult learning, Buskey (1990), whose research built upon the work of Livingstone (1945), stated that residential adult education has as its foundation three important concepts: the adult student or participant who, like the FBI National Academy police officer participated in the residential learning activity, the residential facility, like the FBI Academy in Quantico, Virginia, which encourages and fosters total living in a common environment, and finally, education, “the spiritual aim of the experience,” that encompasses the academic and social residential situation.

Kirkpatrick (1998) suggested that customer satisfaction was an important ingredient in the learning program and that without basic satisfaction, how could a learning experience occur? This study sought to investigate the relationship between the characteristics (overarching and descriptive themes) of residential adult learning environments as defined by Fleming (1996) and to further the investigation and assess the impact of the independent variables on the dependent variable, satisfaction. This study concluded that the characteristics of residential adult learning environments do, in fact, significantly impact the level (approximately 33%) of satisfaction expressed by the FBI National Academy participants, but there are other variables at work here as expressed in the recommendations for further research.

This research has provided a foundation for further quantitative analysis of the residential adult environment and filled a gap in the literature on the importance of residence in a different learning environment. Although the results of this study are not generalizable (different participants and contexts) to the broad study of residential adult learning environments, the results can help guide other practitioners in the field. It is hoped that other researchers will continue the investigation into how adults learn best and in what type of learning environments.

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APPENDIX A

Glossary

Academy of Sorø – On March 27, 1847 King Christian VIII (1838-48) issued a decree that established “an institution for the education of the people, a so-called folk high school” based on the ideas of Grundtvig (Knudsen, 1976, p. 158). The critical essence of the decree read as follows:

[The King decrees] that a higher educational institute for the real sciences be established at Sorø under the name ‘Sorø Real-Højskole,’ which shall have the purpose of working for the furtherance of these sciences in general as well as specifically.

a. The general purpose of the ‘Realhøjskole’ shall be to provide a higher and more complete education in the real sciences for those who have acquired a preliminary education commensurate with the courses in the real sciences. In particular it shall provide an opportunity to acquire a thorough knowledge of the language of our country, of history, statistics, and the constitution; in addition, for citizens in private occupations, of the most important parts of legislation and knowledge of administrative and community conditions (Knudsen, 1976, p. 158).

Unfortunately King Christian died in 1848 before he or Grundtvig could make the Academy at Sorø a reality and the King’s successor did not support the continuation of Grundtvig’s ideas at Sorø. It wasn’t until 1851 and the folk school established by Kold at Ryslinge, Denmark did Grundtvig’s ideas and concepts were actually put into practice.

Adult Education - means many things to different individuals. Knowles (1980) suggested that adult education has “at least three different meanings. In the broadest sense, the term describes a process-the process of adult learning” (p. 25). Adult learning spans the breadth of formal and informal learning engaged in by motivated adults. Adult education also represents a “set of organized activities carried on by a wide variety of institutions for the accomplishment of specific educational objectives” (p. 25). Thirdly, as Knowles (1980) suggested, adult education “combines all these processes and activities into the idea of a movement or field of social practice” (p. 25). Darkenwald and Merriam (1982) defined adult education as a “process whereby persons whose major social roles are characteristic of adult status, undertake systematic and sustained learning activities for the purpose of bringing about some changes in knowledge, attitudes, values, or skills” (p. 9).

Residential adult education and adult learning are incorporated into the residential environment. It is a set of planned and organized activities that incorporates adults as students in an educational endeavor and residential adult education and adult learning in an important subset of the field or practice.

Bard – “1. One of an ancient Celtic order of singing poets who composed and recited verses on the legends and history of their tribes. 2. Any poet, especially an exalted national poet” (American History Dictionary of the English Language, 1973, p. 107).

Chautauqua - There were several other uniquely American versions, with the philosophical connections to the European folk school concept such as the religious retreats, agricultural

seminars, university summer sessions and the most recent innovation in residential adult environment, conventions and conferences (Houle, 1971, pp. 23-24). Liveright (1962) stated that, “the earliest organized forms of adult education in this country were the women’s clubs, the Lyceums, and the Chautauqua’s... (pp. 437-438). The Chautauqua, which began in 1874 as an outgrowth of the Lyceum Movement, served as a model for residential adult learning environments and focused on many of the important liberal adult education issues (p. 19).

Danish Folk High School (People’s High School) – in 1851, Christian Kold established the first folk high school based on the philosophy of Bishop N. F. S. Grundtvig in the mid-nineteenth century. The high schools were agrarian centers where adults (men and women) could gather to eat, sleep, and learn about the culture, language, and customs of Denmark. They were centers where adults could learn practical knowledge for the betterment of their personal lives and gain a more nationalistic view of Denmark. The folk high schools were marked by the close and sharing relationship between teacher and student, who shared the residential facility.

“Elderhostel” – as the older population increases, the demand for educational opportunities for the elderly increases as well. This increase and demand has spawned the growth of a new field of study called educational gerontology, which offers two unique programs, the Elderhostel and the Learning-in-Retirement Institutes (Merriam and Brockett, 1997, p. 118).

The Older Americans Act of 1965...provided for federal, State, and local sharing for education, training, and research for older adults....A new summer residential educational program housed on university campuses and resort centers, the Elderhostel began in 1975, and has continued to grow and expand and is now considered an adult education movement, demonstrating that older adults will commit time and money to serious study of liberal arts and civic education directed toward self-actualization (Stubblefield and Keane, 1994, p. 286).

Federal Bureau of Investigation (FBI) established in 1908 as the Bureau of Investigation (BOI) within the Department of Justice by then Attorney General Charles J. Bonaparte. On May 10, 1924, Attorney General Harlan Fiske Stone named J. Edgar Hoover Acting Director of the BOI. Later in the same year, Hoover was appointed Director of the BOI, a title he held until his death in 1972. On July 1, 1935, the Bureau of Investigation officially became the FBI.

FBI National Academy – in 1935, Director J. Edgar Hoover created a national police-training program, the forerunner of the FBI National Academy, which offered a twelve-week program of instruction in law enforcement methodology.

“Folkehojskole” – the Danish word for folk high school or “People’s School” as envisioned by Grundtvig. “By the school of the people, or ‘folk high school’ as he [Grundtvig] called it, he meant that the whole body of the citizenry was in need of enlightenment and inspiration, not just the elite or the selected few employed in civil service” (Knudsen, 1976, p. 148).

Four-Leaf Clover – Grundtvig’s [translation] “first major educational essay...written in 1836 when the Provincial Estates began to function, for it is intimately addressed to the Danish situation. The four leaves of clover are the king, people, country, and language” (Knudsen, 1976, p. 148).

Highlander Folk School – established on November 1, 1932 in Mouteagle, Tennessee by Myles Horton and Don West. “Located at the southern tip of the Cumberland Plateau, Grundy County was by all accounts a very depressed area. The 9,700 people living in the county in 1930 had known poverty, disease, and illiteracy for many years (Glen, 1996, p. 23). West, an avowed socialist, viewed Highlander as a place to correct and educate the masses on the social order, while Horton “proposed to educate industrial and agricultural laborers to exert greater control over their jobs and to build a new society embodying the ideals of democracy, brotherhood, and justice” (pp. 25-26).

Horton’s dream of a school for mountain people was based on his personal relationship with noted scholars John Dewey, George S. Counts, Eduard C. Lindeman, and Joseph K. Hart, as well as his pilgrimage to Denmark to observe first hand the spiritual and practical quality of the Danish Folk High School (Adams, 1975, p. 13).

“Learning Sanctuary” – a term used to describe the residential adult learning environment. Simpson (1990) suggested “the word ‘sanctuary’ may provoke images as diverse as a refuge for wildlife or a place of worship” but in the context of a residential adult learning environment “the term can still be of considerable value in capturing the spirit, feeling, or attitude that should pervade a residential conference center experience.... However, the definition of sanctuary that engenders the strongest sense of identification with residential centers describes it as a retreat or escape from the maelstrom of daily life” (p. 4).

Simpson offered that although “an intuitive understanding of sanctuary” is important; it is also essential that “an understanding spring from certain tangible foundation” (p. 11). The residential conference center (learning sanctuary) is “comprised of the following six integrated elements operating within a context...: Historical Context, Educational Programs, Physical Environment, The Support Services Context, Technology, and Human Resources” (pp. 11-13).

“Living Word” – simply, Grundtvig “stressed the significance of oral communication, or the “living word” (Knudsen, 1976, p. 147). Warren (1989) offered that “books were the corpses of the past which he [Grundtvig] called ‘dead word’” (Grundtvig, 1932-1855, 1976, p.20 as cited by Warren, p 215). The “living word, on the other hand, sustained people in the present and, as such, will be called the educational operative of enlightenment of life” (p. 215).

Lyceum – the term “was appropriated by Josiah Holbrook for an adult education venture that he publicized in the October 1826 *American Journal of Education*...he proposed the formation of mutual education associations for adults” (Stubblefield and Keane, 1994, p. 86). The lyceums were aimed at general education for the community, but in many situations, the lyceums were centered on specific issues such as “race, gender, religion, or occupation, but leadership remained largely in middle-class hands” (p. 95). The lyceums exhibited many of the characteristics that made the residential adult learning environments unique.

Nordic Mythology – After visiting England and various universities (1829-31), Grundtvig returned to Denmark with an appreciation for the “the openness and personal character of tutorial relations, which contrasted sharply with the rigidity of his own experience.... he became intrigued with the busy folk-life of the English people, stirring and hustling in the early stages of the industrial revolution an immersed in a growing world of trade” (Knudsen, 1976, p. 147). Grundtvig discussed and wrote about these impressions [“thorough consideration of the relation

of culture and Christianity...and humanity” p. 147.] in the introduction to *Nordic Mythology*, published in 1832. Grundtvig emphasized the significance of the mythical lore of Greece and the North – stressed the significance of oral communication...”the living word” (p. 147).

Participant – According to the dictionary, as a noun, a participant is “one who participates or takes part in something” (The American Heritage Dictionary, 1973, p. 955). In this case study, the participant is a sworn law enforcement officer (domestic or international) attending the 212th Session of the FBI National Academy. Generally, the law enforcement officer attending the Academy is at the rank or position of Lieutenant or above, but in this session of the FBI National Academy approximately 12% of the participants are Sergeants.

Residential Adult Learning - has a multifaceted context depending on the context of the environment. As was discussed earlier in this chapter, the history of adult residential learning is vast and worldwide. Alford (1966) questioned, “should the term ‘residential adult education’ be narrow or broad in its application” (p. 14)? Is it just the buildings, the program, or the institution or is it the combination of “features of residence, adult students, and educative intent” (p. 14) that establish residential education? The contemporary version of residential education embraces education and training on a variety of levels: the university, corporate conference, rehabilitation (physical and mental), retreats and weekend seminars.

At the FBINA, the residential adult learning environment is a ten-week law enforcement-training program, where 270 police officers from around the world come together to live, eat, study, socialize, and work together to form bonds of friendship and to enhance the profession of law enforcement.

Satisfaction - is an important component in the adult learning process. Fulton (1990) described satisfaction as an “intrinsic measure of how pleased or fulfilled a learner is with an activity” (p. 19). Densmore (1965) defined “Total satisfaction—the degree of over-all positiveness associated with having participated...as measured by the Kropp-Verner Scale” (p. 10). Kropp-Verner (1957), through their attitude scale, offered a method for measuring the general attitude of the participant during and “at the conclusion of an organized educational activity” (p. 212). Kirkpatrick (1998), noted for the development of the “four-level model of criteria for evaluating training: learner reactions, learning, behavior, and observable results” (p. xvi), suggests that the significance of Level One evaluation (Reaction) is the measure of how well a participant reacts to the training and the training environment. Kirkpatrick called it “a measure of customer satisfaction” (p. 19). Reaction evaluation is only the first step in the sequence of evaluation events, but as Kirkpatrick stated, “positive reaction may not ensure learning, but negative reaction almost certainly reduces the possibility of its occurring” (p. 20).

“Schools for Life” – Grundtvig (1838), as translated by Ernest D. Nielsen, stated that such an institution [School for Life]:

Is to realize its potentialities for benefiting life, then this school, first of all, should not give the highest priority to purely intellectual activity or to its own institutional status, but set as its chief educational goal the task of helping to solve life’s problems. Secondly, the school should take a realistic approach of life; it should strive to teach about life and promote purposeful living. Since there is no school that is able to create new life in us, the school should neither tear down the old nor waste time devising rules that supposedly

would be followed if only we possessed another and better life (Knudsen, 1976, pp. 153-154).

Sworn Law Enforcement Officer – Generally, domestic and international law enforcement agencies are organized into two categories, sworn and non-sworn personnel. Sworn personnel are licensed and empowered to enforce the laws of their jurisdictions. This empowerment includes investigations of violations of law, the collection of evidence, and arrest authority. Most jurisdictions require sworn law enforcement officers to be re-certified on a yearly basis by means of courses and testing. Firearms qualification is an example of re-training for certification. Many departments or agencies require their officers to qualify with their weapons a specific number of times per year. There are other re-certification items such as the use non-lethal force weapons, ethics, and legal training.

Non-sworn personnel are the professional support individuals that provide invaluable assistance to the sworn law enforcement officer. Evidence technicians, crime lab personnel, dispatchers, victim assistance specialists, and clerical individuals are examples of the non-sworn positions within the law enforcement agencies. It be noted that these positions may vary from agency to agency.

W. K. Kellogg Foundation – established in 1930 as a nonprofit organization and named for its founder W. K. Kellogg, its mission was to provide knowledge, assistance, and funding to solve community problems. In the 1950s, the Kellogg Foundation funded many of the continuing education programs for adult. Most notably were the Centers for Continuing Education that was affiliated with major residential universities (www.wkkf.org/WhoWeAre/Default.aspz, 2/1/04, pp. 1-2).

APPENDIX B

Expanded Personal Perspective

A significant part of this study is based on my experience as an educator of adolescents and adults over the last thirty-two years. Specifically in the last twelve years, I have taught and worked with adult law enforcement officers throughout the county, as well as, the FBI National Academy which, according to Buskey (1990), can be defined conceptually as a residential learning environment.

It is important to briefly articulate part of my educational background and experience because it directly relates to my interest in the adult residential learning environment.

In the late 1960s, as an American Red Cross Water Safety Instructor (WSI), I was involved with the education and training of adults in swimming and water exercise classes. Men and women learned how to swim and to enjoy the water safely for exercise and relaxation. Many of the adults were older and retired, yet looking for productive ways to maintain their health and to fill their leisure time. Some of the younger adults took the classes because they were afraid of the water and did not want to instill that fear in their children. It was interesting to observe the adult learning process in the small working group environment and the willingness to participate in new experiences.

In the early 1970s, I taught social studies in a private and public high school and worked with students and student teachers. The adult student teachers provided a framework for working with adults preparing for a career in education. Besides the adult swimming classes, this was my first experience with adult learners. One of the most interesting student teachers that I worked with was a religious Sister of the Benedictine Order, who was twenty years my senior. She had completed her undergraduate degree many years earlier, but had never finished her student teaching. It was a great working relationship because she had many years of adult experience working with people, while I had the experience with class instruction.

As a part of my teaching duties, I taught an accelerated history seminar to a small group of students. Many of the small group dynamics, such as self-directed learning activities, that I encountered with the adult swimming classes worked with the small group of honors students in the history seminar. Knowles (1975) would describe this as a self-directed learning event, “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs...” (p. 18). The adults and students were very creative and enthusiastic about being able to determine some of their learning outcomes. This learning experience differed from the more traditional large group history classes.

While working in the large public high school, I was assigned several classes of older students, who had been classified as students with discipline and learning problems. Most of these students came from lower socio-economic neighborhoods, were not going to college, but still needed a high school education to make a living. The challenge was to encourage these students to explore social studies and to find meaning in their lives. In many of these students, I observed the confused and bewildered faces of young adults perplexed by society. Today, these students were representative of the socially and economically disadvantaged adults addressed by the writings of Dewey (1916, 1938) and Lindeman (1926). Many hours were spent discussing the role of citizenship, democracy, and the importance of contributing to society. Did I make a

difference in their lives? It is hard to say, but the experience of working with those older students enhanced my understanding of dealing with individuals with different worldviews than mine.

In 1978, my career began with the Federal Bureau of Investigation (FBI) as a Special Agent assigned to criminal investigations, but I continued to teach as a General Police Instructor (GPI) with local law enforcement officers in Minneapolis, Minnesota and New York, New York. In 1987, because of my educational background and experience as a teacher, I was transferred to the Training Division located at the FBI Academy in Quantico, Virginia. As an adjunct faculty instructor for the University of Virginia's School of Continuing Education, I taught undergraduate courses in police media relations and effective communications and a graduate course in contemporary issues in law enforcement.

The FBI Academy afforded me the opportunity to work on the instructional curriculum and to help develop some new courses such as the "Management of the Training Process" and a graduate course on "Contemporary Issues in Law Enforcement". Many of the materials used are relevant to courses and materials used in the Adult Learning/Human Resource Development offered by the Virginia Polytechnic Institute and State University at the Virginia Tech/University of Virginia Northern Virginia Center. Some of the materials used were Mager and Pipe's (1984) *Analyzing Performance Objectives & Preparing Instructional Objectives*, Knowles' (1980) *The Modern Practice of Adult Education*, (1973) *The Adult Learner: A Neglected Species*, and (1975) *Self-Directed Learning*.

In early 1990s, I was involved with the development of law enforcement training programs that were broadcast monthly over the Law Enforcement Training Network (LETN) via closed-circuit satellite to over 2,000 police subscribers. This program featured FBI Academy faculty and staff as well as FBI National Academy participants as experts on the program. In 1994, I took on the additional responsibility of development and production of a live, two-hour, interactive satellite-training program, which originated from the FBI Academy every other month and features police officers and civilian professionals discussing current and relevant law enforcement topics.

In April 1996, I was involved with the establishment of the FBI Training Network (FBITN) at the Academy, which incorporated live satellite and taped training programs towards the distance learning initiative as well as programming requested by the FBI. In January of 1999, I was appointed the Unit Chief of the Technology Services Unit (TSU) at the FBI Academy. I had responsibility for over forty professional support personnel. TSU was responsible for the management, maintenance, and support of instructional technology and systems at the FBI Academy.

Over the next three years, TSU changed its mission to include the development and management of all distance-learning initiatives. Under this broad umbrella, TSU became the Multi-Media Resource Unit (MRU) and incorporated the distributed and e-learning initiatives, which included the creation of asynchronous and synchronous learning platforms as well as the establishment of the FBI Intranet and Virtual Academy.

In January 2003, I retired from the FBI and established Christenberry Training and Consulting in Nashville, Indiana. In that capacity, I have continued to work law enforcement agencies to create continuous learning environments. As Christenberry Training & Consulting, I have worked for Envisage, a high technology company, joined a "think-tank" in Bloomington, Indiana entitled the "Alliance for Advanced Law Enforcement Training and Technology" to do research and implementation on the latest technological advances in training initiatives, and worked as part-time contract trainer for LantzQuest Performance Technologies.

Finally, my journey has returned to education, because on July 1, 2004, I was appointed the Director of Public Safety Education and Assistant Professor of Adult Education for the School for Adult Learning, University of Indianapolis, Indianapolis, Indiana.

APPENDIX C

Kropp-Verner Attitude Scale

(Adopted from “An Attitude Scale Technique for Evaluating Meetings”)

Kropp and Verner (1957) suggested that the evaluation of short-term educational activities is often hindered by a lack of evaluation instruments. The major difficulty, in such evaluations, is that the multitude of different variables within the educational activity inhibits the consistency among the items under evaluation. Kropp and Verner offered an “approach to evaluation through attitude measurement” (p. 212).

Most training evaluators are familiar with the post-activity reaction evaluation, sometimes called the “happiness sheet” that asks the participant to evaluate the training activity. These evaluation instruments test a wide variety of components with the training activity; seldom do these instruments produce an overall “objective measure of the total program” (p. 212).

To achieve more generality an evaluative instrument should not depend primarily on specific reactions to single aspects of an educational activity. A general evaluative instrument should permit comparisons between two or more different types of activities where content and process varies. To achieve a higher degree of generalized objective measurement, therefore, the instrument needs to measure elements common to any educational activity for adults (p. 212).

Kropp and Verner suggested, “One common element that appears to be measurable is the general attitude of the participant at the conclusion of the organized educational experience” (p. 212). Kropp and Verner tested their theory on short-term (“one or two day’s duration”) educational activities and developed an attitude scale. Because of the apparent success of the attitude scale, Kropp and Verner suggested that it be used in a wider variety of educational activities to test its effectiveness.

Kropp and Verner used the method of scale construction developed by Thurstone and Chave. “The method of preparing the items was that used by Remmers in adapting the Thurstone technique so that ‘attitudes in general’ could be measured” (p. 213).

In the Remmers modification, items included in the scale are sufficiently general to permit tier application to most any attitude objective. Such scales enjoy wide use since the administrator can instruct the respondent to write in the attitude objective about which the attitudes will be appraised. This is in striking contrast to the ‘specific scale for a specific attitude object’ concept and thus lends itself more readily to the measurement of generalized attitudes” (p. 213).

For the purposes of the scale construction, “a group of 60 adults were asked to write a series of general statements that might express the range of their own personal reactions to some meeting or conference they had attended that was educational in nature” (p.213). The responses were reviewed and sifted to extract the statements “containing references to content, form, process, or other specific elements of the program” (p. 213). From the extraction process “158 statements sufficiently general in nature” were then edited and submitted to “70 judges selected at random with the request that they categorize the items on an eleven-point scale” (p. 213). As a result of their evaluations, the judges defined category one as the “most favorable reaction,” six

as the mid-point of indifference to the educational experience, and finally, eleven as the “least favorable reaction” (p. 213).

The ratings of the judges were then computed with median values established for each statement along with the “first and third quartile points for each item. This determined the median and the range in which the middle half of the judges’ ratings fell. The final selection of a statement was then controlled by its statistical position” (p. 213).

This attitude scale is designed to measure the reaction of a total group in attendance at a short-term organizational educational activity (i.e., meeting, conference, workshop, institute, etc). It will provide an assessment of the success of the activity in terms of the attitudes of the participants. The instrument is simple to administer and to interpret” (p. 214).

In the administration of the Kropp-Verner Attitude Scale, each participant is directed “to check only those statements that describe most accurately his personal reaction to the total activity” (p. 214). The evaluator can design “a scoring key which contains the median value for each of the items on the key and on the scale can be matched” (p. 214).

At this point, either of two methods can be used to determine a final score: the response values might be totaled and that figure divided by the number of statements checked; or the median value of the statements selected may be computed. Generally, scores obtained from a given set of responses will be similar whichever method is employed....Since the method of scale construction employed here incorporates the norms in the construction of the instrument no others are needed” (p. 214).

Kropp and Verner (1957) determined that attitude scale “appears to be a valid instrument for getting over-all rating of participant reaction to meetings. The full measure of its worth as an evaluative technique will depend, however, upon experimental use by the field” (p. 214).

Kropp and Verner concluded, “Attitude scales of the Thurstone-Chave type can measure the satisfaction of group members with an educational experience” (p. 214).

Kropp-Verner Attitude Scale

No	.Item	Median Value	Quartile Range
1.	It was one of the most rewarding experiences I ever had.	1.13	.32
2.	Exactly what I wanted.	1.58	.58
3.	I hope we can have another one in the future.	2.25	.77
4.	It provided the kind of experience that I can apply to my own situation.	2.77	.75
5.	It helped me personally.	3.40	.83
6.	It solved some problems for me.	4.02	.69
7.	I think it served its purpose.	4.44	.74
8.	It had some merits.	4.96	.42
9.	It was fair.	5.3	.58
10.	It was neither very good nor very poor.	6.02	.36
11.	I was mildly disappointed.	6.78	.37
12.	It was not exactly what I needed.	6.97	.99
13.	It was too general.	7.19	.69
14.	I am not taking any new ideas away.	7.45	.65
15.	It didn't hold my interest.	8.19	.71
16.	It was much too superficial.	8.62	.85
17.	I leave dissatisfied.	9.29	.72
18.	It was very poorly planned.	9.69	.65
19.	I didn't learn a thing.	10.26	.84
20.	It was a complete waste of time.	10.89	.31

Notes.

Column 1 is the number of the item.

Column 2 contains the item.

Column 3 gives the median value of the item. This is the data used in making the scorecard.

Column 4 Semi-interquartile range (S.I.R.). When this value is added to and subtracted from the median, it describes the range in the middle half of the values given by the judges.

Adapted with the permission of the authors.

APPENDIX D

Research Questionnaire

Research is being conducted at the FBI Academy to more clearly understand specific aspects of the National Academy (NA) residential learning experience. The survey questionnaire will ask each of you to indicate an opinion about a series of statements. In addition, at the end of the questionnaire, you will be asked for general demographic information about yourself and department. Each **Part** of the survey has **specific directions**, please follow the directions and place the appropriate marks/circle in the designated [(____)] locations.

To assist in the statistical analysis, each of you is requested to place your National Academy Identification Number /Social Security Account Number (SSAN) in the space marked below. **Please use the same identifying number that you used in the earlier survey on 01/27/03!** The responses will be kept confidential and your name and specific participation will not be identified in the research.

Write NA Identification #/SSAN: _____

Part I: Please use the following scale to **only rate items 1-33**.

Scale: 1 = Strongly Disagree

2 = Disagree

3 = No Opinion

4 = Agree

5 = Strongly Agree

1. A continuous learning experience, uninterrupted by outside distractions and responsibilities was a beneficial component of the NA experience. (____)
2. After ten weeks away from family, friends, and job responsibilities, the NA provided a learning environment where I immersed myself into my studies. (____)
3. Contact with other NA attendees was unavoidable. (____)
4. I was able to escape contact with other NA attendees and find private time. (____)
5. I didn't mind being away from my family. (____)
6. The ten-week stay at the FBI Academy has forged close relationships with other NA attendees. (____)

Scale: 1 = Strongly Disagree

2 = Disagree

3 = No Opinion

4 = Agree

5 = Strongly Agree

7. The ten-week program was too long. (____)
8. The National Academy experience wasn't beneficial to me. (____)
9. There was ample "free-time" throughout the NA experience for "self-reflection." (____)
10. There was a sense of safety and security being a part of the law enforcement learning community. (____)
11. I was unable to find the time for intellectual growth. (____)
12. I didn't mind being away from my job. (____)
13. Isolation from family, friends, and job fostered independence among NA attendees. (____)
14. Every NA attendee was treated equally regardless of rank or titles. (____)
15. The personal relationships established during the NA session will likely endure into the future. (____)
16. I was not able to be myself among my peers. (____)
17. As a member of the NA, I met other police officers that I might not have met or associated with in other familiar surroundings. (____)
18. I was able to develop as a law enforcement officer because I was free of the constraints of family, friends, and job. (____)
19. Relationships with other law enforcement attendees occurred during casual situations. (____)
20. I learned from my roommates and suitemates. (____)
21. I could not have immersed myself into this experience had I been back in my own community. (____)
22. Adult learning environments placed all the NA attendees in the same residential context. (____)

Scale: 1 = Strongly Disagree
 2 = Disagree
 3 = No Opinion
 4 = Agree
 5 = Strongly Agree

- 23. The NA provided the attendees an opportunity to learn more about issues important to law enforcement. (____)
- 24. For one of the first times in my life, I was aware of my own identity. (____)
- 25. The living conditions in the dormitory created an atmosphere of friendship. (____)
- 26. Being free from the demands of my normal life hindered my ability to develop as a person. (____)
- 27. The NA experience allowed me time to be creative and explore new paths. (____)
- 28. The “round-the-clock” nature of the NA played a major factor in its success. (____)
- 29. Reinforcement from group activities and projects assisted me in the learning process. (____)
- 30. There wasn’t adequate leisure time for recreation in the NA experience. (____)
- 31. There were times when I felt youthful again. (____)
- 32. The NA experience didn’t challenge me. (____)
- 33. I didn’t mind being away from my friends. (____)

Part II:

First, **please read** all of the following statements and then **check only** those statements [____] that most accurately indicate how you personally feel about the entire National Academy experience.

- It provided the kind of experience that I can apply to my own situation - - - - - [____]
- It solved some problems for me - - - - - [____]
- I hope we can have another one in the near future - - - - - [____]
- It was too superficial - - - - - [____]
- It was very poorly planned - - - - - [____]
- It was mildly disappointing - - - - - [____]
- It was neither very good nor very poor - - - - - [____]
- It didn’t holding my interest - - - - - [____]
- I think it served its purpose - - - - - [____]

- I leave dissatisfied - - - - -
- I am not taking away any new ideas - - - - -
- Exactly what I wanted- - - - -
- It was a complete waste of time - - - - -
- I didn't learn a thing - - - - -
- It was not exactly what I needed - - - - -
- It was fair - - - - -
- It was one of the most rewarding experiences I ever had -
- It was too general - - - - -
- It helped me personally - - - - -
- It has some merits - - - - -

Part III: Demographic Information: Please circle the correct response.

34. Gender

1. Male 2. Female

35. Age

1. 21-30 2. 31-40 3. 41-50 4. 51-60 5. 61 or older

36. Education (Highest Level Achieved)

1. H.S. 2. College 3. Masters Degree 4. Ph.D. 5. Beyond

37. Type of LE Agency

1. Local 2. County/Twp 3. State 4. Federal 5. International 6. Other

38. Sworn Officers

1. 1-49 2. 50-99 3. 100-200 4. 201-400 5. 401 and over

39. Position

1. Sgt. 2. Lieut. 3. Capt. 4. Deputy Chief 5. Chief/Sheriff 6. Other (Major, etc.)

40. Dormitory Experience

1. Madison 2. Washington 3. Jefferson 4. Other (Commuted Locally)

Part IV: Provide any additional insights or comments about the FBI National Academy learning experiences.

APPENDIX E

Means and Standard Deviations

The following analysis was computed from the NASQ and the responses from the participants. The two overarching themes (detachment and continuity) and the three descriptive themes (Building Relationships in Residence, Learning in Residence, and Individual Change) are depicted. The Minimum (1-5) Maximum and (N = 244) are standard in each Table:

Table 1

Detachment Statements

Detachment Statements	Mean	Std. Deviation
I didn't mind being away from my family (Q5).	3.95	1.06
I didn't mind being away from my job (Q33).	3.79	1.16
I didn't mind being away from my friends (Q12).	3.47	1.10
I was able to develop as a law enforcement officer because I was free of the constraints of family, friends, and job (Q18).	3.78	0.98
Being free from the demands of my normal life hindered my ability to develop as a person (Q26).	3.96	0.97
Isolation from family, friends, and job fostered independence among NA attendees (Q13).	3/53	0.99

Table 2

Continuity Statements

Continuity Statements	Mean	Std. Deviation
The ten-week program is too long (Q7).	3.69	1.12
The "round-the-clock" nature of the NA plays a major factor in its success (Q28).	4.02	0.81
A continuous learning experience, uninterrupted by outside distractions and responsibility is a beneficial component of the NA experience (Q1).	4.39	0.84
I could not have immersed myself into this experience had I been back in my own community (Q21).	4.16	1.06

Table 3

Building Relationships in Residence

Building Relationships in Residence Statements	Mean	Std. Deviation
The ten-week stay at the FBI Academy will forge close relationships with other NA attendees (Q6).	4.52	0.69
Contact with other NA attendees is unavoidable (Q3).	4.50	0.86
Every NA attendee is treated equally regardless of rank or titles (Q14).	4.46	0.83
I am able to escape contact with other NA attendees and find private time (Q4).	3.39	1.10
The living conditions in the dormitory create an atmosphere of friendship (Q25).	3.90	0.76
As a member of the NA, I have met other police officers that I might not have met or associated within other familiar surroundings (Q17).	4.66	0.62
The personal relationships established during the NA session will likely endure into the future (Q15).	4.41	0.62
Relationships with other law enforcement attendees occur during casual situations (Q19).	4.32	0.61
Adult learning environments place all the NA attendees in the same residential context (Q22).	4.23	0.75

Table 4

Learning in Residence

Learning in Residence Statements	Mean	Std. Deviation
After three-weeks away from family, friends, and job responsibilities, the NA provides a learning environment where I can immerse myself into my studies (Q2).	4.02	0.95
There is not adequate leisure time for recreation in the NA experience (Q30).	3.22	1.19
I am unable to find time for intellectual growth (Q11).	3.68	1.25
The NA provides the attendees an opportunity to learn more about issues important to law enforcement (Q23).	4.27	0.72
Reinforcement from group activities and projects assists me in the learning process (Q29).	4.06	0.82
I learn from my roommates and suitemates (Q20).	4.24	0.74

Table 5

Individual Change

Individual Change	Mean	Std. Deviation
For one of the first times in my life, I was aware of my own identity (Q24).	2.47	1.11
The National Academy experience wasn't beneficial to me (Q8)	4.44	1.19
The NA experience didn't challenge me (Q32).	4.12	0.95
The NA experience allowed me time to be creative and explore new paths (Q27).	3.66	0.91
There was ample "free-time" throughout the NA experience for self-reflection (Q9).	3.39	1.18
I was not able to be myself among my peers (Q16).	4.26	0.72
There was a sense of safety and security being a part of the law enforcement community (Q10).	4.30	0.73
There were times when I felt youthful again (Q31).	3.66	0.91

APPENDIX F

Demographic Data (Tabular and Textual)

Demographic Data for the Participant's Profiles

The following graphic representations (Tabular) and descriptive narrative (Textual) summarize the data collected from the National Academy respondents. It should be noted that demographic (gender, age, education, agency, sworn, rank, and dormitory assignment) data are not a part of the research questions or hypothesis that drove this study, but they do provide a snapshot and broader and richer overview of the FBI National Academy participants. The variables under investigation are impacted (positive or negative) by the participant's responses to the survey questionnaire. For example, the gender demographic is important due to the fact that only 8.8% of the participants were female. Had the focus of the research been different, then the demographic data would have played a significant role in the research questions and hypothesis. Later, in Chapter Five, suggestions for future research will include the use of the demographic data and possible relationships with the participant's responses.

Upon the researcher's hand review of the demographic responses from the second survey questionnaire, it appeared that only three (240 valid/4 missing) National Academy respondents failed to supply the requested demographic data on "age, agency, assigned dormitory, education, and position or rank in the department" and six failed to respond the demographic data on "gender and sworn officers." The exact reason for this is unknown, but in the opinion of the researcher the minimal difference in response is not significant to this research, but should be noted for reference.

Table 5 provides a summary of frequency distributions for the demographic data (Gender, Age, Education, Agency, Sworn Officers, and Position or Rank) in the second survey instrument administered during the ninth week of the National Academy program. Based on the number (N = 244) of respondents, 91.2% were male, while 8.8% were female. This indicates a very strong male presence in the respondent's attitudes toward residential adult education and suggests further discussion, which is addressed in Chapter Five. Several of the qualitative comments in Part IV of the survey questionnaire spoke to the need for more female participants in the FBI National Academy.

The majority (52.5%) of the respondents were in the 41-50 age brackets, but by combining the 31-40 age brackets, over 90% of the National Academy students were in this enlarged age group. This reflects a true adult population based on age alone (see Table 5).

In addition Table 5 reflects that 56.7% of the respondents have a four-year college/university degree and 23.3% of the participants have a Master's Degree. This is a strong indication of the educational backgrounds of the National Academy students and the professional requirements of law enforcement. The educational percentages are consistent with the experienced (90.8% in the 31-50 age brackets) adult learner and 75.6% of the National Academy students were of the rank Lieutenant or above in the department/agency.

The demographic distribution reflects a fairly even split in the size of the agencies determined by the number of sworn police officers. Small to medium sized agencies (1-49 & 50-99 sworn) represented 41.6%, medium to large size agencies (100-400) represented 28.1%, and larger agencies (401 and over) comprised 30.3% of the National Academy respondents. All size

departments were well represented in the survey. In addition, of the different size agencies or departments, 52.5% were Local and 24.6% were County or Township.

Table 5

Distribution of Respondents - National Academy Survey Questionnaire (NASQ) Gender, Age, Education, Agency, Sworn Officers, Position/Rank

Category	(N)	Valid %	Cumulative %
Gender			
Male	217	91.2	91.2
Female	21	8.8	100.0
Age			
21-30	4	1.7	1.7
31-40	92	38.3	40.0
41-50	126	52.5	92.5
51-60	18	7.5	100.0
Education			
High School	46	19.2	19.2
College (4yr)	136	56.7	75.8
Master's Degree	56	23.3	99.2
Ph.D.	2	.8	100.0
Agency			
Local	126	52.5	52.5
County/Twp	59	24.6	77.1
State	29	12.1	89.2
Federal	7	2.9	92.1
International	13	5.4	97.5
Other	6	2.5	100.0
Sworn Officers			
1-49	62	26.1	26.1
50-99	37	15.5	41.6
100-200	42	17.6	59.2
201-400	25	10.5	69.7
401 and Over	72	30.3	100.0
Position or Rank			
Sergeant	28	11.7	11.7
Lieutenant	82	34.2	45.8
Captain	55	22.9	68.8
Deputy Chief	23	9.6	78.3
Chief/Sheriff	21	8.8	87.1
Other	31	12.9	100.0

The final demographic variable (which is not graphically depicted) is the frequency distribution for the "Assigned Dormitory" that reflects 96.7% of the participants lived in the Madison Dormitory. The Madison Dormitory is one of two (the other is the Washington Dormitory 1.3%) traditional residential adult living environments. The living environment is divided into two-person rooms with two rooms sharing a common bathroom/shower. The four residents are considered suitemates during the 10-week National Academy residential experience. Four participants (1.7%) lived in the Jefferson Dormitory, which is a single person room with a bathroom/shower in the room. This situation is very similar to a hotel/conference

center residential learning environment. One participant (.4%) was a member of a local, central Virginia law enforcement agency and commuted from the personal residence each day.

Although the demographics of the National Academy participants were not part of the research questions or research hypotheses, the researcher believed that this information was important to the overall comprehension of the population under study. It is posited that the demographics may play a role in future research as suggested in Chapter V.

APPENDIX G

Frequency Distributions (Tabular and Text) by Independent Variable

Frequency of Responses – National Academy Survey Questionnaire

Upon review of the collected data, 98% (244/250) of the participants filled out the survey questionnaire and the following frequencies for each statement are described in tabular and textual form:

The following tables (Tables 8 – 12) reflect the Questions (Q) in the National Academy Survey Questionnaire (NASQ) as defined by the appropriate independent variables. The actual NASQ is contained in Appendix H of this study.

Table 8

NASQ – Overarching Theme: Detachment

Items (4)	Frequency Strongly Disagree	Percent	Frequency Disagree	Percent	Frequency Agree	Percent	Frequency Strongly Agree	Percent
Q12	5	2.0	47	19.3	90	36.9	80	32.8
Q13	9	3.7	32	13.1	119	48.8	30	48.8
Q18	3	1.2	28	11.5	107	43.0	59	24.2
Q26	68	27.9	132	54.1	13	5.3	10	4.1

In reviewing the responses, a significant percentage (Agree 36.9% + Strongly Agree 32.8% = 69.7%), of the National Academy participants didn't mind being away from the job (Q12). Interestingly, 61.1% of the respondents felt that the isolation away from family, friends, and job did foster independence (Q13) among the National Academy attendees. Question 26, based on reverse scoring, "Being free from the demands of my normal life has hindered my ability to develop as a person," reflected that 82% disagreed/strongly disagreed with this statement.

Table 9

NASQ – Overarching Theme: Continuity

Items (4)	Frequency Strongly Disagree	Percent	Frequency Disagree	Percent	Frequency Agree	Percent	Frequency Strongly Agree	Percent
Q1	5	2.0	5	2.0	92	37.7	131	53.7
Q7	13	5.3	30	12.3	112	45.9	56	23.0
Q21	7	2.9	20	8.2	83	34.0	117	48.0
Q28	3	1.2	11	4.5	142	58.2	62	25.4

The National Academy participants responded very positively to the four statements on continuity. Of the responses, (Q7) 68.9% (45.9% + 23.0% = 68.9%) disagreed/strongly

disagreed that the program was too long; (Q28) 83.6% (58.2% + 25.4% = 83.6%) agreed/strongly agreed felt the “round-the-clock” (24/7) nature of the environment was an important success factor; (Q1) 91.4% (agreed/strongly agreed) supported the uninterrupted, continuous learning environment; and (Q21) 82.0% (agreed/strongly agreed) suggested that the being away from the home community allowed that participant to fully immerse themselves into the National Academy experience.

Table 6

NASQ – Descriptive Theme: Building Relationships in Residence (N=244)

Items (9)	Frequency Strongly Disagree	Percent	Frequency Disagree	Percent	Frequency Agree	Percent	Frequency Strongly Agree	Percent
Q3	3	1.2	11	4.5	60	24.6	161	66.0
Q4	13	5.3	55	22.5	127	52.0	25	10.2
Q6	2	.8	3	1.2	88	36.1	145	59.4
Q14	4	1.6	6	2.5	73	29.9	149	61.1
Q15	0	0.0	2	.8	116	47.5	115	47.1
Q17	1	.4	2	.8	60	24.6	174	71.3
Q19	0	0.0	4	1.6	140	57.4	93	38.1
Q22	1	.4	8	3.3	127	52.0	91	37.3
Q25	1	.4	17	7.0	161	66.0	39	16.0

Clearly, the descriptive theme of building relationships in residence is an important factor in the adult residential learning environment with eight of the nine statements indicating an extremely positive response in building relationships. However, Q4 (“able to escape and find private time”) reflected that 22.5% of the participants were unable to find enough private time. Earlier in Chapter II (Review of the Literature), the research of Schacht, Houle, Simpson and Kasworm, and Fleming indicated a strong/positive attitude toward building relationships in residence and the results shown in Table 6 reflects very high percentages in support of this contention.

Table 11

NASQ – Descriptive Theme: Learning in Residence

Items (6)	Frequency Strongly Disagree	Percent	Frequency Disagree	Percent	Frequency Agree	Percent	Frequency Strongly Agree	Percent
Q2	5	2.0	20	8.2	126	51.6	77	31.6
Q11	18	7.4	41	16.8	105	43.0	69	28.3
Q20	1	.4	8	3.3	128	52.5	92	37.7
Q23	2	.8	6	2.5	136	55.7	91	37.3
Q29	2	.8	14	5.7	139	57.0	69	28.3
Q30	17	7.0	69	28.3	97	39.8	30	12.3

The descriptive theme of learning in residence is strongly supported by the National Academy participants. Even though the participants indicated that detachment from family,

friends, and job (Q2) was difficult, 83.2% (Agree 51.6% + Strongly Agree 31.6% = 83.2%) indicated that the separation (detachment) allowed the National Academy student to immerse themselves into a positive learning environment, as well as (Q11) 71.3% (Agree 43.0% + Strongly Agree 28.3% = 71.3%) found time for intellectual growth. In addition, the participants strongly supported (Agree 55.7% + Strongly Agree 37.7% = 93%) learning in residence as an opportunity (Q23) to learn about important law enforcement issues, (Q29) reinforcement from group activities and projects assisted (Agree 57% + Strongly Agree 28.3% = 85.3%) in the learning process, and (Q20) learning (Agree 52.5% + Strongly Agree 37.7% = 90.2%) from their roommates and suitemates. Interestingly, 52.1% (Agree 39.8% + Strongly Agree 12.3% = 52.1%) of the National Academy participants scored that there was not enough (Q30) leisure time allotted to the National Academy experience, while 35.3% (Disagree 28.3% + Strongly Disagree 7.0% = 35.3%) pointed towards adequate leisure time.

Table 12

NASQ – Descriptive Theme: Individual Change in Residence

Item	Frequency Strongly Disagree	Percent	Frequency Disagree	Percent	Frequency Agree	Percent	Frequency Strongly Agree	Percent
Q8 R	183	75.0	31	12.7	6	2.5	20	8.2
Q9	11	4.5	69	28.3	110	45.1	38	15.6
Q10	2	.8	4	1.6	120	49.2	102	41.8
Q16 R	92	32.7	134	54.9	8	3.3	1	.4
Q24	48	19.7	92	37.7	36	14.8	10	4.1
Q27	2	.8	33	13.5	132	54.1	31	12.7
Q31	4	1.6	23	9.4	115	47.1	38	15.6
Q32 R	92	37.7	116	47.5	15	6.1	6	2.5

The descriptive theme of individual change in residence allowed the participants to reflect on how the National Academy experience impacted them individually within the residential environment. Three of the statements (Q8, Q16, and Q32) were intentionally changed to offer a negative option for the participants. As such these three statements were reverse scored to reflect an accurate measure. Q8, reverse scored, indicated that 87.7% (Disagree 12.7% + Strongly Disagree 75.0% = 87.7%) of the respondents agreed/strongly disagreed that the National Academy experience wasn't beneficial. In a similar situation Q32 (Disagree 47.5% + Strongly Disagree 37.7% = 85.2%) was also reversed and 85.2% (strongly disagreed/agreed) indicated that National Academy was a challenge.

APPENDIX H

Part IV of the National Academy Survey Questionnaire (NASQ) requested the following information: "Provide any additional insights or comments about the FBI National Academy learning experiences." The following are direct quotes from the participants:

Participant's Comments - NASQ

I stay so busy doing what is required that I don't have time to research and learn other area for law enforcement that applies to my job. More time for the library would be great.

Overall experience is very good, from communicating with former NA students, exactly what I expected. Would recommend people to attend.

Very worthwhile. Places all students on an equal footing and breaks down the barriers. Excellent school.

Time away from home and family was reconciled prior to arrival. I can focus on the experience here and there is much to be gained by this. The professors are of high caliber and the student body is sophisticated. This is a great place to enhance one's self personally and professionally.

So far it has been very stimulating. What's next?

The Friday afternoon scheduling needs improvement.

Feel at this time that I have an overload of work to do and not enough time to do it in.

It appears to be well run program and I feel that I'm getting a lot out the program.

Housing facilities are not environmentally friendly (climate). Heating controls are non-existent. Some people are very hot while others are very cold. Otherwise, conditions are good.

The experience, thus, far, has been very positive. Everyone on staff has truly tried to accommodate our every need.

Still getting use to it; some questions are difficult to answer in week two, but may be answered fairly in week nine.

It has provided me with the necessary tools to go intellectually as a person and officer. The instructors are doing their best to provide a learning experience for me. I am astonished with all the resources that are available.

I feel that the living arrangements should be revisited.

Too many scare tactics about required papers/tests. Both by people before you attend and while you attend. It eventually plays out like have to graduate before you're told the "secret handshake."

I would enjoy a little more free time to work out or free study.

Very rewarding so far.

In the 3rd week of the academy I have not had any free time. Maybe it will come later in the program. I am not sure what the FBI would know about community policing. They may not be the best agency for that problem.

More time to interact with fellow students would be helpful. A few of the courses tend to overload the students. An example I feel is a good example is in Ethics. This class should focus more on interaction and problem solving, rather the basic book work and background...we have all been there already.

The dorms need to be better maintained. Elevator is broken- mold growing on bathroom ceiling and vents very dirty.

I've met some very interesting people and examined how other agencies deal with common problems.

I would say the "jury" is still out on the entire experience. When I marked agreeing with feeling youthful, that is not always a good thing.

The only problem I have noticed this far is the scheduling. A couple of days you may have only two classes and then other days you go from 8 am to 8 pm. I believe the scheduling could be better arranged to maximize attention on the part of the student and management of time.

I think the residential aspect are ideal although I do not seep over, since I live on base, I have benefited from the residential experience by hanging out on weekends.

Overall, so far a great experience. I enjoy the expertise and interest that all the instructors have. They all have a good attitude about providing an excellent learning experience.

I don't see the benefit of sharing a room with another officer. The roommate situation causes more stress than having a room alone. We are all too old to regress back to college life.

I think the group projects are good and I know why it's done. But it is very hard to get all of the members together. The only time all can attend is at night. Night time on a full schedule is hard to find.

Too early to comment further. The rooms would be nicer with computer/internet access but I understand cost is a problem.

Great instructors and learning environment. Excellent atmosphere to create networks and learn from others.

It is too early to assess this. Perhaps when the classes become more routine and focused would be more appropriate to respond. At the least, time management is essential.

Wonderful!

Thus far it's excellent except for the concrete track. The facility is awesome but, the concrete track is very dangerous to the legs of runners.

The dorm is too crowded.

It is somewhat over-whelming in the beginning. I feel "rushed", just like having to do this survey. I realize it's important, but I needed the time also.

This has been a very beneficial experience so far. One recommendation would be to split the 10 weeks in half and have a week off in the middle. The food sucks. The housing is clean but dated. PT should be more strict. It seems to be voluntary. PT should be more strenuous.

It is one of my best learning experiences since I came out of my academy.

Great experience, very busy.

Not in a position to comment right now. 2 weeks is a short time for that. Hope some such "insight" would get reflected by me 9th week.

I am enjoying the experience. However, the dorms need updated.

Need to get the elevators to Madison dorm repaired. Other than that it is an opportunity of a lifetime.

My limited exposure has been very beneficial so far.

So far, very good.

My experience to date has been outstanding. I am convinced if you approach the NA experience with a positive attitude, you'll benefit both personally and professionally. The instructors are terrific and Academy staff is professional and courteous.

This is the best training environment. The course work is ideal for any law enforcement professional. The instructors are exceptional. The networking is ideal and necessary.

It is very structured. With time, the comfort level increases.

Need a bit more free time. Four people are too many for sharing the same shower.

I could not attend an academy like this without the residency requirements. No necessary distractions and excellent instructors provide for a wonderful learning environment.

Too much classwork, homework. Not enough time to forge relationships. Don't eat the turkey loaf for lunch.

Great experience, meeting many interesting people. Have found the instructors to be excellent.

Seems to be a great experience to this point.

Would like to have 1 day of each class then be able to drop or change a class. The same way it is done in college. A few people expressed that concept. Have expressed shortage and food and juice over the long weekend. Overall it is done very well, considering the number of people. The locker room is very dirty, carpet could be cleaned.

The experience allows you to build new friendships and forge bonds that you never would get to experience. It is an honor to meet international students as well.

I have been Very happy with the National Academy experience thus far. It is very well planned and every detail seems to have been covered. At this point, I believe this will be the most rewarding learning experience I have been involved in my entire career. Thank you for this opportunity.

Ten weeks away from work and especially family is virtually intolerable. This is a great establishment with great people and great resources and the students have much to share. A variety of classes is not necessary in my opinion. One topic should be explored in depth, "leadership" and other topics introduced briefly. A 2-4 week class, maximum is much more palatable.

Four people to one bathroom is too many. Dorm living is okay, but if you do not have the same personality as your roommate, you may have a long 10 weeks.

I am a bit disappointed at this. We are continuously told to network, not to worry and have fun. However, I feel fairly overwhelmed and notice many people spending much of their time studying. I feel like I am constantly running around and in a hurry. I enjoy it, just am a bit stressed by it.

The only thing I would like is a little more free time to recharge my batteries or make better use of the weight/cardio facilities. Buses/tours to DC of some of the historic sites for the weekend would be nice.

A tremendous experience. I hope I give back as much if not more that I take with me. I will recommend it to all my peers on my department. A very challenging experience.

This has been a tremendous learning experience to date. The instructional staff is extremely knowledgeable and enthusiastic in the delivery of their subject matter. Their enthusiasm for

teaching is contagious; it makes one eager to learn more. Great job by the entire staff involves all students in the classroom discussions.

The experience with International students is priceless.

Very positive environment. Everyone is very encouraging.

I feel the removal from friends, family and work, while hard, is very important to my success with this program. I would not have the time, otherwise.

Excellent!

I am having the time of my life.

So far, an exceptional experience.

I think the chance to drop classes should be after you have been in the class once. I find myself with little free time.

*Really enjoying it but too much to do in the evenings/weekends.
I am honored to be here.*

Being away from home for 10 weeks is very tough. Didn't realize how negatively it would impact my spouse. Had it not been for that, I would have enjoyed it much more.

Everything is good.

Dorms need updating. Bathrooms are substandard.

None at this time. I am still getting in a groove.

As one of the international students, it's one of the best experiences I've every had in all my career.

I would appreciate a bit more activity for physical activity.

More freedom, class attendance although important, should not be mandatory. Family is stressed but Friday night is filled!! Friday should be light. More slanted toward sharing knowledge. Less in testing knowledge. More topical topics (i.e.) computer stats, community policing, Terrorism. Less credit work. More guest lecturers with relevant topics.

The instructors personified dedication. They kept a fairly wild group of adults on task.

Excellent Training.

Need a new running track desperately, will cut down on your injuries. Everything else was great!!!

The learning experience would have been more complete had the AA component (Alcoholics Anonymous) been more supported by the staff.

Confusion was created early on by no interaction. The counselors were useless and anxiety????????????????????

Ten weeks away from family was awful. It was worse than I imagined it could be. And I flew home often. Separation from family was terrible. Idea: 2 weeks on, two weeks home for 6 months would be better.

Great experience. Well worth time. International aspect really enriched the program.

The FBI does not take a stand. Whether it be its own rules for the dorms, entrance requirements, grading scales. People are too disruptive in the dorms to sleep or study. People are allowed to pass with A's just for turning in any kind of work. No challenge to PT.

Nothing. Just wanted to say FBI Academy is very good.

Some courses (e.g. Forensics for Commanders) were far too general. A leadership/management course should be mandatory for all attendees.

The 2nd elevator in the Madison is in need of repair to improve the living experience.

A very good experience for me and my department. Very useful for my practical work in the future. Many new things.

The best experience I've ever had in my career.

Actually, I have no more comments. I just ask for retraining in classes taken. I'd be interest in seeing and FBINA established west of the Mississippi. California would be great. There are vacant military bases that might be utilized.

Most rewarding experience in my law enforcement career. You can't get this type of personal or professional growth anywhere.

I learned a lot of new leadership skills that I need to grow and solve some of my unit's problems. The gang's course was outstanding and very helpful for me in my assignment. I have learned a lot from others here at the N/A. Just from having general conversations. I love PT.

Enforce the codes. QUIET at 11:00 PM will improve learning and rest for ALL.

The experience of NA was splendid. I learned a lot to flourish in my personal as well as professional life segments. The admin. And instructors and counselor extended all possible

favors/cooperation to make our stay comfortable and teach us new dogmas and and principles. I would cherish these 10 beautiful weeks.

Good experience, great networking, excellent opportunities for reflection, looking at self, getting in better shape and eating healthier.

*This was great, I'll be glad to go home but I will miss the learning and friendships.
Suggestion" Invite NA attendees back from time to time for additional training.*

Everyone here should have a minimum of a 4 year college degree. All classes should be Master's level. Should be more women in the program.

Great learning experience, great relationships, bonding, feel honored.

All in all.....very appreciated.

Would like to see the results from the survey

Great program – proud and honored to have attended. Very rewarding and enlightening. Great instructors and people. Thanks.

Felt it could have been better organized with better direction for people, from check in to graduation. After as many sessions that have been here, I was surprised by some of the disorganization. The classes were generally good, very knowledgeable instructors, but lots of little things distracted me from fully enjoying the experience. Overall I was happy to be here, but I was a little disappointed at times with the experience.

Academically, the NA has been very challenging and rewarding. However the Honor system needs to be revisited. There were too many individuals who did not attend classes or participate in physical training. Some type of attendance and participation records need to be kept by the instructors.

*Please fix the elevator.
Great experience.*

Excellent course. I learning a great deal. Very positive.

I was at once so proud and so humbled to be here. Thank you.

Excellent staff and counselors Excellent, experienced instructors.

It was a great experience, I wished I did not have department problems back home. Me department problems took a lot away from my enjoyment here.

Overall it was a great experience. Thank you.

10 weeks is TOO long. I have made great friends from 1 week long classes. 4 weeks would serve the social aspect as good or better than 10 weeks. The Dorms are tolerable at best. The temperature is uncontrollable. Either too hot or freezing.

I expected to be challenged by college level academics. Although I learned something from each class, but I felt that when I attended college to attain my B.S. the classes were more difficult. Perhaps this is because I am an adult learner now.

The NA is a good experience, but you get out what you put in. It was nice to be away from work but some seemed to forget to leave work behind or could not do so. Good classroom experiences. However, we must remember all theories sound good in an academic setting, but whether they work in practice is all together different.

This gave me an opportunity to meet officers and individuals I would never have come into contact with. I am going to recommend this to my boss, as I feel all command staff officers should have this experience.

Should have an f/up course of 5 weeks and also continuing opportunities to attend classes in the future.

Great course. Thank you for allowing me to attend.

Winter sessions need better recreations/party options.

It was long but did provide a "complete" learning experience. I hope to continue to keep the knowledge I learned with me.

I hate surveys.

Bad room mate experience.

I am very fortunate to have been selected.

I think the on-site institutional aspects of the FBI-NA are what makes it a strong program.

Formed a brotherhood, especially on the 6th floor of Madison. I feel honored and privileged for having attended the NA. It gave me a greater appreciation for the FBI as an agency. More friendly and open minded then I previously thought. Many instructors were knowledgeable, friendly, open and informative.

Just as I put on the 1st survey. It's still a "secret handshake: environment, but I learned it!

Not all 5 sections received the same physical fitness regimen. My section, in my opinion, was NOT provided the chance to be pushed. Our PT was not structured and this was my only disappointment with the NA. I felt like we were a test case or a bunch of misfits that no one

wanted to challenge physically. Luckily, my room mate and I pushed each other to improve our fitness level.

Need better cleaning – janitorial. Need to enforce the 11:00 PM Quiet rule. Why say no alcohol in dorms when it means nothing? People partying and blasted on a regular basis. The learning experience was superb with quality instructors. More CDR drives are needed in computers. There were only two I am aware of and they were in high demand. One in its office and one in the lab above the pool. Same situation with scanners.

Excellent! Appreciate the opportunity to be here.

No comment!

This was a good learning experience. After seeing some of the other classes that students were attending, I probably would sign up for different classes If I had to do it over again.

Best time of my life.

I am glad I attended. It was better than I expected.

I had reservations before coming about length of class. But fully enjoyed it.

Not enough free time for socializing, not due to the 10 week length of time. It was because of night courses, heavy workload and busy time; section meetings.

I think that there should be some “current event” classes focusing on terrorism and all its aspects, particularly given the nature of the world in which we will live for the foreseeable future.

Courses are well-organized and conducted by extremely good instructors. Interchanges with international students are equally important as those with the national students. Enrichment nights are enlightening and inspiring. Great place to learn and study.

Lights out should be established and enforced throughout the entire building.

Great for personal contacts.

Great experience in education.

Overall, it was a good experience.

It was really wonderful. Once in a lifetime.

Great time, great experience.

Overall – was great. Thanks for the opportunity. To do this any other way “traveling”, east coast, west coast etc. would truly diminish the experience. Part of it is meeting the diverse group from around the U.S. and the world.

Officers from larger department were treated better by administrators and their activities were tolerated more so than for others. It also appeared that they didn't have to go through the same screening process.

VITAE

THOMAS CATRON CHRISTENBERRY

Thomas Catron Christenberry received his undergraduate degree from Purdue University, West Lafayette, Indiana and Masters Degrees from Butler University, Indianapolis, Indiana and Virginia Polytechnic Institute and State University (Virginia Tech), Northern Virginia Campus, Falls Church, Virginia. He taught high school in Indiana for seven years before joining the FBI as a Special Agent in 1978. Mr. Christenberry retired from the FBI in 2003 and started his own training and consulting business, working for public and private corporations, in Nashville, Indiana.

On July 1, 2004, Mr. Christenberry accepted a full-time faculty position (Director of Public Safety Education/Assistant Professor of Adult Learning) in the School for Adult Learning at the University of Indianapolis, Indianapolis, Indiana.

Mr. Christenberry (1990) co-authored the Monograph for the FBI, "Law Enforcement and the News Media," (1993) authored the chapter "Dealing with the Media" in *Supervisory Survival*, Performance Dimensions Publishing, Powers Lake, Wisconsin, (1997) co-written "Virtual Learning: Distance Education for Law Enforcement" in the publication, *The Law Enforcement Bulletin*, and (2003) co-authored the white paper, "Continuous Learning Environments: Incorporating Performance Metrics into Next Generation Simulation-based eLearning Environments" presented at the International Training and Evaluation Association Conference, December 2003.