

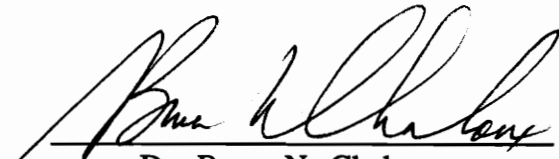
A CASE STUDY OF THE NONTRADITIONAL BACCALAUREATE DEGREE
PROGRAM AT COLUMBIA UNION COLLEGE

by

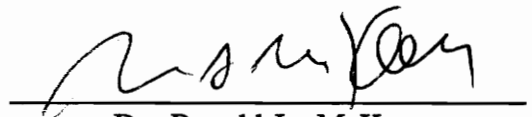
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Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University in partial fulfillment of the
requirements for the degree of
DOCTOR OF EDUCATION
in
Educational Administration

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Educational Administration

(ABSTRACT)

Nationally, increasing numbers of adults seek participation in higher education, but many institutions have not yet examined missions and practices regarding the services provided to this population. This study was conducted with the purpose of determining if there were discrepancies between nontraditional degree programs at Columbia Union College (CUC) and the American Council on Education (ACE) and Alliance Principles of Good Practice for Nontraditional Degree Programs. The study focused on the initial planning of the program, its implementation and its current operations, and reports on the impact of these programs on the traditional program at CUC.

Two surveys were developed for the study. One survey was designed and administered to the program executives and the faculty members. The second was designed for and administered to nontraditional degree students at CUC.

Interviews of all three groups were also completed. All data gathering processes reported perceptions of respondents related to initiation of the program, reasons for

students to enroll in the program, and support services available for students.

Responses were compared to the Principles of Good Practice to determine discrepancies between those principles and perceptions of the nontraditional degree program at CUC.

Practices perceived as inadequate by administrators and faculty members include: (1) vocational and career guidance services; (2) tutorial services; (3) students' representation in policy decisions; (4) social activities; (5) computer facilities; and (6) Includes students decision in Institutional policy and practice. On the other hand, CUC nontraditional students indicated the following to be inadequate: (1) tutorial services; (2) students' representation in policy decisions; (3) availability of financial aid; (4) vocational and career guidance services; (5) library and related services; (6) adequate student parking; (7) campus security; (8) social activities and (9) availability of computer services and support.

Results of the study indicate a need for decision makers in the Columbia Union College nontraditional degree program to provide the services and practices recommended by the ACE and Alliance Principles of Good Practice for Nontraditional Degree Programs.

ACKNOWLEDGEMENTS

This project was made possible through the encouragement and support of many individuals. Time and space don't permit me to list each individual name; however, I am sincerely grateful to all of them. Deepest appreciation is expressed to Dr. Ron McKeen, Committee chairman, for his valuable expertise, support and guidance; and Dr. Pete Malpass, research advisor, for his kind directions, encouragement, assistance and constructive criticisms; and a special word of thanks goes to Dr. Houston Conley and Dr. Ken Underwood for their support and willingness to be members of the Dissertation Committee.

I am particularly indebted to Dr. Bruce Chaloux, my major advisor, mentor, and role model. His faith in my abilities, constructive criticism, and professional guidance have enabled me to accomplish goals not otherwise attainable. It is to him that I dedicate this project.

I must include a special word of thanks to Dr. Marry Bender for her assistance in editing and putting this work in perspective, Mrs. Dorothy Pulley, Mrs. Geri King and Mr. Lesilie King for their love, spiritual and financial support for many years. Thanks also to my family for their understanding and support during the critical times while I worked on this study. To my many relatives and friends whose words of encouragement spurred me on to complete this dissertation, I say many, thanks.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

The college population of America has been dramatically changing in the past decade. One of the most important factors influencing this change has been the significant decline in the number of high school graduates and the continuously increasing enrollment of older students. The Carnegie Council on Policy Studies in Higher Education (1980) predicted that by 1997, there will be a 23% decline in college students 18 through 24 years of age. Between 1975 and 1989, the number of high school graduates dropped from 3.1 million to about 2.6 million per year (Sullivan, 1990). This continuously declining number of high school graduates is viewed as a major factor contributing to the shrinking pool of traditional college age students (NUCEA, 1990). Administrators of college and universities understand that the decline in the number of high school graduates is one factor leading to a 5%-35% drop of incoming freshmen (Wilson, 1990).

Clearly, the pool of traditional students from which colleges and universities have been drawing is getting smaller. This decrease in the available pool of 18-22 year old students has intensified the recruitment of the older student population by colleges and universities. The emphasis on older students has necessitated new approaches to academic program design and delivery. Institutions desiring to attract and retain older students are making efforts to be more responsive to the unique needs and problems of the adult learner (Thon, 1984; Sands and Richardson, 1984).

The number of older students participating in nontraditional degree programs in the United States has almost tripled since the mid-1960's. Older students helped to keep enrollment in higher education growing during the 1980's (NUCEA, 1990), and every indication is that this growth is continuing. Indeed, this phenomena was predicted by a number of academic forecasters, including Franklin and Gerald (1982), Plisko (1984) and Grant and Snyder (1983).

In less than a decade after those projections, the number of older students actually increased by more than a million learners (NUCEA, 1990). Grant and Snyder projected in 1983 that the number of older students in colleges and universities would increase by 1.1 million between 1980-1990 and suggested that if this trend were to continue, older students would constitute 47% of all college students by 1990.

In addition to serving an increasing number of older students, colleges and universities are serving an increasing number of part-time students. Between 1970 and 1989, the rate of the part-time student enrollment increased by 109%, compared to 32% for full time students (NUCEA, 1990). During 1989, the number of part-time students totalled an estimated 5.8 million, or 43% of the almost 13.5 million total student enrollment reported by the nation's educational institutions (NUCEA, 1990).

During the last two decades, higher education has made a considerable effort to accommodate this growing population of older part-time students whose academic goals have been interrupted for reasons such as work, family, financial need, and other commitments. As institutions began to recognize and understand the educational needs of these older students, efforts intensified to design flexible academic degree

programs, create off-campus centers away from main campuses, and initiate other innovative degree programs designed specifically to serve the needs of adults. These programs include such features as flexible scheduling, distance learning, self-directed independent study and other creative approaches to academic content and educational process (Sullivan, 1990).

As with any innovative effort in higher education, concerns about the legitimacy and viability of many of these nontraditional degree programs have surfaced and many have raised questions about academic standards and quality assurance. Michal Chinagel, dean of the Extension School at Harvard University (NICKLN, 1991) said that the greatest danger that he could foresee for the 1990's, besides retrenchment, was that continuing education would be relegated into a surplus-revenue generating operation, rather than an institution of educational excellence that served the needs for the broader population. Unless the institutions and programs possess the credibility which comes from such quality assurance, nontraditional adult degree programs will continue to have difficulties in being accepted by traditionalist.

Nontraditional degree programs are offered using many different academic structures and delivery systems. Whatever the structure, balancing quality with access, and emphasizing program design to meet the needs of older students have been the central concerns for the nontraditional degree program movement. In response to growing concerns about nontraditional degree programs, the American Council on Education (ACE) and the Alliance (Association for Alternative Degree

Programs for Adults) established a joint task force in 1988 to study these issues and to encourage dialogue within the profession. The task force took the lead to define common standards for nontraditional programs and to establish a set of principles by which good practice could be judged.

As the leading organization in higher education in the United States, the ACE represents all accredited, degree-granting institutions of higher education, as well as national and regional higher education associations. Among its many activities, the ACE represents higher education interests and coordinates national higher education efforts before Congress, the Federal government, and the courts; conducts research on American higher education; works with colleges and universities in such areas as self-regulation, management and leadership, minority and women's issues, credit and credentialing policies, and meeting the needs of adult learners; and assists adult learners by reviewing the learning acquired through courses, programs and training offered by businesses, labor unions, voluntary and professional Development (GED) high school equivalency testing program in cooperation with the states, trust territories, and Canadian provinces (Facts about the ACE, 1990).

The Alliance is an organization engaged in serving professionals and institutions offering alternative undergraduate and graduate degree programs for adults. It held its first conference in 1974, and since then, membership has grown steadily. The Alliance now includes more than 200 individuals and institutions in the United States and abroad with representatives from community colleges, small private colleges, nontraditional state institutions, and large public universities.

The purpose of the Alliance is to help institutions of higher education develop and sustain learning environments and programs suitable for adults. Although it has a number of specific goals and objectives (e.g., providing a forum for professional educators, stimulating practitioner research, and serving as a clearinghouse for adult students and programs), it seeks to influence institutional and public policies concerning the principles of quality practice as applied to adult higher education (Sullivan, 1990).

In 1990, the task force presented a report entitled "Principles of Good Practice for Alternative and External Degree Programs for Adults." The report was designed to provide a set of guidelines that could be used to assess and improve the practices of institutions which are offering nontraditional degree programs (Sullivan, 1990). Spille, Vice President and Director of ACE (1990) comments that the principles help to define the parameters of excellence, and clarify the purpose, legitimacy and worth of the programs; provide the basis for dialogue on how to strengthen and improve the quality of all of higher education; contribute to the professional growth of practitioners serving adult learners; and are useful in establishing the programs as a distinct identity within the broader field of higher education and in weaving the programs into the academic fabric of institutions.

During the past decade, there are numerous institutions that have initiated nontraditional degree programs throughout the nation. One that has claimed to have successfully initiated and established a track record of growth and quality is Columbia Union College (CUC). In many ways, such as increasing tuition and fluctuating

student enrollment, CUC is typical of small to medium-sized private educational institutions. It was established by the Seventh Day Adventist Church in 1904 as a coeducational institution for the purpose of training young men and women for efficient service and Christian living. CUC is comprised of academic departments such as Arts, Biology, Chemistry, Nursing, and Respiratory Care for traditional students. In addition, it offers three degree programs (i.e., Nontraditional Baccalaureate Degree Program, Associate Degree Evening Program and External Degree Program) for nontraditional students. After 91 years of operation, the college had an enrollment of close to 1,000 students from across the United States and many foreign counties.

The college is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and High Schools; the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing; Maryland Higher Education Commission; the Board of Regents of the Department of Education of the General Conference of Seventh Day Adventist; the Eastern Regional Accrediting Committee of the American Nurses Association; the California State Nurses Association; and the Committee on Allied Health Education and Accreditation of the National Accrediting agency for Clinical Laboratory Sciences (NAACLS), which is sponsored by the American Society for Clinical Pathologists and the American Medical Association. The institution is a member of the American Association of Colleges for Teacher Education and is approved by the United States Government for the training of veterans and by the Attorney General of the United

Stated for non-immigrant students (CUC Bulletin, 1990-91, p.4).

The nontraditional baccalaureate degree program at CUC was initiated in the 1984-85 school year. Today almost one third (32%) of the total college enrollment is in this program. At a time when the nation's colleges and universities, including CUC, were struggling with declining traditional student enrollment and shrinking budgets, the enrollment in CUC's nontraditional baccalaureate degree program was continuously increasing. Given these considerations, CUC represents a unique opportunity to look at how this type of program was initiated, implemented and is currently operating.

Statement of the Problem

The problem emerges in the context of the declining enrollment of the traditional student and the increasing participation by adult learners. With the expansion of nontraditional programs and delivery systems, many institutions are challenged with maintaining or increasing enrollments by serving new student clienteles. The resulting problem centers on how to ensure academic integrity and the quality of nontraditional programs. More specifically, how do the institutions which have served the traditional college students and deem it necessary or advantageous to add nontraditional programs to their missions make the necessary adjustments to ensure program integrity and quality?

Purpose of the Study

The purpose of this descriptive study was to conduct an in-depth analysis of an institution that claims to have successfully initiated a nontraditional adult degree program, and which, over a period of ten years, has transformed a traditional institution into one which now serves an increasing number of older students through its adult degree programs. The study details the initial planning of the program, its implementation and current operations, and also reports on the impact of the program on the institution during this period.

Research Questions

The following research questions were addressed in the study:

1. Why did Columbia Union College initiate a nontraditional baccalaureate degree program?
2. What principles of historical/technical information guided the development of CUC's nontraditional degree program?
3. How has the nontraditional degree program impacted the traditional program?
4. What are administrators'/faculty members' and students' perceptions of CUC's nontraditional degree program, and are there

differences in perception within those groups?

5. How do components of the nontraditional degree program at CUC, as perceived by administrators, faculty members, and students compare to the ACE and Alliance Principles of Good Practice?

Definition of Terms

Academic structure: The underlying basis for achievable learning objectives for nontraditional degree programs, as delineated by the Principles of Good Practice; it is derived from faculty and academic professions, learning experiences, and program administration.

Institutional mission: A statement that reflects the educational philosophy, goals, purposes, and general intent of the institution.

Non-traditional degree program: The courses and related learning activities which make up a baccalaureate degree program offered and administered by an institution in an alternative format which may include, evening and weekend classes, distance learning, and any format designed to secure student needs.

Older student: Someone who is likely to have assumed the major responsibilities and commitments of adulthood (e.g., work, family and relationships), who is operating

independently in society, and whose principal identity is other than that of a full time student.

Outcome evaluation: An assessment by non-traditional degree program faculty, administrators and students based upon Principles of Good Practice; it promotes clarity in articulation and provides a systematic basis upon which to ensure program quality and to stimulate program improvement.

Principles of Good Practice: A set of guidelines created by a task force comprised of the American Council on Education (ACE) and the Alliance (Association for Alternative Degree Programs for Adults) to be used to assess and improve the practices of institutions which are offering nontraditional degree programs.

Situational barriers: Factors acting to prevent a person interested in higher education from pursuing it; may arise from an individual's situation in life at a given time and may include: lack of time, lack of child care, and lack of adequate transportation (Cross, 1981).

Student services: Out-of-classroom services for non-traditional degree program students and staff which generally reflect the college's philosophy, aims and objectives, as prescribed by the Principles of Good Practice.

Traditional college age students: Students 18 through 24 years of age who may have recently graduated from high school.

Limitations of the Study

This study will describe the nontraditional baccalaureate degree program of an institution which has been operating for over ten years. While it may be representative of a number of similar programs, the results of this investigation may be applicable only to institutions currently operating or contemplating the initiation of similar programs in the same type of institutional setting.

Significance of the Study

Although many remain skeptical of such new academic programs (Lenburg, 1989), little in-depth analysis of how an institution decides to initiate a nontraditional degree program has been undertaken. Furthermore, there has been no study of the impact of these programs on such issues as institutional mission, existing degree programs, enrollment, and faculty affairs.

Relevant policy documents, planning materials, Board and faculty actions, institutional enrollment and graduation data, catalogs, adult degree program brochures and additional items relating to the development and operation of the program were analyzed. Key administrators and faculty members involved in the development of

the program were interviewed to ascertain their opinions and recollections about the program. Current administrators, faculty members, and students were also questioned about their perceptions of the adult degree program. The data were compiled and were categorized using the Principles of Good Practice. Eight categories suggested in the report were condensed into four broader categories, as follows:

- 1- Institutional mission
- 2- Academic structure
- 3- Student services
- 4- Outcome evaluation

Data from administrators, faculty members, and students representing each CUC categorical profile were compared to the Principles to assess if respondents perceived each principle was achieved, or not met, by the institution. From this analysis, a set of recommendations was designed that followed the ACE criteria and used the experiences, activities, and decisions of the case institution. Such recommendations can be used by other institutions to assist in the development of similar adult degree programs or in making adjustments in current programs.

CHAPTER TWO

LITERATURE REVIEW

The review of the literature will focus on the following areas: a) nontraditional education; b) nontraditional students and their needs; c) evaluating nontraditional education programs; and d) the market place and higher education.

Nontraditional Education

A growing body of literature attempts to describe principles of effective institutional practice in serving nontraditional students. In this literature review, the word "nontraditional" signifies that the program, institution, or type of delivery system involved is different from the typical or traditional forms found on most campuses. These programs include: distance education, external studies, evening classes, independent study, and other forms of independent out-of-school learning. Since the term is also applied to students, this researcher views students of all ages who participate in nontraditional education programs as nontraditional students. The literature suggests that institutional response to nontraditional students has much to do with differences among older students, such as age, life experience, prior schooling, employment status, developmental stage, learning needs and styles, and also with the reasons nontraditional students return to college settings to work toward personal and professional goals. Such issues as the voluntariness of nontraditional student

participation in higher education, in which much of this participation is part time; the desire by many non-traditional students to be actively involved in designing their program of study; and the contribution to knowledge by nontraditional students depending on their life stages should be supported by the nontraditional student educators.

Lifespan research shows that there is a strong need for nontraditional students to make sense out of their lives, to understand their environment, along with the relevancy of others in that environment, and to be autonomous and self-directed. The various theorists of lifespan development research highlight the importance of incorporating information about the life span itself into educational designing.

Buhler (1962) suggested that there is a relationship between an individual's success in setting and accomplishing personal goals and a sense of fulfillment or frustration in later life. Cross (1981) stated that there is a continuity among researchers regarding the role of age in Lifespan development, starting as far back as the 1920's and continuing to the present time. Cross also concludes that most educators, counselors, educational researchers and those who work directly with nontraditional students find the age linked description useful.

Nontraditional students in higher education seem to be seeking nontraditional delivery modes for their course work, i.e. delivery modes involving other than day classes on a campus where students reside. According to a study sponsored by the American Association of Higher Education, people in this category are prime candidates for a degree because they already have some college experience

(Baldrige, Green & Kintz, 1982).

Which forms of study are most effective for teaching specific types of content becomes an important consideration in the delivery of higher education programs. Several modes of delivering course content are now being used in such education programs. Wedemeyer (1981) states that "many universities have undertaken innovation to change traditional ways in higher education, and particularly to reach out to new categories of learners" (p. 5). Keegan (1988) notes that in the United States "any education program that is not a four year, residential, university degree program can be regarded as nontraditional learning, though there are clearly more restricted usages" (p.24).

Wedemeyer suggests that efforts be made to increase availability of better courses for the nontraditional learner, and that the assumption that teaching and learning delivered in any mode other than the traditional classroom are inferior is "perilously close to the mechanisms of racial bias" (Sewart, Keegan and Holmberg, 1983, p. 136).

According to Wedemeyer (1981), four terms are used to include all of the types of programs that are nonclassroom based. Those terms include: 1) distance education: acquiring education/knowledge by means of some media, in spite of the limitation of time, geographical isolation and cultural differences; 2) nontraditional/open learning: there are nontraditional schools at different levels of schooling, such as preschool, primary elementary and secondary, and higher and continuing education. Wedemeyer states, however, that "all the open schools have

one principle in common; they are to a greater or lesser extent efforts to expand the freedoms of learners" (p.62); 3) independent study: according to Wright (1955), it consists of various forms of teaching and learning arrangements in which teachers and learners carry out their tasks and responsibilities apart from each other. Teachers communicate with learners in a variety of ways for the purpose of providing external learners with opportunities to continue learning in their own environment, and developing in all learners the capacity to carry on self-directed learning; and 4) external studies; studies that can be completed outside of the main/central campus.

Keegan (1988) notes that the theoretical underpinning of education at a distance is still fragile. Keegan goes on to say that "there are indications that methods of teaching in distance education and mainstream on-campus higher education are converging" (p.5). Shale (1988) further confirms this view by suggesting educators might stop insisting that distance is something different in kind from education as we generally understand it. He says:

If we no longer feel compelled to justify the uniqueness of distance education, there will no longer be a need to educate, there will no longer be a need to dwell on points of obvious difference between distance education and education in general. We need no longer attempt to hold distance to be a point of differentiation (p.25). As the number of potential nontraditional students continues to increase, so does the need for expanding the number of places where that learning might occur. Brockett (1983) points out that "adult educators who wish to serve hard-to-reach adult learners should aim efforts at

settings other than formal educational institutions" (p.16).

An exploratory study was conducted by Hengstler (1984) to identify challenges that nontraditional students have to face when they attempt to enter college. The study contrasted traditional college-age students and nontraditional students enrolled in credit courses, in both degree and non degree programs, at a public southeast urban university. Hengstler (1984) notes that "public colleges and universities will not be immune from community and legislative pressures to expand offerings for adult learners"(p. 19). One way to respond to these pressures, according to Hengstler, is to make courses available to students at times and places where they can have easy access to them. He also suggests that many cooperative ventures could be established with local industries and businesses.

Harrington (1983) indicates that time and location differ in adult continuing education programs, and classes held in the evenings or on weekends are convenient to those students holding jobs. "Further, the classes could be held right in the factory or office area, at a shopping center, a community meeting room or a union hall" (p.57). An expanded view of appropriate settings is now necessary.

Holmberg (1987) recognized that a discipline of nontraditional education exists and that areas of research comprising this discipline include non-traditional students and their environment as well as comparative education systems, among others. In Holmberg's (1986) dropping out indicates failure or, in any case, partly unsuccessful study when students have decided to study for the purpose of completing a study program in a specified period. As a result, one of the first learning outcomes to be

considered is persistence. Dropout rates in nontraditional education programs are often high compared with other more traditional educational formats. Course completion or persistence, is therefore viewed as an important factor when examining educational formats and delivery systems. They either succeed or they fail. In such cases, we have reason to talk about drop-out problems in nontraditional education. In a study on learning styles and their impact on completion among external degree students, Coggins (1988) states that "significant differences between completers and noncompleters were noted in terms of educational level prior to enrollment, intention to earn a degree, and length of time since the last college credit course" (p.33). He goes on to suggest that the proliferation of external degree programs of study and the persistence in programs focussing on the nontraditional learner would be appropriate.

In discussing the completion rate at the Open Learning Institute (OLI), Coldeway (1986) notes that "an analysis of the institutional variables which might influence completion rates indicated that pacing policies were probably the major difference between OLI and the other two institutions" (p.89). "OLI requires a fixed start and end date for the course, while the other institutions had a much more flexible start and end time" (p.89). Therefore, only students who can meet specified start and end dates enroll in the course in the first place. Under a less restrictive pacing schedule, students are less likely to procrastinate and, therefore, are more apt to complete courses. Indeed, Coldeway (1986) concludes that the problem of noncompletion is largely the problem of nonstarting. He goes on and states that "our recent analysis of students who do not complete courses at Athabasca University

clearly indicates that a large percentage of the non-completion group never really got started in the course. If the non-starts are eliminated from the statistics, the completion rate jumps significantly" (p.89).

Coldeway (1986) stresses the importance of motivation in course completion. As a result of this study he found that, whereas personal and demographic factors are not influential, such factors as institutional policies, pacing, and completion policies do have an influence. How a learner behaves after enrollment is "one of the best predictors of course completion rates"(p. 90).

Ross (1986) also assessed programs at Athabasca University, observing that "while the content of Athabasca University's courses is fairly traditional, its innovation is found in the various models of delivery which it offers in attempts to extend access to a university education" (p.138). However, he also found that there was a glib assumption in the institution that most course have a completion rate of 50% or better, until a 1980 study by institutional studies head, Doug Shale, revealed the overall completion rate at the university to be a mere 26%. Ross (1986) also noted that there was a low completion rate due to including non-starters or people who signed up and never started the first assignment of the course.

Ross (1986) feels perhaps that the indicator that best epitomizes the dilemma between not spoon feeding the adult student and ensuring the credibility of the institution is that of completion rates. Institutions continue to struggle in their efforts to solve this problem.

Nontraditional Students and Their Needs

The emphasis placed on the unique needs of nontraditional students was based on a large body of research indicating that needs of traditional and nontraditional students differ (Adams, 1986; Aslanian, 1986; & Chickering, 1981). According to Bryant (1986), formal education became a necessity because of the significant industrial revolution. In addition, the constantly increasing sophistication of technology in today's society has made recurring periods of education for adults indispensable in order to retain employment. Increasingly, high professional standards not only require lengthy initial formal preparation, but because the knowledge base changes so rapidly, reoccurring credentialing often may be necessary for continuing professional practice (Jarvis, 1985; Lowenthal, 1981; Lynton & Elan, 1987). Thus continuing formal education has become an essential ingredient in the lives of many adults, with education developing into a lifelong process in our technological society.

In his book, *The Modern Practice of Adult Education*, Malcolm Knowles, who has been recognized as an outstanding leader and practitioner of nontraditional education, listed nine criteria for adult education program planning. He advocated the assessment of nontraditional students basic or organic needs and educational needs.

Organics need consists of:

- (1) Physical needs
- (2) Need for new experience

- (3) Growth needs
- (4) Need for affection
- (5) Security needs
- (6) Need for recognition

Educational needs consist of:

- (1) The opportunity to learn something for the good of the individual, an organization and society; and
- (2) The gap between an individual's current level of competency and a required level of competency.

John Brademus, in an article for The Chronicle of Higher Education, said, "the presence of adult learners also places a premium on devising new methods of teaching. The sophistication of older students makes a classroom of 35 year-olds different from one filled with 18 year-olds. Older students are more willing to question teachers and assess received wisdom against their own experiences. Balancing part-time study and full-time work, as most adult students do, produces demanding consumers. And unlike many young people who may be preoccupied with grades, adults tend to focus on the content of their courses--- traditional lectures and rote memorization are not as well suited to adults as are self-directed learning, open discussion, interdisciplinary perspectives and an emphasis on problem solving." (Cox, 1992). Therefore services, programs and institutional policies may need to be modified or developed if the needs of nontraditional students are to be served.

Another societal change that has had a profound impact on adult higher education has been the increasing divorce rate. One out of every two marriages now ends in divorce (Bureau of the Census, 1985). Divorce frequently necessitates a return to the campus for the woman to acquire the necessary training to obtain employment to support herself. The path of American higher education has followed the economic needs that have resulted from societal changes. The challenge to higher education, as we continue to move into the post industrial era, will be to serve nontraditional students during this transitional period (Mulkeen, 1981).

While societal changes have prompted many nontraditional students to return to campus, institutions of higher education have been urged by writers such as David Breneman (1983) to bolster enrollments from sources other than the traditional aged student population.

In 1983, *Change Magazine* published a series of articles that cited demographic statistics (Alleman; Breneman; Pocock; Remick; Wharton; Uehling, and Remick (1983)) that urged institutions of higher education to attend to the characteristics of those students who were enrolling, i.e. nontraditional students. In a related article, o'Keefe (1985) referred to the substantial increase in the number of students aged 22 through 34 and warned that most of the decline in the population from which traditional-aged students are enrolled was still ahead.

The essence of these articles was that if institutions are to serve, they must understand and act upon the demographic implications of the declining birth rate and the aging of the population. That is, institutions should respond to such societal

transformations as changes in the family structure, a decrease in the birth rate, the requirements of a technological society, and the need for lifelong learning (Remick, 1983).

It is interesting to note that the increase in nontraditional students has not been limited to America. Boucouvalas (1983) called lifelong learning a worldwide movement that both reflects and contributes to social change.

Kasworm (1980) surveyed students by age grouping and determined that the greatest needs of nontraditional students (those who were 26 years old and above) were in the category of academic-related concerns, specifically academic advisement. Kasworm pointed out that the result of this study indicated no significant differences between a level of perceived need and age groupings for such services as personal counseling, job placement, career counseling, and financial aid.

Smallwood (1980), noting that adult women are increasingly entering higher education, surveyed female students over the age of twenty-five to identify needs. Based on the survey results, Smallwood listed the following academic-related needs: (a) greater flexibility in class scheduling; (b) academic counseling, especially study skills and course advisement; and (c) financial aid.

Mardoyan, Alleman, and Cochran (1983) wrote that because traditional and nontraditional-aged students differ in a number of ways, different provisions for meeting perceived needs were indicated. As an example of how needs differ between traditional and nontraditional students, the following comparison was extracted from this study: there was a statistically significant difference between the needs for

evening hours, weekend hours, and study skills training for traditional and nontraditional students.

Similarly, Warchal and Southern (1986) found that academic survival skills were the most important to nontraditional aged respondents, followed by occupational and career counseling.

Darkenwald (1980) addressed the inadequacy of existing educational and career services in aiding adults to make informed career decisions. Darkenwald called for institutions of higher education to examine their current programs and to consider alternative structural innovations to more effectively provide for meeting the career counseling needs of the nontraditional student population.

Vener and Krupka (1980) noted a generally inadequate commitment to the importance of career counseling and academic advising for the nontraditional student. They recommended that colleges and universities place a higher priority on restructuring career counseling networks to meet career needs specific to the nontraditional student, such as resume writing, job hunting strategies for experienced workers, and formal courses for credit on lifespan career development and planning.

Adults at midlife increasingly are changing the direction of their careers (Armstrong, 1981; Burnham, 1982; Jorgenson & Spooner, 1981). However, in a survey of 94 nontraditional students, Armstrong (1981) found that only 14% had used the career planing services of the institution. Armstrong suggested that career counseling programs widen the career information base to facilitate career decision making.

The importance of work in one's life has been cited as a major factor in the increase in the nontraditional student population (Pickering & Vacc, 1984; Sewall, 1984). Pickering and Vacc (1984) noted that a greater emphasis is being placed on career development at some colleges and universities. They recommended that a comprehensive career counseling program for nontraditional students would consist of self-help and short-term interventions, such as resume preparation and updating job-search skills.

In a survey of 960 nontraditional students, Hu (1985) found that eighty percent had returned to school because of career-related needs, such as credentials for advancement in their chosen careers. Hu interpreted the results of his study as demonstrating a substantial demand for higher education from the nontraditional student market, and that a large number of nontraditional students sought education for career-related purposes.

Kahnweiler and Johnson (1980) emphasized the need for a wide variety of counseling and support services for nontraditional students who are at different developmental stages. Developmental concerns of adult women who return to college may include divorce adjustment and physical appearance. These researchers emphasized the necessity of assessing the needs of individual institutional student populations. Additionally, adequate child care facilities was identified by Smallwood (1980) as the top priority concern for most female students.

Women who return to campus after an interruption in their formal education often experience role conflicts, safety, and emotional needs (Hetherington & Hudson,

1981).

Maslow explained the biological/physiological needs are necessary for existence. Although the human needs to satisfy thirst, hunger, shelter and others are separate, satisfaction in these areas is primary for individuals before they focus on satisfying the needs of safety. Safety needs, such as security, stability, freedom from fear, need for order, structure and law become more important in society. With respect to the issues of program planning, safety needs become relevant when students may feel justifiably comfortable and safe when the educational programs provide the learner with appropriate skills for the job market.

The need to belong may motivate a learner to join school clubs which would provide more career information, or to join professional organizations which invite students to join. The feeling of safety and belonging supports the desire for enhancing an individual's self-esteem, such as striving to be more competent in employment skills, or greater achievement in the work world and the community. The second kind of self-esteem includes a need for recognition from one's peers. As the approval needs are met, a person will develop self-confidence and a feeling of being useful and worthwhile in his/her personal and community setting.

Self-actualization is the highest level of development a person can obtain in any culture. An individual is self-actualized when that individual has reached a high level of potential personal achievement. Maslow studied the average person to be 85% satisfied with her/his biological or physiological needs, about 70% with his/her safety needs, 50% with personal affection needs, and 40% with his/her self-

actualization needs. Programs to combat these needs would include values clarification, assertiveness training, and decision-making through the group experience. Kasworm (1982) also pointed out that there are developmental differences between different age groupings of students over the age of twenty-five, and therefore, developmental needs of nontraditional students may vary. Kasworm called for studies that would establish age as a function while using other variables across the age range.

Although traditional and nontraditional students share many of the same types of concerns, their perspectives differ significantly. This implies that programs and services also must differ. Topical issues important to both traditional and nontraditional students, i.e., academic-related concerns, career-related concerns, and personal/developmental concerns, generally fall within the existing preparation of professionals in higher education. Thus, changes need to be made primarily within the focus of the delivery of services (Mardoyan, Alleman, & Cochran, 1983).

Evaluating Nontraditional Education Programs

Higher education's recognition of the increasing nontraditional student population is a relatively recent concern. At the present stage in the historical development of nontraditional education research, program offerings, and student participation, one authority has stated that senior adults "are among the most under-represented of all subgroups in adult educational activities" (Cross, 1979, p. 86).

Many factors have contributed to the growth of nontraditional forms of education. Some of these are cited:

- 1- The shift in age cohorts within the United States, whereby larger numbers of men and women aged twenty-five and older are making up larger and larger proportions of the population;
- 2- More women choosing to have children later in life, pursuing education and careers first;
- 3- More women entering the work force in fields requiring college education;
- 4- More employers seeking college-degree employees;
- 5- Technological changes in business and industry requiring higher levels of education;
- 6- Lack of access to campuses when needed (usually evenings and week-ends) or where needed (usually close to home or work);
- 7- Economic conditions requiring better jobs, higher pay, and a variety of responsibilities: work, home, children, community/church groups, travel, as well as higher education (Breckon, 1989; Cross, 1981; Kelly, 1988; Knowles, Naisbitt and Aburdene, 1990; Sperling, 1989).

Cross (1981) points out that increased participation in all forms of adult education is to be expected in the coming decades due to the fact that the American population is becoming older. She notes the demographic shifts relative to women entering the work force. Women constitute the largest growing segment of the adult population. Many are divorced and single parents who need to work. They need

good paying, jobs, and they need more education to get those jobs.

According to Cross (1981), less than ten percent of adult learners enter courses or programs for credit. Many of those who do enroll for credit are enrolled in community colleges and nontraditional degree programs offered by four-year institutions. Due to the technological boom that continues to sweep America and due to the skilled technological and management labor force that American jobs will require (Naisbitt and Aburdene, 1990), this percentage can be expected to rise significantly. Given this scenario, it is important to recognize that adult students, more likely than not, will select programs that meet a variety of circumstances and needs (Sperling, 1989).

Hass (1977) supported that four "bases of the curriculum" should be a major source of guidance for decision making in curriculum planning and the planning of teaching (p. 6). These four bases are: social forces, human development, the nature of learning and the nature of knowledge in nontraditional education delivery methods.

Methods used to deliver educational programs are important to the learner as well as to the institution offering the program. A variety of delivery systems offer the expanding number of adult nontraditional learners more flexibility as they attempt to schedule educational opportunity into convenient, uncommitted time frames.

Institutions offering a variety of delivery systems to nontraditional learners will serve the needs of these individuals more effectively than institutions using only on-campus traditional approaches. Harrington notes: "It is the delivery methods that differentiate adult/continuing education programs most distinctively from traditional alternatives"

(p. 57).

Because the number of nontraditional students is increasing rapidly, there is an obvious need for reevaluation of delivery system alternatives to ensure that life styles and learning styles of this growing segment of students are being satisfactorily accommodated. As Coldeway (1986) states: "The question of whether distance education is a viable form of teaching and learning no longer arises. There are examples of distance education world-wide and reports indicate that the majority of institutions have experienced some success"(p.81). He goes on to say that " success, not unlike beauty, is in the eye of the beholder. The problem is one of definition, measurement and interpretation" (p 82). Some of the factors which might indicate a successful distance learning experience are the desire to complete or persist in educational pursuits, a sense of achievement, and feeling of satisfaction with the experience.

Coldeway (1986) recognized that, although success will never have a universal definition, it is possible to discuss some of the more standard measurements of success used by educational institutions and reported by educational researchers:

- 1- Student achievement measures (for example course marks or final exam marks);
- 2- Overall level of achievement within a program or curriculum (for example, overall grade point average for students completing a degree or aggregate scores of students finishing a program);
- 3- Percentage of the total student enrollment completing a program or

curriculum;

4- Student satisfaction with the course, program, or curriculum;

5- Follow-up measures of student success after course, program or curriculum completion (e.g., getting on or going to graduate school);

6- Rate of course, program or curriculum completion (e.g., time to degree);and

7- Cost measure (for example, cost per student per degree (p. 82).

Farrell and Haughey (1988) view the role of nontraditional education as extremely important. In their opinion, the future of nontraditional education is in fact the future of education itself and includes the entire range of activities and age groups it represents. Their perspective is that learning is now recognized as a lifelong process that will increasingly see individuals learning through use of materials in a variety of formats, permitting them to integrate their learning activity with their other roles and responsibilities. The emerging importance of nontraditional education justifies research within the many aspects of this new approach to learning.

As a research discipline of nontraditional education emerges, Holmberg (1987) indicates that one of the areas of interest to researchers is that of "systems (comparative distance education, topologies, evaluation, etc.)" (p.20). Another emerging research area is that of nontraditional students themselves, their conditions and study motivation. Holmberg also observes that:

The evaluation of distance education programs and courses is a research

concern that has attracted wide attention. Evaluation of this kind can imply a study of the effectiveness of whole organizations . . . of the training for certain careers, of large course programs, and of individual courses. (p.19)

Indicators of successful innovation in education might include, according to Coldeway (1986); "the method of instructional delivery (for example, courses available on or off campus, courses offered at a variety of times during the day and night, etc)" (p. 82).

Coldeway (1986) goes on to say that "for many institutions, particularly those involved in some form of innovative education, the list grows longer" (p. 82). One of his examples is "giving people an opportunity to enroll who otherwise would not have that opportunity (for example, open admission, continuous course start dated, flexible pacing, etc.)" (p.82) or " giving credit for a wide range of previous educational and life experiences (for example, credit for experiential learning, etc.)" (p.82).

Knowles (1980) stressed the point that the only valid source of information about the interests of adult educators is that too often in actual practice they act on assumptions about what people would be interested in, rather than directly finding out about the learners themselves. The author showed samples of the survey questionnaires that the planner can use to obtain information from the learners and the community which can be helpful in planning adult education programs (Knowles, 1980).

In exploring research focusing on the need and success of the external

undergraduate degree program at Redland University in California, Newton (1982) mentions that a significant number of graduates (77.5%) would not have returned to college to complete a bachelors program had not an external, nontraditional degree program been available. Newton also stated some of the most important factors listed to enter and complete the external program were part-time curricular offerings in the evening, the less time needed to earn the degree than a traditional setting, and geographic convenience of offering. As the part of his findings, he also stated that 92% indicated the educational value of their external degree program requirements to be greater than earlier traditional experience, and job promotions and salary raises were outcomes of external degrees.

In similar research focusing on nontraditional learners and learning at a distance, Coggins (1988) concludes that variables such as educational background, educational experience, grade point average, and academic ability have proven fruitful. When investigating the problem of completion rates, "studies, including those by Billingham and Travaglini (1981) and Coggins (1988), determined past experience in college and grade point averages to be significant variables to discriminate completers from non-completers in external degree programs" (p.1). Research by Coldeway and Spencer (1980) and Saraswati (1985), however, has determined that "personal factors, such as background and experience, were not significantly related to completion" (p.1). According to Coggins, " At least one researcher (Boshier,1988) suggests that less than 10% of the total variability on students' completion rate is accountable for by demographic factors" (p.1).

Billings, in a 1986 study, developed and estimated the path coefficients in a model of those students completing correspondence courses in a baccalaureate nursing program. The model of course progress used in Billings' study is adapted from Ben's synthetic model of student attrition. Findings of the Billings study include discovery of six variables that positively affected course completion: intention to complete the course in a given time frame (three months); submission of the first lesson; GPA; experience of completing a correspondence course; employer support; and family support (Billings, 1986).

The four categories of Bean's model used in the study are background variables, organizational variables, outcome/ attitudinal variables, and the intervening variable of intent. Billings concluded that "variables from all four model were significantly related to course progress" (p.135), suggesting that withdrawal from a course, or non persistence, has multiple cause. These causes include experience with correspondence courses which increase persistence. Those students familiar with the independent delivery method and/or correspondence courses and who have completed such courses in the past are more likely to be successful in completing them in the future. Billings also suggests that the further along a student is in a program of study and the more integrated into the organizational structure the student is, the greater chance that the student will complete a given course.

An exploratory study conducted by Coggins (1988) investigated relationships among volunteer educators' preferred learning styles, methods of educational delivery for pre-service education, degree of satisfaction with teaching/learning process and

perceived competence to teach the subject matter as a result of the pre-service education. Interesting information on satisfaction emerged. On completion of their volunteer educator roles (i.e., teaching others the subject matter provided in the pre-service education), each individual completed an evaluation instrument measuring "learner satisfaction with pre-service education and perceived competence to teach others as a result of the training" (p.57).

In Coggins' study, the dependent variables of satisfaction and perceived competence were assessed through a questionnaire to determine the impact of volunteer pre-service education on satisfaction with the learning experience, recognizing that greater dissatisfaction may increase the probability a volunteer educator will drop out of training and/or discontinue participation in voluntary device (Dardkenwald & Gavin, 1986, p.59). "The findings provide guarded support for the conclusion that methods of pre-service education have a significant impact on satisfaction with that training" (p.59).

As noted earlier, Billings (1988) investigated the causes of noncompletion of correspondence students, using a model for completion of correspondence courses where variables were selected from the literature as well as from Bean's Model (1982). Satisfaction with the course and satisfaction with lesson components were studied along with other variables. Billings notes that satisfaction with instruction assumes a major role in correspondence instruction when the design and implementation of a correspondence course can have an impact on the student's attitude toward the course (p.29). Sweet (1986), as cited by Billings, states that a

positive rating of course materials will contribute to goal satisfaction. Sweet also emphasized the importance of the instructor to course completions as well as completion being a measure of social integration. It is assumed that satisfaction with instruction leads to course satisfaction.

The Market Place and Higher Education

Trivett (1975) spoke to the issues of consumers and the market. The development of the nontraditional students and higher education's response to these new clientele (or in many cases, lack of response), has helped to generate the concept that individuals will take time to examine what educational institutions have to offer, make informed decisions and, consequently, make better choices (Bogart and Galbraith, 1988; Holtzcalw, 1988). Utilizing this perspective, higher education operates in the marketplace and offers products and services much in the same way any business does in United States. El Sharei (1979) states:

The marketing of educational programs... becomes very similar to marketing in business due to the fact that educational institutions must engage in pricing, advertising, selling, product design, and virtually all other marketing functions to which business attends.... Institutional names become the brand names by which individual schools compete in the educational market and by which images and identities soon become associated (p. 12).

Kotler (1975) indicates that whether non-profit organizations are conscious of

it or not, they are definitely involved with marketing. He points out that the central concept that underlies marketing is the principle of exchange, which implies the offering of one value in trade or exchange for another value (Boyd and Walker, 1990; Mitchell, 1991a and 1991b). Colleges and universities offer the product of higher education and a means to help fulfill lifelong learning. They exchange this product and the services that accompany the delivery of the product for money. In time, like most businesses, institutions hope to provide satisfaction--that the exchange of value for value is accepted as worth transacting--in order to secure customer loyalty in the form of continued use of services (retention), future monetary support (donations), and customer referrals (sending new students their way in order to receive the same valuable product and service). The question isn't whether or not non-profit organizations should be involved with marketing, but rather, as Kotler (1975) points out, "how thoughtful they should be at it (p.12)."

Moore, George, (1987) and Bogart and Galbrith (1988) point out that in reality, educational institutions need to adopt marketing to survive rather than choose to view the concept as an extravagance or something repulsive. Due to the decline in the number of eighteen to twenty-two year old students, many institutions realize that they need to serve new adult interest groups who often fit the classification of non-traditional students, such as women, working adults, and minorities. Institutions who do not have the human resources, or expertise in marketing practices often seek the services of outside consultants to help them develop the expertise or to manage the marketing for the institution and enjoy great success. Bogart and Galbraith (1982)

point out that outside consultants are used to assist in the planning and implementation of a marketing program by nearly half of America's community colleges with most being satisfied with the services performed.

It was indicated that controlled change using marketing principles and practices invites change, because it requires the institution to be investigative, responsive to its publics, and evaluative of all products, services, and resources (Ash, 1986; Kelly, 1988; Kotler and Andreasen, 1991).

Marketing is little more than learning about and servicing, constituency needs in a responsive manner. If marketing is understood as student-centered, and that process includes and benefits everyone, it will not be seen as a threat, but rather as a tool of responsive management (Johnson, 1977-78).

It is important, therefore, for those who manage institutions of higher learning to become more responsive to change and meet the challenges of the future with confidence rather than with anxiety. One way to do so is by adopting a "marketing concept" for purposes of institutional planning (Boyd and Walker, 1990; Day, 1990; Mitchell, 1991a and 1991b).

Summary

Many of the older students at colleges and universities are serving as part-time students, whose numbers have grown proportionally with the increase in adult learners. Between 1970 and 1989, the rate of the part-time student enrollment

increased by 109% compared to 32% for full time student enrollment (NUCEA, 1990). During 1989, the number of part-time student enrollments totalled an estimated 5.8 million out of almost 13.5 million (43%) student enrollments reported by the nation's educational institutions (NUCEA, 1990).

During the last two decades, higher education has made a considerable effort to accommodate this growing population of older part-time students whose academic goals have been interrupted for reasons such as work, family, financial need, and other commitments. As institutions began to recognize and understand the educational needs of these older students, efforts intensified to design flexible academic degree programs, creating off-campus centers away from main campuses, and initiating other innovative degree programs designed specifically to serve the needs of adults. These programs include such features as flexible scheduling, distance learning, self-directed independent study and other creative approaches to academic content and educational process (Sullivan, 1990). As with any innovative effort in higher education, concerns about the legitimacy and viability of many of these nontraditional degree programs have surfaced and many have raised questions about academic standards and quality assurance.

In 1989, Frances stated that unless nontraditional degree program providing institutions possess the credibility which comes from programs' quality assurances, nontraditional adult degree programs will continue to have difficulties in being accepted by traditionalists.

Documentation of the existence of a large and growing nontraditional student

population and the need for nontraditional education in general has been presented. Reasons for this growth in the numbers of non-traditional students returning to the campus have been explored. Such societal change as a high divorce rate, an aging population structure and the educational needs of our technological society were cited.

Although traditional and nontraditional students share many of the same needs such as academic related needs, career-related needs, and personal/developmental needs, their perspectives differ. Most of these needs generally fall within the existing preparation of professionals in higher education. As a changing student profile emerges, the traditional pattern for meeting students' needs should also change. Thus, changes need to be made primarily within the focus of the delivery of services (Mardoyan, Alleman and Cochran, 1983).

CHAPTER THREE

METHODS AND PROCEDURES

The purpose of this chapter is to present information which relates to the following: 1) case setting; 2) study overview; 3) study population; 4) instrument; 5) pilot study; 6) administration of the instrument; and 7) statistical analyses.

Case Setting: Columbia Union College

Columbia Union College (CUC) is located at the intersection of Carroll and Flower Avenues in Takoma Park, Maryland. It was established in 1904 as a coeducational institution for the purpose of training young men and women for efficient service and Christian living.

In 1907, the name was changed from Washington Training Institute to Washington Foreign Mission Seminary. By 1914, the institution assumed the status of liberal arts college and graduated five students with Bachelor of Arts Degrees during the following year. As the result of continued growth and further development, today CUC is fully established and recognized in its educational community (Columbia Union College Bulletin, 1990-91).

After 91 years of operation, the college has an enrollment of approximately 1,000 students from across the United States and many foreign countries. CUC students come not only from different geographic locations, but from varied economic

backgrounds and ethnic groups as well. This widely diverse representation gives campus life at Columbia Union College a cosmopolitan flavor and provides the students with vital opportunities to share and appreciate the cultural heritage and experience of others whose backgrounds are different from their own. Students work with faculty and other students in the various departments of the college. Student representation is observed in both academic and administrative planning and decision making and, also, in helping to make college life a relevant and meaningful experience for themselves and others (Columbia Union College Bulletin, 1979-80).

The college is fully accredited by the Commission on Higher Education of the Middle States Association of Colleges and High Schools, the Department of Baccalaureate and Higher Degree Programs of the National League for Nursing, Maryland Higher Education Commission, the Board of Regents of the Department of Education of the General Conference of Seventh Day Adventists, the Eastern Regional Accrediting Committee of the American Nurses Association, the California State Nurses Association, the Committee on Allied Health Education and Accreditation of the American Medical Association upon the recommendation of the National Accrediting Agency for Clinical Laboratory Sciences (NAACLS), which is sponsored by the American Society for Clinical Pathologists and the American Society for Medical Technology and the Joint Review Commission for Respiratory Therapy Education of the American Medical Association. The institution is a member of the American Association of Colleges for Teacher Education and is approved by the United States Government for the training of veterans and by the Attorney General of

the United States for nonimmigrant students (Columbia Union College Bulletin, 1990-91).

Admission to CUC is granted without regard to race, color, sex, handicap, or national origin. It is granted to the applicants whose: (a) academic preparation meets at least the minimum standards for admission to college, (b) abilities and past performance evidence probability of successful scholastic record, and (c) principles and interests are in harmony with the announced aims of the college (Columbia Union College Bulletin, 1990-91).

The college grants the following degrees to eligible students:

Associates of Arts, Bachelor of Arts, Bachelor of Science and Bachelor of Social Science (Columbia Union College, 1993-94).

Philosophy and Objectives

Columbia Union College was established on the following philosophy:

The true education means more than the pursuit of a certain course of study. It means more than the preparation for life that now is; it has to do with the whole being, and with the whole period of existence possible to man. It is the harmonious development of the physical, mental, and spiritual powers (Columbia Union College Bulletin, 1979-80).

In harmony with its philosophy, CUC selected the following objectives:

Spiritual: To enable the students to dedicate their lives in a selfless service to the poor, the sick, the bereaved, the ignorant, and the inexperienced; to reach people wherever they are and whatever their position or condition, and to help them in every way possible.

Physical: To enable the students to make intelligent decisions regarding proper care of the body and mind; also establish health habits and practices that foster maximum physical vitality and mental acuity.

Intellectual: To enable the students to engage in creative and critical thinking, to become acquainted with the basic facts and principles of the major fields of knowledge, to acquire a tolerance of ambiguity and to develop a continuing intellectual curiosity.

Civic: To enable the students to develop respect for and understanding of the fundamental principles inherent in a democratic form of government, to recognize the basic rights of individuals and social groups, and to make responsible moral and ethical decisions.

Social: To enable the students to develop skills for interacting helpfully with others and become at ease in the practice of approved social graces.

Aesthetic: To enable the students to appreciate that which is elevating and beautiful as revealed in nature, the sciences and the arts.

Vocational: To enable the students to know and respect the dignity of labor, and prepare systematically to become skilled in one or more occupations (Columbia Union College Bulletin, 1993-94).

External Degree Program

From 1914 through 1972, CUC offered a typical liberal arts college program with the traditional requirements for residence, credit accumulation, subject matter, tutoring, and evaluation--all common to most American colleges. In 1973, Dr. Stephen Hiten, Chairman of the Department of Communications and Director of the college-owned radio station, WGTS-FM, in collaboration with Dr. David Holbrook, Director of the Home Study Institute, initiated an external degree program after receiving approval from the Board of Trustees. Dr. George Akers, the President of CUC at that time, highly recommended the promotion of the program.

The external degree program has enabled adults to earn associates or bachelors degrees of liberal studies. In the program, students earn credits through correspondence study, independent study, seminars, examinations, and other nontraditional ways. The program was designed especially to serve the adult high school graduate who finds on-campus college attendance impossible or unsuited to his/her needs, but who is able to continue his/her education primarily on a home-study basis.

The objectives of the external degree program are: (a) to offer adults a deferred opportunity to pursue a college degree program despite previous obstacles, (b) to offer adults the opportunity to develop their interest or ability in one or more specific subject areas, (c) to offer students, on an intellectual basis, the opportunity of earning an American college degree. Inquiries continue from adults who are unable

to attend an educational institution because of family or work responsibilities, geographic location, or many other reasons. These adults look at this new program as a practical and inexpensive way of securing a college degree (External Degree Program of Columbia Union College Brochure, 1993).

Nontraditional Baccalaureate Degree Program

The Nontraditional Baccalaureate Degree Program (NBDP) at CUC was established during the 1984-85 school year. Dr. William Loveless, the CUC President at that time, and other administrators supported the idea of starting the NBDP which was conceived by Dr. Gladstone P. Gurubatham. With nearly 32% of the total CUC students enrolled in the adult evening program during data collection for the current study, it now appears to be fairly successful.

The program was designed to provide an opportunity for professionals who have earned 60 or more semester hours of college credit from CUC or another institution to complete a baccalaureate degree in the following areas: (a) bachelor of science in business administration, (b) bachelor of science in health care administration, or (c) bachelor of science in organizational behavior for the adult student. The core curriculum of an additional 36 semester hours required for graduation is usually completed within 18 months. Classes normally begin in the evening at 6:00 p.m., and students generally complete one course at a time. Since

the inception of the program, over 200 students have graduated; 436 students were enrolled in 1992-1993.

Study Overview

This investigation is a descriptive case study with the purpose of primarily "finding out what is" (Borg & Gall, 1983, p. 354) by systematically describing "the facts and characteristics of a given population or area of interest" (Merriam & Simpson, 1984, p. 58). Field research for the case study included interviews with college administrators, faculty members, and students--three key segments who would most likely have different perspectives on the case program.

In order to answer the research questions delineated in Chapter One, a survey was designed to compare the responses from the three groups of respondents to the standards set forth in the Quality Principles for Nontraditional Adult Degree Programs (also called Principles of Good Practice for Alternative and External Degree Programs for Adults). A Delphi committee was convened to assist in the design of the survey instrument. Survey questions were written based upon a sample of items selected from the ACE Principle's manual by the committee. A pilot study was subsequently completed to assess the readability and usefulness of the questions.

The next stage of the study was to identify one or more organizations that would be willing to participate. Columbia Union College immediately accepted the opportunity. Although additional possible participants were identified, CUC wanted

very much to sponsor and be the focus of the study. Appendix A contains a letter from the President of CUC, announcing the College's sponsorship of the study.

Study Population

The study population consisted of CUC executives, nontraditional degree program faculty, and students. With an enrollment in the program of 436 students, just under two out of five (162 or 37%) of the students were males, and 274 (62%) were females. While slightly over half (224 or 51%) were Caucasian, 180 (41%) were black, 19 (4%) Hispanic, and 13 (3%) Asian.

Study Sample

The sampling frame consisted of all students who were enrolled in the nontraditional baccalaureate degree program, all 20 faculty members and selected CUC executives who were directly involved with program administration. Parents of students enrolled in the program or organizations which provide support for these educational programs were generally considered to be indirect customers and were not included in the study. The final sample consisted of 13 administrators, 10 faculty members, and 106 students representing three program areas (i.e., 47 from Business Administration, 28 from Health Care Administration, and 31 from Organizational

Management). An attempt was made to reach all 15 executives who were directly involved with programs administration, but but only 13 were contacted and surveyed. The faculty and students surveyed were selected systematically based up on the classroom placement on the evenings of June 29, 30 and July 1, 1993.

The Instrument

There was no suitable instrument available for measuring the perceptions and opinions of the program executives, faculty members and students at CUC.

Therefore, a survey instrument based on the Principles of Good Practice that were adopted by the ACE and Alliance was designed by the researcher. The eight categories suggested in the report were reviewed, assessed, and summarized into four broader categories.

Within the categories, the Principles manual includes over 80 items at the detail level. A logical, systematic reduction of the number of items to use for the survey instrument was needed to provide an instrument that would be reasonable enough in length and would consequently guarantee a more adequate response rate.

Although perceptions of administrators, faculty and students involved in the nontraditional programs could be used to measure quality in those programs, not all items in the Principles could be addressed equally by all types of respondents. Items for each stakeholder group were selected by a modified Delphi method. Members of the dissertation committee provided guidance on which items should be included for

each group in order to provide information that would be most important or useful to other organizations, ACE, and the Alliance.

The consensus of the committee was that strategic intent items were the domain of the administrators, but that faculty had sufficient insight to rate them in terms of theory-in-practice (Argyris, 1990). Items to assess the importance of factors motivating student selection of a program and of the current satisfaction with quality features of such a program were included for all three stakeholder groups in order to gain each of their perspectives.

Items were successively reduced by consensus until the total number of items on each survey was no more than 30. The survey format consisted of statements followed by multiple choice response categories containing 5-point Likert scales. Respondents were instructed to rate each item from "1" (not important) to "5" (very important) or "1" (strongly disagree) to "5" (strongly agree). In addition, open-ended items and a request for comments were included in the survey. The committee provided initial editing of the items to ensure clarity of purpose with each Principle's intent. A letter of introduction and instructions for the three stakeholder groups were attached to the instruments prior to distribution. The instrument is found in Appendix B and C.

Pilot Study

The instrumentation was tested at a pilot site selected from the same

geopolitical and economic region; the programs offered by the two institutions, however, were generally different. Virginia Tech's Northern Virginia Graduate Center served as the pilot site, upon approval of the site director. Participants were asked to comment on the clarity and the ease of understanding of the items and to provide additional feedback by recommending changes or including questions about any of the items.

The pilot sample consisted of five administrators, seven faculty members, and twenty-six students. The administration was represented by members of the Director's Office; the Business, Engineering, and Education program offices; and by departmental chairs who also serve as faculty. The chairs were advised through verbal instruction to answer as administrators rather than as faculty. Faculty members of the School of Education at the pilot site were provided the instrument for completion. A volunteer sample of students completed the instrument during evening class hours of April 29 and 30, 1993. Responses were collected from all three groups of respondents and assembled onto a single form for ease of review. Modifications to the instrument were documented and approved by the committee.

Administration of the Instrument

Telephone calls were made by the researcher to selected instructors in the CUC nontraditional degree program. The purpose of the study was explained, and respondents' participation was requested. The program director was

recruited to assist in distributing and collecting the surveys. The instrument was handed out to faculty and to all students who were taking program courses on the evenings of June 29, 30 & July 1, 1993 and were willing to participate in this study. Faculty members, briefed by the researcher, distributed and collected the instruments at the end of each class. Surveys for administrators were distributed at the Office level. The forms were sorted as they came in by respondent type (i.e., administrator, faculty or student), and after four weeks, a note was sent out advising the input period for the study was over.

Interviews

During the summer of 1993 and the spring of 1995, the researcher completed informal but structured interviews with five administrators and four faculty members who had been directly involved with the Columbia Union College nontraditional degree program within the past 12 years. In addition, eight nontraditional degree students were also interviewed. Interviews were completed in order to provide a systematic look at selected questions and to check for consistency between the survey responses and the interview results. Issues of anonymity and confidentiality were addressed before each interview session. While the names of students were not identified along with the results, the program areas were included.

The interview gathered information about why CUC initiated the nontraditional degree program, impacts of this program on CUC's traditional program or on the

mother institution, and the satisfaction with the services provided by the nontraditional degree program.

While the researcher interviewed two administrators by phone, the rest were interviewed in their office by appointment. Faculty members were randomly selected, and then interviewed before classes in the classroom. Selection of the students was more complex, because it was critical that everyone be given an equal chance of getting involved in the interview process. In order to obtain student response, the researcher walked up to four different groups of nontraditional students, introduced himself, explained the purpose of the study and solicited their participation. Students were selected from each of the four groups based upon alphabetical representation of first names, e.g., first names ranging from A to G from the first group; from H through M in the second group; from N through T in the third group; and from U to Z in the fourth group.

Statistical Analysis

Minitab datasets containing responses to each item were created. The author key-verified the data and made corrections. Forms from students who were not in the program were eliminated from further study. Comments from the forms were consolidated into categories, and are reported in Appendix D by section and respondent type.

The analyses were primarily descriptive. Data summaries of items involved

the generation of histograms (see Appendix E), simple statistics on the coded data, and correlations between items (see Appendix G). The first four research questions were answered based upon responses to survey items, open-ended questions and interviews. One-way analyses of variance (ANOVAs) were also completed to test differences in the item responses of administrators and faculty members, and among students from the three program areas.

In order to answer the fifth research question, it was necessary to note how the distribution of responses supported or failed to support the related ACE and Alliance Principle from the perspective of each stakeholder in the nontraditional adult degree program. The author determined that the response scales selected provided logical cutoff points for decisions about whether the respondents supported or challenged the criteria. A criterion was supported if respondent types had an average equal to 2.0 or less; was questionable if the average was greater than 2.0 and less than 2.75, with median of 2; and was unsupported as a principle if the mean was greater than or equal to 2.50 or the median was 3 or higher. Results of the study are presented in chapter IV, relative to each research question. Conclusions and recommendations are presented in chapter V.

CHAPTER FOUR

RESULTS

This chapter provides the quantitative and anecdotal results obtained from the survey and interviews of administrators, faculty members, and students of Columbia Union College. Results will be presented relative to each research question.

Research Question #1: Why did Columbia Union College initiate a nontraditional baccalaureate degree program?

The first section of the survey designed for administrators and faculty members included five items based upon ACE and Alliance principles that represented possible reasons why Columbia Union College initiated its nontraditional degree program. Respondents were asked to describe the importance of each item, using responses ranging from 1, as "very important", to 5, as "very unimportant". Mean scores of administrators and faculty members were computed jointly for each of the five items. Mean scores less than or equal to 2 indicated support for the principle; those greater than 2 but less than 2.75, with a median of 2 indicated questionable support; and means greater than or equal to 2.5, with a median of 3 indicated lack of support for the principle.

Results indicated that the primary reasons for CUC to initiate its nontraditional degree program were to "generate/increase revenue" and to "supplement enrollment and to offset declining traditional student population". Following and equally ranked

were to "help meet its community's needs" and to "attract and retain adult students". While respondents were deemed to be supportive of principles for the first four items, questionable support was indicated for the fifth, to "broaden CUC's reputation for educational excellence" (see Table 1).

To determine if there was a significant difference in the mean response of administrators and faculty members, analyses of variance were completed on each of the five items. Results indicated that for only one item there was a significant difference between the two groups; administrators, more strongly than faculty members, reported the importance of supplementing enrollment and offsetting declining traditional student enrollment as a reason in CUC initiating its nontraditional degree program (see Table 2).

The survey also provided the opportunity for respondents to include additional reasons why CUC initiated its nontraditional degree program. Faculty members responded to this question and offered such reasons as to "upgrade an individual's skills by gaining a professional degree", "provide the opportunity for adults to return and finish their degree", "provide the opportunity for adults who could not complete their education earlier", "increase variety in teaching", "increase variety in student participation", "meet the needs of working men and women", "support doctrines of the church", and "recognize education never ends". To cross-validate survey

Table 1

Survey Results for Administrators and Faculty Members
Respondent type: 13 Administrators 10 Faculty

Program Initiation Strategic Purpose:	N	Mean		Median	STD DEV	Decision
A1. Help community	23	1.870		2.000	0.757	
A2. Supplement enrollment	23	1.435		1.000	0.507	
A3. Generate revenue	23	1.348		1.000	0.487	
A4. Broaden reputation	23	2.348		2.000	1.027	**
A5. Attract/retain adult students	23	1.870		2.000	1.058	
Perceived Importance to Students' Decision to Enroll	N	Missing	Avg	Median	STD DEV	Decision
B1. Convenient location	23	0	2.087	2.000	0.793	**
B2. Institutional quality	23	0	2.304	2.000	1.020	**
B3. Course variety	23	0	2.174	2.000	0.834	**
B4. Program design flexibility	23	0	1.391	1.000	0.722	
B5. Personal improvement opps.	23	0	1.435	1.000	0.590	
B6. Pre-enrollment Info helpfulness	23	0	2.000	2.000	0.853	
B7. Student voice in policies	23	0	2.913	3.000	0.949	*
B8. Time to degree completion	22	1	1.364	1.000	0.790	
B9. Prior learning credit	23	0	1.348	1.000	0.487	
B10. Costs	23	0	2.391	2.000	0.783	**
Student perceived satisfaction:	N	Missing	Avg	Median	STD DEV	Decision
C1. Most-wanted courses available	21	1	2.000	2.000	1.069	
C2. Academic counseling provided	21	2	1.905	2.000	0.944	
C3. Financial aid availability	21	2	2.524	2.000	0.750	**
C4. Voc & career guidance services	21	2	3.000	3.000	1.095	*
C5. Library/related services available	22	1	2.773	2.000	1.152	**
C6. Tutorial services provided	21	2	3.381	3.000	0.973	*
C7. Students say in policy decisions	21	2	3.333	3.000	1.111	*
C8. Social activities provided	21	2	3.381	3.000	0.740	*
C9. Adequate parking provided	21	2	2.429	2.000	1.248	**
C10. Convenient registration	22	1	1.818	2.000	0.664	
C11. Adequate computing facilities	21	2	3.238	3.000	1.221	*
C12. Grading systems	22	1	2.182	2.000	0.795	**
C13. Faculty concern for adult students	22	1	1.682	1.000	0.995	
C14. Campus security	22	1	1.773	2.000	0.752	

*Decision = Not supportive of ACE Principle.

**Decision = Questionable support of ACE Principle.

Table 2

Analysis of Variance Table: Perception of Administrators and Faculty Members
Regarding Supplementing Enrollment as a Reason in Initiation of Nontraditional
Degree Program

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
ADMIN/ FACULTY	1	1.244	1.244	5.93	0.024
ERROR	21	4.408	0.210		
TOTAL	22	5.652			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
ADMIN	13	1.2308	0.04385	(-----*-----)
FACULTY	10	1.7000	0.4830	(-----*-----)
				-----+-----+-----+-----
				1.20 1.50 1.80

POOLED STDEV = 0.4581

Note. * $p < .05$.

findings, nine administrators and faculty members of CUC who were directly involved with the nontraditional degree program were interviewed and asked what they felt were the most important reasons for CUC to initiate its nontraditional degree program. The top three responses in rank order included: (1) "to generate/increase revenue" (89%); (2) "to reach out or help the community" (78%); (3) to supplement traditional student enrollment" (67%). Additional reasons were to "create an opportunity for adult students to return to school and obtain a college degree" and to "broaden CUC's educational excellence".

Research Question #2: What principles of historical/technical information guided the development of CUC's nontraditional degree program?

Administrators of the CUC nontraditional degree program were unable to provide any guiding principles underlying the initiation of these programs. The only information available was that Dr. Gladstone Gurbatham had attended a seminar sponsored by UCA, Inc. during which it was suggested that the wave of the future interims of both demand and service to society was the returning of adult students to higher education. The idea of an evening nontraditional degree program available to serve the needs of these adults subsequently arose and was sold to CUC executives. At the time of this program's initiation, the traditional student enrollment at CUC was declining drastically, and as a result, the college was suffering financial crises. In order to survive, CUC executives had to do something to compensate for the declining traditional student enrollment and to generate revenue. They decided to

establish the nontraditional degree program and include the new clientele among their student population. The program currently seems to be doing well for what it was intended. Therefore, it appears that CUC did not follow any principles or historical/technical information in the development of its nontraditional degree program.

Research Question #3: How has the nontraditional degree program impacted the traditional program?

Nine administrators and faculty members of CUC were asked in interviews how the nontraditional degree program of CUC has impacted the mother institution. Over half (56%) of the respondents indicated that the program "has created financial stability for the college". The program has also impacted the traditional program by:

- 1) "broadening services to the community";
- 2) "assisting the students in understanding CUC's philosophy and educational excellence";
- 3) "helping the community to be aware of CUC through advertising";
- 4) "helping CUC to allow its academic curriculum to be more creative, adoptive and responsive in serving a different market";
- 5) "helping to compensate for a declining traditional student enrollment";
- 6) "creating more employment opportunity";
- 7) "causing overcrowding of the parking lot by nontraditional students";

8) "serving as a good example for other traditional degree programs, interims of becoming self-sufficient".

Research Question #4: What are administrators'/faculty members' and students' perceptions of CUC's nontraditional degree program, and are there differences in perceptions within those groups?

Administrators and faculty members who were interviewed indicated that when the program was first initiated, many people's attitudes were very poor, but that they have been improving. Full-time faculty were divided in their learning styles and in their perceptions of the needs of traditional and nontraditional students. As a result, any teacher who did not adopt teaching methods to accommodate adult students was not rehired by the adult evening program. Because the program leaders are committed to meeting the needs of the nontraditional student body, they select professors who are: (1) "oriented to the adult learner"; (2) "helpful, positive, and supportive of adult students"; (3) "able to work well with adult students"; and (4) "interested in, enjoy working with, and enjoy students' efforts". In general, the initial skepticism is changing positively; the program and its students seem to have gained more acceptance by the traditional faculty members and students. As a measure of determining perceptions of CUC's nontraditional degree program, administrators/faculty members and students were asked to rate the importance of ten possible reasons why students enroll in the program. Responses ranged from 1, as "very important", to 5, as "very

unimportant". Administrators/faculty members indicated the most important reasons, in rank order, included (1) "recognition or awarding credit for prior learning" (score of 1.348); (2) "time to degree completion" (1.364); (3) "convenience of program design" (1.391); (4) "opportunities for personal success/growth" (1.435); and (5) "accurate and helpful pre-enrollment information" (2.000) (see Table 1).

To determine if there were significant differences between the mean responses of the administrators and faculty members, analyses of variance were completed on each of the 10 items. Results indicated a significant difference among the groups for three of the reasons. Faculty members, more strongly than administrators, reported the following factors to be important reasons why students choose to enroll at CUC: "institutional reputation" ($F(1,21) = 8.27, p = .009$); "variety of courses offered" ($F(1,21) = 12.91, p = .002$); and "student voice in program policies" ($F(1,21) = 6.45, p = .019$) (see Tables 3, 4, and 5).

Students agreed with those reasons indicated by administrators/faculty members as a group, but included additional factors as important reasons why they enrolled in the program. Reasons given by students include, in rank order: (1) "time to degree completion" (1.2453); (2) "opportunities for personal success/growth" (1.2925); (3) "convenience of program design" (1.2296); (4) "recognition or awarding credit for prior learning" (1.3906); (5) "institutional quality/reputation" (1.5566); (6) "accurate and helpful pre-enrollment information" (1.5755); (7) "cost (program fees, etc.)" (1.8113); (8) "variety of courses offered" (1.8286); and (9) "convenient location" (1.9710) (see Table 6).

Table 3

Analysis of Variance Table: Perception of Administrators and Faculty Members
Regarding Institutional Reputation as a Reason for Student to Enroll in the
Nontraditional Degree Program

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
ADMIN/ FACULTY	1	06.462	6.462	8.27	0.009*
ERROR	21	16.408	0.781		
TOTAL	22	22.870			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POLLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
ADMIN	13	2.7692	1.0127	(-----*-----)
FACULTY	10	1.7000	0.6749	(-----*-----)
				-+-----+-----+-----+---
				1.20 1.80 2.40 3.00

POOLED STDEV = 0.8839

Note. * $p < .05$.

Table 4

Analysis of Variance Table: Perception of Administrators and Faculty Members
Regarding Variety of Courses Offered as a Reason for Students to Enroll in the
Nontraditional Degree Program

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
ADMIN/ FACULTY	1	5.827	5.827	12.91	0.002*
ERROR	21	9.477	0.451		
TOTAL	22	15.304			

INDIVIDUAL 95 PCT CI'S FOR
 BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
ADMIN	13	2.615	0.769	(-----*-----)
FACULTY	10	1.6000	0.5164	(-----*-----)
POOLED STDEV = 0.6718				-----+-----+-----+----- 1.50 2.00 2.50

Note. * p < .05.

Table 5

Analysis of Variance Table: Perception of Administrators and Faculty Members
Regarding Student Voice in Policies as a Reason for Students to Enroll in the
Nontraditional Degree Program

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
ADMIN/ FACULTY	1	4.657	4.657	6.45	0.019*
ERROR	21	15.169	0.722		
TOTAL	2	19.826			

INDIVIDUAL 95 PCT CI'S FOR
 BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
ADMIN	13	3.3077	1.0316	(-----*-----)
FACULTY	10	2.4000	0.5164	(-----*-----)
POOLED STDEV = 0.8499				-----+-----+-----+-----
				2.40 3.00 3.60

Note. * p < .05

Table 6

Survey Results for Students Respondent type: 47 Business Administration, 28 Health Care Administration, and 31 Organizational Management

Perceived importance to Students' Decision to Enroll:	N	Missing	Avg	Median	STD DEV	Decision
B1. Convenient location	23	0	2.087	2.000	0.793	**
B2. Institutional quality	23	0	2.304	2.000	1.020	**
B3. Course variety	23	0	2.174	2.000	0.834	
B4. Program design flexibility	23	0	1.391	1.000	0.722	
B5. Personal improvement opps.	23	0	1.435	1.000	0.590	
B6. Pre-enrollment info helpfulness	23	0	2.000	2.000	0.853	
B7. Student voice in policies	23	0	2.913	3.000	0.949	*
B8. Time to degree completion	22	1	1.364	1.000	0.790	
B9. Prior learning credit	23	0	1.348	1.000	0.487	
B10. Costs	23	0	2.391	2.000	0.783	**
Student perceived satisfaction:	N	Missing	Avg	Median	STD DEV	Decision
C1. Most-wanted courses available	21	1	2.000	2.000	1.069	
C2. Academic counseling provided	21	2	1.905	2.000	0.944	
C3. Financial aid availability	21	2	2.524	2.000	0.750	**
C4. Voc & career guidance services	21	2	3.000	3.000	1.095	*
C5. Library/related services available	22	1	2.773	2.000	1.152	**
C6. Tutorial services provided	21	2	3.381	3.000	0.973	*
C7. Students say in policy decisions	21	2	3.333	3.000	1.111	*
C8. Social activities provided	21	2	3.381	3.000	0.740	*
C9. Adequate parking provided	21	2	2.429	2.000	1.248	**
C10. Convenient registration	22	1	1.818	2.000	0.664	
C11. Adequate computing facilities	21	2	3.238	3.000	1.221	*
C12. Grading systems	22	1	2.182	2.000	0.795	**
C13. Faculty concern for adult students	22	1	1.682	1.000	0.995	
C14. Campus security	22	1	1.773	2.000	0.752	

*Decision = Not supportive of ACE Principle.

**Decision = Questionable support of ACE Principle.

ANOVAS were completed to determine differences among responses of students enrolled in three of the nontraditional degree programs: Business, Health Care, and Organizational Management. Significant differences were identified for three of the ten possible reasons why students enrolled in the CUC nontraditional degree: business and health care students considered "institutional quality/reputation" to be more important than management students ($F(2,103) = 3.48, p = .035$); business and management students considered "time to degree completion" to be more important than health care students ($F(2,103) = 5.57, p = .005$); and business students considered "student voice in program policies" more important than management students ($F(2,103) = 2.99, p = .05$) (see Tables 7, 8, and 9). Administrators/faculty members and students were also asked to rate the quality of the associated support services for nontraditional students at CUC. Possible responses for 14 services ranged from 1, as "excellent", to 5, as "poor". Administrators/faculty members rated only four of the fourteen support services as "excellent" or "good": (1) "faculty concern for adult students" (1.682); (2) "campus security" (1.773); (3) "convenient registration procedures" (1.818); and (4) "academic counseling service" (1.905). There were no significant difference between the responses of administrators and faculty members on any of the 14 items.

Table 7

Analysis of Variance Table: Institutional Quality/Reputation as a Reason for Students
to Enroll in the Nontraditional Degree Program as
Perceived by Students in Three Program Areas

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
PROGRAM	2	2.287	1.144	3.48	0.035
ERROR	103	33.873	0.329		
TOTAL	105	36.160			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
BUS	47	1.4255	0.4998	(-----*-----)
HLTH	28	1.5357	0.5762	(-----*-----)
ORG	31	1.7742	0.6688	(-----*-----)
POOLED STDEV = 0.5735				-----+-----+-----+-----
				1.40 1.60 1.80

Note. * p < .05.

Table 8

Analysis of Variance Table: Time to Degree Completion as a Reason for Students to
Enroll in the Nontraditional Degree Program as Perceived by
Students in Three Program Areas

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
PROGRAM	2	2.500	1.250	5.57	0.005
ERROR	103	23.122	0.224		
TOTAL	105	25.623			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
BUS	47	1.1702	0.3799	(-----*-----)
HLTH	28	1.5000	0.6939	(-----*-----)
ORG	31	1.290	0.3408	(-----*-----)
POOLED ST DEV = 0.4738				-----+-----+-----+----- 1.00 1.20 1.40 1.60

Note. * p < .05.

Table 9

Analysis of Variance Table: Student Voice in Program Policies for a Reason for
a Reason for Students to Enroll in the Nontraditional Degree Program as Perceived
by Students in The Program Areas

<u>SOURCE</u>	<u>D</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
PROGRAM	2	4.137	2.068	2.99	0.05*
ERROR	103	71.297	0.692		
TOTAL	105	75.434			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
BUS	47	2.5957	0.7419	(-----*-----)
HLTH	28	2.8214	0.8189	(-----*-----)
ORG	31	3.0645	0.9639	(-----*-----)
POOLED STDEV = 0.8320				-----+-----+-----+-----
				2.40 2.70 3.00 3.30

Note. * $p < .05$

Students rated six of the fourteen support services as "excellent" or "good": (1) "convenient registration procedures" (1.5714); (2) "faculty concern for adult students" (1.5849); (3) "offers appropriate courses" (1.6095); (4) "teacher quality" (1.6857); (5) "grading systems" (1.8113); and (6) "academic counseling service" (1.8774) (see Table 6). An ANOVA was completed to determine differences in perception of support services by students in three program areas. There was a significant difference among groups for only one of the 14 items: business students rated "campus security" more highly than health care students ($F(2,102) = 3.21, p = .044$) (see Table 10).

Students who were interviewed were asked if they were satisfied with the services provided by the CUC nontraditional degree program. Based upon "yes" or "no" responses, students were also asked to provide three examples in support of the response. While all examples given for a positive response were consistent with those included in the written survey, there were several comments to support the negative responses: "program is so disorganized", "tutorial services are not available", "text books are too expensive", "social activities are poor", "some elective courses are hard to get", "tuition is too expensive", "most faculty are not adult student oriented", "some academic counselors are too careless."

Table 10

Analysis of Variance Table: Student Perception of Campus

Security as a Support Service

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
PROGRAM	2	7.78	3.89	3.21	0.044*
ERROR	102	123.56		1.21	
TOTAL	104	131.33			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>
BUS	47	2.404	1.035 (-----*-----)
HLTH	27	3.074	1.141 (-----*-----)
ORG	31	2.710	1.160 (-----*-----)
POOLED STDEV = 1.101			-----+-----+-----+----- 2.40 2.80 3.20

Note. * $p < .05$.

Research Question #5: How do components of the nontraditional degree program at CUC, as perceived by administrators, faculty members, and students, compare to the ACE and Alliance Principles of Good Practice?

Survey items relating to reasons for students to enroll in the nontraditional degree program at CUC and to perceptions of support services were assessed to determine if respondents' perceptions of those aspects of the program were in support of the ACE and Alliance Principles of Good Practice. Mean scores less than or equal to 2 for an item indicated support for the principle; those greater than 2 but less than 2.75, with a median of 2 indicated questionable support; and means greater than or equal to 2.5, with a median of 3 indicated lack of support for the principle. Items rated "excellent" or "good" and "very important" or "important" under the results section of research question #4 are indicative that they show support for the principle. This question will highlight those areas that do not meet the principles, as perceived by administrators/faculty members and by students.

"Student voice in program policies" was not considered by administrators/faculty members or by students to be an important enrollment factor for students, and hence does not show support for the principle. Four other factors were also considered to show questionable support by administrators/faculty members: (1) "convenient location" (2.087); (2) "variety of courses offered" (2.174); (3) "institutional reputation" (2.304); (4) "cost (program fees)" (2.391) (see the Decision column in Tables 1 and 6).

Lack of or questionable support for the ACE and Alliance principles was more

commonly identified through the assessment of the quality of support services offered by the nontraditional degree program. Five of 14 support services were not perceived as showing support for principles: (1) "vocational guidance and career planning services" (3.000); (2) "available computer services and support" (3.238); (3) "includes students' decision in institutional policy and practices" (3.333); (4) "tutorial services" and "social activities" (3.381). Four additional support services were perceived as showing questionable support: (1) "grading systems" (2.182); (2) "accessible parking facilities" (2.429); (3) "financial aid services" (2.524); and (4) "library and learning resources center" (2.773) (see the Decision column in Table 1). As perceived by students, four of 15 support services do not show support for ACE and Alliance principles: (1) "campus security" (2.6670); (2) "includes students' decision in institutional policy and practices" (2.7925); (3) "tutorial services" (2.8585); and (4) "social activities" (2.9528). In addition, five support services were perceived as showing questionable support: (1) "accessible parking facilities" (2.3960); (2) "availability of computer services and support" (2.4095); (3) "financial aid services" (2.5660); (4) "vocational guidance and career planning services" (2.5714); and (5) "library and learning resources center" (2.6381) (see the Decision column in Table 6).

CHAPTER FIVE

DISCUSSION

Colleges and Universities are serving an increasing number of nontraditional students. Between 1970 and 1989, the rate of nontraditional or part-time student enrollment increased by 109%, compared to 32% for the full-time student enrollment (NUCEA, 1990). During 1989, the number of nontraditional or part-time students enrolled totalled an estimated 5.8 million (43%) out of an almost 13.5 million total student enrollment reported by the nation's educational institutions (NUCEA, 1990).

During the last two decades, higher education has made a considerable effort to accommodate this growing population of nontraditional students, whose academic goals have been interrupted for reasons such as work, family, financial need, and other commitments. As institutions began to recognize and understand the educational needs of these older students, efforts intensified to design flexible academic degree programs, creating off-campus centers away from main campuses, and initiating other innovative degree programs designed specifically to serve the needs of adults. These programs include such features as flexible scheduling, distance learning, self-directed independent study and other creative approaches to academic content and educational process (Sullivan, 1990). As with any innovative effort in higher education, concerns about the legitimacy and viability of many of these nontraditional degree programs have surfaced and many have raised questions about academic standards and quality assurance.

Since the number of nontraditional students returning to Colleges and Universities are increasing significantly, and the number of Colleges and Universities implementing nontraditional degree programs are also increasing accordingly, there is a need to constantly describe new nontraditional degree programs and compare it to the ACE/Alliance Principles.

The main purpose of this descriptive study was to conduct an in-depth analysis of an institution that has claimed to have successfully initiated a nontraditional degree program, and compare perceptions of that program to the ACE/Alliance Principles, in order to identify strengths and weakness of that program. Results of the study will provide a baseline of administrator, faculty member, and student perceptions of the nontraditional degree program and will serve to better enable management to make decisions to improve the program. In addition, this information provides some insight into the program so that other institutions considering to improve or to implement a nontraditional degree program would have data to help them. Over a period of ten years, CUC has transformed a traditional institution into one which now serves an increasing number of nontraditional students through its nontraditional degree programs. At the time of CUC'S nontraditional degree program initiation, there were no standards or Principles of Good Practice available to guide the institution's administrators. The Principles of Good Practices for nontraditional degree programs were adapted 5 years after CUC initiated its nontraditional degree programs. Although discrepancies exist between some support services provided to traditional and nontraditional students, CUC's administrators should be complemented for their

effort, given the absence of any national standards.

On August 10, 1982, CUC sent an accreditation proposal letter to the Commission on Higher Education Middle States Association Colleges and Schools. The CUC Administrators' proposal for adult degree program accreditation was denied. Robert Kirkwood, executive director, Commission on Higher Education questioned CUC's rationale for the accreditation, which stated simply that the college wanted to "stay alive." Furthermore, survival was the paramount objective, and the remainder of the rationale sounded more like rationalization than substantive argument. The Commission questioned how CUC could say that survival was all that mattered, possibly even at the cost of diminishing the centrality of the ideals which motivated the original establishment to the college and sustained it; the proposal as framed bore little explicit relation to the mission and goals of either Seventh Day Adventism or of CUC. The Commission's opinion was that the "market" which CUC had been encouraged to enter "could not be successfully tapped without substantially affecting the nature and mission of Columbia Union College." (Commission on Higher Education, August 18, 1982, p.1&2).

Conclusions

Based upon the results of the interviews and the surveys of administrators and faculty members, it was concluded that CUC's reasons for initiating its nontraditional degree program were not perceived as equally important criteria when measured

against the Principles of Good Practices for Nontraditional Degree Programs. The main reasons for program initiation were to increase revenue, to supplement enrollment, and to offset the declining traditional student population. It appears that CUC did not follow any principles of historical/technical information in the development of its nontraditional degree program.

A second conclusion derived from survey and interview responses of administrators, faculty members and students was that the CUC nontraditional degree program was facing problems with both quality services delivery and the level of nontraditional students' satisfaction with some support services. Financial aid, career planning, computer, tutorial, parking, and library services were several of the student support services reported as questionable or unsatisfactory by respondents. Students more frequently than administrators and faculty members also were unhappy with security at CUC, a reasonable concern for students attending classes at night.

It was concluded that CUC administrators appear to be less concerned about the quality of the nontraditional degree program than increasing the student enrollment. The nontraditional degree program at CUC has in fact served to increase enrollment just as projected, thereby increasing revenues during times of declining traditional student population. As a matter of fact, CUC could have been closed if it hadn't initiated the nontraditional degree program.

Recommendations

Several recommendations may be made based upon the implications of the findings of the study. Foremost, is that any institution interested in initiating, implementing and operating a nontraditional degree program should increase their knowledge of ACE and Alliance Principles and consider using them as a guidance.

Nontraditional degree program administrators at CUC need to strongly consider reviewing and evaluating the findings of the survey sections delineating the perceived importance of criteria that explain why students might enroll in the program and also the perceptions of the support services that the College offers. Such information may be used to serve both as a basis for future strategic planning for CUC marketing and for recruiting students for its nontraditional degree program. Enrollment criteria and support services that are perceived most favorably may serve to be used to promote the college. Those criteria and services, however, that have been perceived as inadequate or less important may be agenda issues for future planning and further budgeting. Program administrators need to strongly consider responding to those issues; attending to the concerns of the respondents will improve the services provided by the mother institution and will increase the nontraditional student enrollment in the program.

Recommended future research by CUC should focus on the aspects of financial needs of nontraditional students. Data obtained from student surveys would provide a student financial profile that would serve as a beneficial baseline for CUC

administrators upon which to investigate methods to develop institutional resources to provide for those needs.

If the nontraditional students are in fact critical to the economic survival of the Mother institution, CUC should address and emphasize those reasons why students enroll in the program that were deemed as highly important, and further examine non-traditional student satisfaction of existing policies, programs and support services provided by the institution. Levels of satisfaction should then be compared to ACE and Alliance Principles of Good Practice for Nontraditional Degree Programs. Necessary adjustments to live up to the standards should then be considered by the College administration.

To directly follow-up this current investigation, a second comparable study with the same population should be completed within five years to determine how the nontraditional student population and the policies, programs and support services for those students have changed. Similar comparative studies with other institutions should be completed and results compared to those found in this research. Likewise, since the trend of the nontraditional student returning to campus is not restricted to this country, studies of policies, programs, and support services for nontraditional students in other countries should also be considered.

APPENDIX A

Letter Sponsoring the Study provided by the CUC President



COLUMBIA UNION COLLEGE
Gateway to Service

July 31, 1991

Mr. Negussie Sado
P. O. Box 5834
Takoma Park, MD 20913

Dear Mr. Sado:

Thank you for your recent letter in which you request permission to use Columbia Union College as a case study in developing your dissertation for your doctorate at Virginia Tech and State University.

From the correspondence I see that you have previously received approval from Dr. Christian, as far as his department is concerned, and I am pleased to say that as a college we have no reason to deny you this permission. However, you must work through Dr. Christian, who is the Director of our Adult Evening Program, and Dr. Sara Terian, who has just joined us in the capacity of Vice President for Academic Administration. All proposals will need to be submitted to both these individuals for clearance.

We wish you the very best as you near the conclusion of your studies. If we can be of further help, please feel free to let us know.

Very sincerely

W. Clifford Sorensen
President

hma

cc: Dr. John Christian
Dr. Sara Terian

APPENDIX B

Administrator/Faculty Member Survey

B-1 Administrator/Faculty Member Survey

Columbia Union College Administrators/Faculty

For the Non-traditional Degree Program Survey

Instructions: Please circle the answer closest to your perception, motivation, belief, or rationale with respect to each item asked. Please write in comments about the items, or explanations about your answers in the space provided or on the back.

Are you: 1) Administrator/staff 2) Faculty

A. In your opinion, what do you feel were the most important reasons for Columbia Union College to initiate its non-traditional degree program?

	Very Important	Important	No Opinion	Un- Important	Very un- Important
A1. To help meet its community's needs:	1	2	3	4	5
A2. To supplement enrollment and to offset declining traditional student population	1	2	3	4	5
A3. To generate/increase revenue	1	2	3	4	5
A4. To broaden CUC's reputation for educational excellence	1	2	3	4	5
A5. To attract and retain adult students	1	2	3	4	5

A6. Please list other important reasons that you believe were instrumental in Columbia Union College initiating its non-traditional degree program?

B-1 (continued)

B. Please indicate your perception of the importance of each of the reasons why students enroll in the CUC adult degree program.

	Very Important	Important	No Opinion	Un- Important	Very-Un- Important
B1. Convenient location	1	2	3	4	5
B2. Institutional reputation	1	2	3	4	5
B3. Variety of courses offered	1	2	3	4	5
B4. Convenience of program design	1	2	3	4	5
B5. Opportunities for personal success/growth	1	2	3	4	5
B6. Occurrent and helpful pre-enrollment information	1	2	3	4	5
B7. Student voice in program policies	1	2	3	4	5
B8. Time to degree completion	1	2	3	4	5
B9. Recognition or awarding credit for prior learning	1	2	3	4	5
B10. Cost (program fees)	1	2	3	4	5

B11. Please list any other important reasons for students to enroll at Columbia Union College?

B-1 (continued)

C. Please indicate your perception of the quality of the following support services associated with the non-traditional degree program.

	Excellent	Good	No Opinion	Fair	Poor
C1. Offers appropriate courses	1	2	3	4	5
C2. Academic counseling service	1	2	3	4	5
C3. Financial aid services	1	2	3	4	5
C4. Vocational guidance and career planning services	1	2	3	4	5
C5. Library and learning resources center	1	2	3	4	5
C6. Tutorial services	1	2	3	4	5
C7. Includes students decision in institutional policy and practices	1	2	3	4	5
C8. Social activities	1	2	3	4	5
C9. Accessible parking facilities	1	2	3	4	5
C10. Convenient registration procedures	1	2	3	4	5
C11. Availability computers services and support	1	2	3	4	5
C12. Grading system	1	2	3	4	5
C13. Faculty concern for adult student	1	2	3	4	5
C14. Campus security	1	2	3	4	5

B-1 (continued)

D. Please comment on your opinion about CUC Faculty attitudes toward adult students and their learning styles and needs.

E. Please comment on your opinion about CUC Staff attitude towards adult students.

F. Please list at least two areas in which Columbia Union College could improve their nontraditional degree program from your perspective.

APPENDIX C

Student Survey

C-1 Student Survey

Columbia Union College Student

Non-traditional Degree Program Survey

Instructions: Please circle the answer closest to your perception, motivation, belief, or rationale with respect to each item asked. Please write in any comments you have about the items, or explanations about your answers in the space provided on the back.

Please circle the program you are enrolled in: A. Business Administration

B. Health Care Administration C. Organizational management

A. Please indicate the importance of each of the following items in your decision to enroll in the CUC adult degree program.

	Very Important	Important	No Opinion	Un- Important	Very un- Important
A1. Convenient location	1	2	3	4	5
A2. Institutional quality/ reputation	1	2	3	4	5
A3. Variety of courses offered	1	2	3	4	5
A4. Convenience of program design	1	2	5	4	5
A5. Opportunities for personal success/growth	1	2	3	4	5
A6. Accurate and helpful pre-enrollment information	1	2	3	4	5
A7. Student voice in policies	1	2	3	4	5
A8. Time to degree completion	1	2	3	4	5
A9. Recognition or awarding credit for prior learning	1	2	3	4	5
A10. Cost (program fees, etc.)	1	2	3	4	5

A11. Please list any other important reasons for students to enroll at Columbia Union College?

C-1 (continued)

B. Please indicate your level of satisfaction with the non traditional degree program with respect to the following :

	Excellent	Good	No Opinion	Fair	Poor
B1. Offers appropriate courses	1	2	3	4	5
B2. Academic counseling service	1	2	3	4	5
B3. Financial aid services	1	2	3	4	5
B4. Vocational guidance and career planning services	1	2	3	4	5
B5. Library and learning resources center	1	2	3	4	5
B6. Tutorial services	1	2	3	4	5
B7. Includes students decision in institutional policy and practices	1	2	3	4	5
B8. Social activities	1	2	3	4	5
B9. Accessible parking facilities	1	2	3	4	5
B10. Convenient registration procedures	1	2	3	4	5
B11. Availability computers service and support	1	2	3	4	5
B12. Grading systems	1	2	3	4	5
B13. Faculty concern for adult student	1	2	3	4	5
B14. Campus security	1	2	3	4	5
B15. Teachers quality	1	2	3	4	5

C-1 (continued)

C. Please comment on your opinion about CUC Faculty attitudes toward adult students and their learning styles and needs.

D. Please comment on your opinion about CUC Staff attitude towards adult students.

E. Please list at least two areas in which Columbia Union College could improve their nontraditional degree program from your perspective.

APPENDIX D

Survey Comments

D-1 Survey Comments

Item A. Other reasons for starting the CUC adult ed programs

(Only faculty answered; students weren't asked this set of questions):

Number- Attitude

- 5- Upgrade organization's skills by gaining professional degree
- 4- Demographics - opportunity for adults to return and finish
- 4- Provide opportunity for adults who could not complete education earlier
- 3- Increase variety in teaching
- 3- Increase variety of student participation
- 2- Meet needs of working men and women
- 2- Serve working adults and community
- 1- Doctrines of church (7th Day Adventist)
- 1- Recognize education never ends

D-2 Survey Comments

Item B. Other reasons to enroll @ CUC:

Administrators

Number- Attitude

2- Streamlined program

1- Personalized attention

1- Small classes

Faculty

Number- Attitude

5- only senior college in Montgomery County

5- longevity (been here 8 years)

4- program design is the heart of importance

4- quality of curriculum

3- institution is church-related

3- Christian focus

3- Christian college

1- smaller classes

Students

Business administration

Number- Attitude

5- ease of the program

3- religious affiliation

2- graduating from traditional college

2- fast compilation of the program

1- commitment to quality education

1- been in four different school and this is the best

1- caring environment

1- well trained staff

1- coming to class once a week

Health care administration

Number- Attitude

3- CUC reputation

2- CUC accept prior learning towards degree

2- fast compilation of the program

1- religious affiliation

Organizational management

Number- Attitude

1- program flexibility

1- group cohesiveness

1- ease of the program

1- location important

1- group is small enough to provide personal attention

1- job upgrade/promotional

1- company paying

D-3 Survey Comments

Item D. Faculty Attitudes towards Adult Learners... Responses

Administrators (13):

Number- Attitude

- 5-They understand the special needs of adult students
- 5-Faculty are aware of pressures on adults who are full time employees.
- 4-Excellent attitudes by & large
- 3-Teachers who could not adapt teaching methods to accommodate adult
- 2-Initial skepticism is changing positively
- 2-At first opposed, gradually they are accepting
- 2-Attitude of traditional faculty while rather poor to begin with has been improving
- 2-At first low, growing better now
students have not been rehired by AEP
- 1-Mixed - some resistance and some are OK
- 1-Full time faculty are divided on learning styles and needs

Faculty (10):

Number- Attitude

- 6- Extremely concerned for students' success
- 5- Understand they work
- 5- Focused on unique circumstances and needs of adults students
- 5- Interested and supportive/enjoy work and admire students' efforts
- 5- Faculty committed to strengths of adult learning - learn from students

- 5- Evident mutual respect
- 4- Excellent attitudes
- 4- Outstanding
- 4- Positive and supportive
- 4- Able to work with adults well
- 3- Evaluation process of faculty (includes this)
- 1- Most are helpful, intelligent, and adult-learner-oriented
- 1- For most part, good

Students

Business administration

Number- Attitude

- 9- very professional
- 7- very good
- 7- very understanding
- 6- mixed: caring/careless
- 6- excellent
- 5- respectful
- 5- good

Health care administration

Number- Attitude

- 9- very good
- 6- excellent

5- good

4- mixed: caring/careless

2- positive

Organizational management

Number- Attitude

6- very understanding

6- very professional

5- very good

3- excellent

3- mixed: caring/careless

2- cooperative and helpful

2- good

D-4 Survey Comments

Item E. CUC Staff Attitude towards adult students...

Administrators

Number- Attitude

4- Seldom see students

3- A very acceptable program for community adults

3- I think they're learning. There has been too much comparison of adult program with traditional program, but the uniqueness and different nature of adults is now accepted fact.

2- Fine

1- Flexible to meet most students' needs

Faculty

Number- Attitude

5- For most part, good

5- Enjoy older students

2- Positive "can do" attitude

2- Respectful and helpful

2- Outstanding - just ask the students!

2- Always available

2- Staff support excellent

2- Always responsive

2- Very helpful

2- Positive and supportive

Students

Business administration

Number- Attitude

11- very understanding

10- respectful

6- very good

4- good

2- mixed: caring/careless

1- excellent

1- very professional

Health care administration

Number- Attitude

11- very good

7- good

1- excellent

Organizational management

Number- Attitude

7- very understanding

6- very professional

5- very good

4- good

2- cooperative and helpful

1- mixed: caring/careless

D-5 Survey Comments

ITEM F. Areas in which CUC could improve.

Administration

Number- Attitude

8- teacher evaluation needs to be done

8- establish outcomes assessment procedure (exit exams?) to ensure educational

outcomes are comparable to traditional programs

- 7- Offer more majors
- 7- improve classroom conditions
- 7- upgrade classrooms
- 6- streamlined registration and financial processes
- 5- greater ability to change quickly to meet changing market
- 4- more use of computers in business
- 4- incorporate computers into curriculum
- 3- offer broader base on the business major
- 3- offer wider range of courses
- 3- re-vamp curriculum
- 2- expand to more locations

Faculty

Number- Attitude

- 12- raise teacher stipends
- 11- students complain about costs of books
- 11- students complain about costs of food
- 11- lower tuition
- 10-recognize learning disabilities/need for remediation
- 10- stop being over-protective
- 9- spend more energy in marketing and recruiting students
- 9- recruitment
- 4- develop a resource center

3- Add additional tracks

3- offer more practical courses (such as small business development)

3- expand pre-requirements courses

2- move AEP program to more WDC sites

1- add an MBA

Students: Business administration

Number- Attitude

8- add more degree programs

6- provide more flexible hours for classes

4- provide more intense counseling

3- extend book/cafeteria store hours

3- improve parking

3- expand to different locations

3- too rigid attendance policy and needs to be reevaluated

3- hire more qualified business oriented professors

2- add masters degree program

2- provide more information about the department, exams and word perfect

2- more publicity

2- allow traditional food in cafeteria in addition to S.D.A diets

2- assist more students in obtaining credit from experiences

2- offer some alternative classes to the core required variety

2- lower cost of classes

- 2- include computer training in the program
- 2- place campus security in parking lot when classes end
- 2- more guidance on independent research

Health care administration

Number- Attitude

- 5- classes need better monitoring to stop cheating students
- 4- more majors at masters levels
- 4- decrease tuition and cafeteria food price
- 3- better guidance when doing independent project
- 3- add more degree programs
- 3- provide flexible hours for classes
- 3- improve allowance of student voice in the programs policies and procedures
- 3- provide more courses for electives
- 2- some professors need to be encouraged to treat adult students as adults
- 2- have proctors monitor the professors
- 2- improve counseling services for vocational, career and financial aids

Organizational management

Number- Attitude

- 7- more degree program option
- 5- add masters degree program
- 5- lower book prices and tuition
- 4- make better learning environment

- 4- branch out the other locations
- 3- attendance policy is too rigid and to be re evaluated
- 2- hire real managers to teach the classes
- 2- academic advisors should be more available
- 2- more courses for election
- 2- include video training
- 2- condense some courses the absolute essential
- 2- provide information pertaining to the function of the college

APPENDIX E

Histograms for Administrator/Faculty Member Responses

APPENDIX E-1

Histograms for Administrator/Faculty Member Responses: Section A

A1. Help community

Midpoint Count

1	7	*****
2	13	*****
3	2	**
4	1	*

A2. Supplement Enrollment

Midpoint Count

1	13	*****
2	10	*****

A3. To generate revenue

Midpoint Count

1	15	*****
2	8	*****

A4. Broaden reputation

Midpoint Count

1	5	*****
2	9	*****
3	5	*****
4	4	****

A5. Attract/retain adult students

Midpoint Count

1	10	*****
2	9	*****
3	2	**
4	1	*
5	1	*

APPENDIX E-2

Histograms for Administrator/Faculty Member Responses: Section B

B1. Convenient location

Midpoint	Count	
1	4	****
2	15	*****
3	2	**
4	2	**

B2. Institutional quality

Midpoint	Count	
1	5	*****
2	10	*****
3	4	****
4	4	****

B3. Variety of courses offered

Midpoint	Count	
1	4	**
2	13	*****
3	4	****
4	2	**

B4. Convenience of program design

Midpoint	Count	
1	16	*****
2	6	*****
3	0	
4	1	*

APPENDIX E-2 (continued)

B5. Opportunities for personal growth/success

Midpoint Count

1 14 *****
2 8 *****
3 1 *

B6. Helpful pre-enrollment information

Midpoint Count

1 8 *****
2 7 *****
3 8 *****

B7. Student voice in program policies

Midpoint Count

2 9 *****
3 9 *****
4 3 ***
5 2 **

B8. Time to degree completion

Midpoint Count

1 17 *****
2 3 ***
3 1 *
4 1 *

B9. Credit for prior learning

Midpoint Count

1 15 *****
2 8 *****

B10. Cost

Midpoint Count

1 2 **
2 12 *****
3 7 *****

APPENDIX E-3

Histograms for Administrator/Faculty Member Responses: Section C

C1. Offers appropriate courses

Midpoint Count

1	8	*****
2	10	*****
3	0	
4	4	****

C2. Academic counseling services

Midpoint Count

1	8	*****
2	9	*****
3	2	**
4	2	**

C3. Financial aid services

Midpoint Count

2	13	*****
3	5	*****
4	3	***

C4. Vocational guidance/planning service

Midpoint Count

1	1	*
2	7	*****
3	6	*****
4	5	*****
5	2	**

APPENDIX E-3 (continued)

C5. Learning resource service

Midpoint	Count	
1	2	**
2	10	*****
3	2	**
4	7	*****
5	1	*

C6. Tutorial services

Midpoint	Count	
2	4	****
3	8	*****
4	6	*****
5	3	***

C7. Includes students' decision in CUC policy and practices

Midpoint	Count	
1	1	*
2	3	***
3	9	*****
4	4	****
5	4	****

C8. Social activities

Midpoint	Count	
2	1	*
3	13	*****
4	5	*****
5	2	**

APPENDIX E-3 (continued)

C9. Accessible parking facilities

Midpoint Count

1	4	****
2	11	*****
3	1	*
4	3	***
5	2	**

C10. Convenient registration procedures

Midpoint Count

1	7	*****
2	12	*****
3	3	***

C11. Computer service and support availability

Midpoint Count

2	8	*****
3	5	*****
4	3	***
5	5	*****

C12. Grading systems

Midpoint Count

1	4	****
2	11	*****
3	6	*****
4	1	*

APPENDIX E-3 (continued)

C13. Faculty concern for adult students

Midpoint Count

1	13	*****
2	5	*****
3	2	**
4	2	**

C14. Campus security

Midpoint Count

1	8	*****
2	12	*****
3	1	*
4	1	*

APPENDIX F

Histograms for Student Responses

APPENDIX F-1

Histograms for Student Responses: Section A

A1. Convenient location

Midpoint Count

1	45	*****
2	39	*****
3	4	****
4	13	*****
5	4	****

A2. Institutional reputation

Midpoint Count

1	52	*****
2	49	*****
3	5	***

A3. Variety of programs offered

Midpoint Count

1	34	*****
2	59	*****
3	8	****
4	4	**

A4. Convenience of program design

Midpoint Count

1	76	*****
2	26	*****
3	2	*
4	2	*

APPENDIX F-1 (continued)

A5. Personal growth

Midpoint	Count	
1	83	*****
2	17	*****
3	4	**
4	2	*

A6. Helpful pre-enrollment information

Midpoint	Count	
1	53	*****
2	47	*****
3	4	**
4	2	*

A7. Student voice in program policies

Midpoint	Count	
1	17	*****
2	40	*****
3	35	*****
4	13	*****
5	1	*

A8. Time to degree completion

Midpoint	Count	
1	82	*****
2	23	*****
3	0	
4	1	*

APPENDIX F-1 (continued)

A9. Credit for prior learning

Midpoint Count

1	72	*****
2	26	*****
3	6	***
4	1	*

A10. Cost

Midpoint Count

1	47	*****
2	43	*****
3	7	****
4	7	****
5	2	*

APPENDIX F-2

Histograms for Student Responses: Section B

B1. Offers appropriate courses

Midpoint	Count	
1	46	*****
2	56	*****
3	1	*
4	2	*

B2. Academic counseling

Midpoint	Count	
1	36	*****
2	56	*****
3	5	***
4	9	*****

B3. Financial aid services

Midpoint	Count	
1	17	*****
2	28	*****
3	51	*****
4	4	**
5	6	***

B4. Vocational guidance/planning services

Midpoint	Count	
1	16	*****
2	33	*****
3	40	*****
4	12	*****
5	4	**

B5. Learning resource services

Midpoint	Count	
1	9	*****
2	35	*****
3	48	*****
4	11	*****
5	2	**

APPENDIX F-2 (continued)

B6. Tutorial services

Midpoint	Count	
1	6	***
2	14	*****
3	77	*****
4	7	****
5	2	*

B7. Includes students in decision making

Midpoint	Count	
1	8	****
2	23	*****
3	62	*****
4	9	****
5	4	**

B8. Social activities

Midpoint	Count	
1	3	**
2	15	*****
3	77	*****
4	6	***
5	5	***

B9. Accessible parking facilities

Midpoint	Count	
1	26	*****
2	46	*****
3	5	*****
4	24	*****
5	5	*****

B10. Convenient registration

Midpoint	Count	
1	47	*****
2	57	*****
3	0	
4	1	*

APPENDIX F-2 (continued)

B11.	Computer services/support availability
	Midpoint Count
	1 13 *****
	2 42 *****
	3 45 *****
	4 4 **
	5 1 *
B12.	Grading system
	Midpoint Count
	1 31 *****
	2 69 *****
	3 2 *
	4 3 **
	5 1 *
B13.	Faculty concern for adult students
	Midpoint Count
	1 56 *****
	2 44 *****
	3 0
	4 6 ***
B14.	Campus security
	Midpoint Count
	1 18 *****
	2 28 *****
	3 37 *****
	4 15 *****
	5 7 ****
B15.	Teachers quality
	Midpoint Count
	1 51 *****
	2 45 *****
	3 1 *
	4 7 ****
	5 1 *

APPENDIX G

Correlations Among Survey Responses

Appendix G-1

Correlations Among Survey Responses: Administrators/Faculty

There were no correlations in Table 13-1 as high as +.70 or as low as -.70 in magnitude. This indicates the items are not highly correlated and, thus, may be representative of different information. The implication is that no items can be combined without limiting information. These findings are validation of probable lack of redundancy of the instrument items.

	<u>A1</u>	<u>A2</u>	<u>A3</u>	<u>A4</u>	<u>A5</u>	<u>B1</u>	<u>B2</u>
A2	-0.082						
A3	0.005	0.464					
A4	0.061	-0.566	-0.616				
A5	-0.022	-0.229	-0.261	0.546			
B1	0.323	-0.325	-0.082	0.073	-0.040		
B2	0.113	-0.444	-0.040	0.198	0.207	0.528	
B3	0.326	-0.402	-0.156	0.191	0.181	0.526	0.630
B4	-0.069	-0.113	0.112	0.115	0.308	0.176	0.448
B5	0.235	-0.205	-0.234	0.339	0.532	0.402	0.375
B6	0.422	-0.105	-0.219	0.311	0.403	0.202	0.261
B7	-0.080	-0.296	-0.128	0.126	0.260	-0.110	0.263
B8	0.058	-0.272	0.437	-0.136	-0.106	0.382	0.487
B9	-0.241	0.096	0.042	0.020	0.445	-0.082	0.052
B10	-0.217	-0.219	-0.135	0.388	0.339	-0.057	0.300
C1	0.230	-0.443	-0.452	0.382	0.544	0.345	0.428
C2	0.607	0.081	0.073	0.044	0.428	0.027	-0.064
C3	0.469	0.109	-0.368	0.148	0.344	0.036	-0.230
C4	0.238	-0.367	-0.283	0.089	0.167	0.061	0.268
C5	0.337	-0.407	-0.267	0.466	0.293	0.143	0.262
C6	0.251	-0.624	-0.496	0.228	0.130	0.512	0.299
C7	0.098	-0.332	-0.497	0.438	0.564	0.160	0.323
C8	0.243	-0.142	-0.093	0.300	0.419	0.133	0.327
C9	0.201	-0.276	-0.276	0.239	0.142	0.440	0.492
C10	0.505	0.091	-0.079	0.031	0.245	0.236	0.225
C11	0.185	-0.239	-0.565	0.393	0.130	0.221	0.124
C12	0.352	-0.552	-0.177	0.260	-0.036	0.422	0.444
C13	0.250	-0.298	-0.141	0.482	0.601	0.430	0.378
C14	-0.219	0.258	-0.281	-0.011	0.032	-0.026	-0.207

Appendix G-1 (continued)

	<u>B3</u>	<u>B4</u>	<u>B5</u>	<u>B6</u>	<u>B7</u>	<u>B8</u>	<u>B9</u>	<u>B10</u>
B4	0.108							
B5	0.394	0.116						
B6	0.128	0.148	0.361					
B7	0.192	0.118	0.152	0.168				
B8	0.251	0.553	0.037	-0.026	-0.039			
B9	-0.156	-0.017	0.241	0.219	0.363	-0.069		
B10	0.030	0.199	0.304	0.068	0.415	0.083	0.342	
C1	0.522	0.121	0.299	0.369	0.141	-0.196	0.181	0.056
C2	0.084	0.061	0.436	0.650	0.044	-0.082	0.293	-0.016
C3	0.146	0.115	0.195	0.268	-0.141	-0.287	-0.026	-0.199
C4	0.261	0.061	-0.000	0.385	0.374	-0.170	0.094	0.057
C5	0.432	0.453	0.296	0.550	0.164	0.401	-0.099	0.002
C6	0.440	0.246	0.102	0.324	0.249	0.316	-0.177	-0.003
C7	0.292	0.302	0.200	0.452	0.527	-0.093	0.155	0.242
C8	0.656	0.142	0.358	0.507	0.170	0.164	0.047	-0.004
C9	0.426	0.356	0.381	0.248	0.000	0.104	-0.115	0.254
C10	0.229	0.257	0.459	0.695	-0.014	0.203	0.212	0.147
C11	0.143	-0.063	0.178	0.420	0.082	-0.199	0.198	0.005
C12	0.370	0.356	0.119	0.200	-0.052	0.735	-0.055	0.103
C13	0.577	0.252	0.577	0.302	-0.117	0.326	0.248	0.052
C14	-0.007	-0.082	-0.077	-0.283	-0.349	-0.454	-0.023	0.004

	<u>C1</u>	<u>C2</u>	<u>C3</u>	<u>C4</u>	<u>C5</u>	<u>C6</u>	<u>C7</u>	<u>C8</u>
C2	0.400							
C3	0.365	0.509						
C4	0.682	0.435	0.155					
C5	0.271	0.391	0.291	0.196				
C6	0.509	0.150	0.224	0.469	0.551			
C7	0.658	0.223	0.281	0.534	0.360	0.617		
C8	0.481	0.413	0.239	0.370	0.667	0.344	0.446	
C9	0.549	0.158	0.031	0.523	0.299	0.453	0.453	0.396
C10	0.134	0.624	0.466	0.139	0.503	0.247	0.206	0.428
C11	0.564	0.238	0.291	0.486	0.314	0.425	0.344	0.282
C12	0.168	0.033	0.120	0.059	0.619	0.608	0.195	0.272
C13	0.448	0.391	0.341	-0.000	0.557	0.270	0.224	0.623
C14	0.119	-0.310	0.275	-0.122	-0.338	-0.170	0.080	-0.133

Appendix G-1 (continued)

	<u>C9</u>	<u>C10</u>	<u>C11</u>	<u>C12</u>	<u>C13</u>
C10	0.278				
C11	0.455	0.107			
C12	0.310	0.426	0.256		
C13	0.182	0.413	0.221	0.438	
C14	0.347	0.009	-0.057	-0.167	-0.101

Appendix G-2 (continued)

Correlations Among Survey Responses:
Students

<u>PROGRAM</u>	<u>Locate</u>	<u>Quality</u>	<u>Variety</u>	<u>Design</u>	<u>Growth</u>	<u>Pre-en</u>	<u>Voice</u>	
LOCATE	0.025							
QUALITY	0.247	0.424						
VARIETY	0.100	0.146	0.341					
DESIGN	0.172	0.095	0.263	0.280				
GROWTH	0.012	0.236	0.250	0.213	0.183			
PRE-EN	-0.200	0.325	0.198	0.125	0.124	0.254		
VOICE	0.085	0.342	0.344	0.352	0.265	0.213	0.291	
LENGTH	-0.002	-0.021	0.017	0.119	0.131	0.165	0.118	0.071
CREDIT	0.121	0.146	0.177	0.126	0.217	0.257	0.117	0.160
COSTS	-0.071	0.214	0.223	0.104	0.142	0.061	0.414	0.370
COURSE	0.193	0.112	0.322	0.076	0.129	0.126	0.091	-0.072
COUNSEL	0.199	0.026	0.119	0.059	0.208	0.352	0.059	0.081
FINAID	0.068	0.286	0.238	0.147	0.118	0.234	0.253	0.229
GUIDANCE	0.108	0.089	0.167	0.163	0.192	0.215	-0.056	0.078
LIBRARY	0.174	0.186	0.248	0.177	0.146	0.340	0.018	0.084
TUTORS	0.141	0.128	0.171	0.065	0.158	0.095	-0.049	0.199
POLICY	0.234	0.063	0.215	0.159	0.191	0.221	-0.023	0.273
SOCIAL	0.178	0.176	0.270	0.133	0.015	0.052	-0.104	0.032
PARKING	0.225	0.187	0.262	0.135	0.111	0.170	0.069	0.062
REGIST	0.023	0.209	0.157	0.112	0.125	0.255	0.098	0.067
COMPUTER	0.193	-0.044	0.203	0.284	0.182	0.140	0.092	0.268
GRADING	0.097	0.102	0.073	0.144	0.152	0.498	0.052	0.072
ADULTS	0.064	0.095	-0.011	0.025	0.100	0.273	0.062	0.033
SECURE	0.137	0.239	0.238	0.079	0.180	0.153	0.121	0.202
TEACHING	0.103	0.059	0.098	0.132	-0.149	0.379	0.003	0.049

Appendix G-2 (continued)

	<u>Length</u>	<u>Credit</u>	<u>Costs</u>	<u>Course</u>	<u>Counsel</u>	<u>Finaid</u>	<u>Guidance</u>	<u>Library</u>
Credit	0.221							
Costs	0.220	0.153						
Course	0.005	0.034	0.134					
Counsel	-0.041	0.118	0.006	0.441				
Finaid	0.064	-0.043	0.143	0.368	0.320			
Guidance	0.111	0.053	0.143	0.346	0.471	0.358		
Library	0.024	0.164	0.048	0.309	0.380	0.352	0.379	
Tutors	-0.009	0.168	0.131	0.160	0.277	0.130	0.349	0.426
Policy	-0.014	0.133	0.104	0.256	0.322	0.231	0.264	0.548
Social	-0.075	-0.022	0.015	0.155	0.196	0.173	0.279	0.366
Parking	-0.163	0.056	0.024	0.172	0.149	0.128	0.047	0.149
Regist	0.146	0.119	0.164	0.192	0.182	0.187	0.208	0.184
Computer	0.009	0.109	0.263	0.183	0.304	0.147	0.200	0.379
Grading	0.192	0.291	0.104	0.185	0.253	-0.009	0.109	0.077
Adults	0.146	0.152	0.035	0.241	0.390	0.011	0.206	0.235
Secure	0.115	0.117	0.181	0.181	0.258	0.254	0.308	0.296
Teaching	0.138	0.011	-0.084	0.406	0.428	0.194	0.292	0.309

	<u>Tutors</u>	<u>Policy</u>	<u>Social</u>	<u>Parking</u>	<u>Regist</u>	<u>Computer</u>	<u>Grading</u>	<u>Adults</u>
Policy	0.515							
Social	0.295	0.427						
Parking	0.112	0.210	0.088					
Regist	0.164	0.176	0.045	0.218				
Computer	0.263	0.308	0.249	-0.006	0.115			
Grading	0.122	0.160	-0.038	0.180	0.387	0.189		
Adults	0.157	0.218	0.191	0.035	0.149	0.113	0.461	
Secure	0.256	0.322	0.220	0.292	0.300	0.286	0.275	0.204
Teaching	0.096	0.234	0.069	0.151	0.184	0.171	0.425	0.419

APPENDIX H

Responses to Interview Questions

APPENDIX H-1

Responses to Interview Questions

Are you [students] satisfied with the services provided by CUC nontraditional degree programs?

Yes and example:

No and example:

1-Faculty v. helpful	Program so disorganized
2-Christian environment x 5	Tutorial services not availablex4
3-Convenient registration	Poor campus security x 4
4-Good academic counseling x 2	Text books too expensive
5-Staff v. helpful	Poor social activities x 3
6-Credit for prior learning	Hard to get elective courses
7-Core courses available	Tuition is too expensive x 2
8-Easy to obtain College degree x5	Financial aid not available x 2
9-Flexible scheduling x 3	Computers not available x 2
10-Every one is helpful	Faculty not adult student oriented
11-Short time degree completion 2	Academic counselors too careless
12-Professors helpfull x2	Financial aid not available x2
13-Convenient locationx3	Poor social activitiesx3
14-Administration helpful	Poor parking facilities x 3

APPENDIX H-2

Respondents' suggestions:

TOPIC	ADMIN%	FACULTY%	STUDENTS%	TOTAL%
More programs	7	1	28	36
More course option	3	9	9	21
Decrease costs of books, food and etc.	0	3	1	19
Improve class cond	2	0	9	11
More responsive	1	0	9	10
More site	1	1	7	9
More qualified faculty	0	0	9	
Adult remedial issue	0	2	6	8
More resources	2	2	3	7
Relax attendance policy	0	0	6	6
Better student voice	0	0	5	5
QA instruments	2	0	2	4
Improve parking	0	0	3	3
More credit for experience	0	0	2	2
More publicity	0	0	2	2
Campus security	0	0	2	2
Condense courses to essentials	0	0	2	2

APPENDIX I

ANOVAs for Administration/Faculty

APPENDIX I-1
ANOVAs for Administration/Faculty

Help community.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.086	0.086	0.14	0.709
ERROR	21	12.523	0.596		
TOTAL	22	12.609			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+----- (-----*-----)
1	13	1.9231	0.8623	
2	10	1.8000	0.6325	(-----*-----)
				-----+-----+-----+----- 1.50 1.80 2.10

POOLED STDEV = 0.7722

Generate revenue.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.048	0.048	0.20	0.663
ERROR	21	5.169	0.246		
TOTAL	22	5.217			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+----- (-----*-----)
1	13	1.3077	0.4804	
2	10	1.4000	0.5164	(-----*-----)
				-----+-----+-----+----- 1.20 1.40 1.60

POOLED STDEV = 0.4961

APPENDIX I-1 (continued)

Educational excellence.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.39	0.39	0.36	0.557
ERROR	21	22.83	1.09		
TOTAL	22	23.22			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+----- (-----*-----)
1	13	2.462	0.776	
2	10	2.200	1.317	(-----*-----)
				-----+-----+-----+----- 2.00 2.50 3.00

POOLED STDEV = 1.043

Attract and retain adult students

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.09	0.09	0.07	0.789
ERROR	21	24.52	1.17		
TOTAL	22	24.61			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
1	13	1.923	0.954	(-----*-----)
2	10	1.800	1.229	(-----*-----)
POOLED STDEV = 1.081				1.20 1.60 2.00 2.40

APPENDIX I-1 (continued)

Convenient location.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.134	0.134	0.21	0.655
ERROR	21	13.692	0.652		
TOTAL	22	13.826			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----
1	13	2.1538	0.9871	(-----*-----)
2	10	2.0000	0.4714	(-----*-----)
POOLED STDEV = 0.8075				1.75 2.10 2.45

Program design flexibility

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.001	0.001	0.00	0.961
ERROR	21	11.477	0.547		
TOTAL	22	11.478			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
1	13	1.3846	0.8697	(-----*-----)
2	10	1.4000	0.5164	(-----*-----)
POOLED STDEV = 0.7393				1.20 1.50 1.80

APPENDIX I-1 (continued)

Personal success/growth.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.021	0.021	0.06	0.811
ERROR	21	7.631	0.363		
TOTAL	22	7.652			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
1	13	1.4615	0.5189	(-----*-----)
2	10	1.4000	0.6992	(-----*-----)
				-----+-----+-----+-----
				1.25 1.50 1.75

POOLED STDEV = 0.6028

Helpful pre- enrollment information

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.708	0.708	0.97	0.335
ERROR	21	15.292	1.728		
TOTAL	22	16.000			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
1	13	1.8462	0.8006	(-----*-----)
2	10	2.2000	0.9189	(-----*-----)
				-----+-----+-----+-----
				1.60 2.00 2.40

POOLED STDEV = 0.8533

APPENDIX I-1 (continued)

Time to degree completion

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.491	0.491	0.78	0.388
ERROR	21	12.600	0.630		
TOTAL	22	13.091			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
1	12	1.5000	1.0000	(-----*-----)
2	10	1.2000	0.4216	(-----*-----)
				---+-----+-----+-----+---
				0.80 1.20 1.60 2.00

POOLED STDEV = 0.7937

Credit for prior learning

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.040	0.040	0.16	0.689
ERROR	21	5.177	0.247		
TOTAL	22	5.217			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	13	1.3846	1.5064	(-----*-----)
2	10	1.3000	0.4830	(-----*-----)

POOLED STDEV = 0.4965

-----+-----+-----+-----+-----
1.00 1.20 1.40 1.60

Costs.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.647	0.647	1.06	0.315
ERROR	21	12.831	0.611		
TOTAL	22	13.478			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	13	2.5385	0.6602	(-----*-----)
2	10	2.2000	0.9189	(-----*-----)

POOLED STDEV = 0.7817

-----+-----+-----+-----+-----
2.00 2.40 2.80

Most wanted courses available.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	2.93	2.93	2.78	0.111
ERROR	21	21.07	1.05		
TOTAL	22	24.00			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	12	2.333	1.073	(-----*-----)
2	10	1.600	0.966	(-----*-----)

POOLED STDEV = 1.026

-----+-----+-----+-----+-----
1.20 1.80 2.40 3.00

APPENDIX I-1 (continued)

Academic counseling services available

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.728	0.728	0.81	0.380
ERROR	19	17.082	0.899		
TOTAL	20	17.810			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	11	1.7273	0.9045	(-----*-----)
2	10	2.1000	0.9944	(-----*-----)

POOLED STDEV = 0.9482

-----+-----+-----+-----
1.50 2.00 2.50

Financial aid services

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	1.016	1.016	1.89	0.185
ERROR	19	10.222	0.538		
TOTAL	20	11.238			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	12	2.3333	0.6513	(-----*-----)
2	9	2.7778	0.8333	(-----*-----)

POOLED STDEV = 0.7335

---+-----+-----+-----+---
2.00 2.40 2.80 3.20

Vocational guidance available

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	1.72	1.72	1.47	0.241
ERROR	19	22.28	1.17		
TOTAL	20	24.00			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	11	3.273	0.272	(-----*-----)
2	10	2.700	0.823	(-----*-----)

POOLED STDEV = 1.083

-----+-----+-----+-----
2.40 3.00 3.60

APPENDIX I-1 (continued)

Library and learning resources center available

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.55	0.55	0.40	0.534
ERROR	20	27.32	1.37		
TOTAL	21	27.86			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
1	12	2.917	1.240	(-----*-----)
2	10	2.600	1.075	(-----*-----)

POOLED STDEV = 1.169

---+-----+-----+-----+---
2.00 2.50 3.00 3.50

Tutorial services

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	1.507	1.507	1.64	0.216
ERROR	19	17.445	0.918		
TOTAL	20	18.952			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
1	11	3.6364	0.9244	(-----*-----)
2	10	3.1000	0.9944	(-----*-----)

POOLED STDEV = 0.9582

---+-----+-----+-----+---
2.50 3.00 3.50 4.00

Student decision included in institutional policy making

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	2.12	2.12	1.79	0.197
ERROR	19	22.55	1.19		
TOTAL	20	24.67			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
1	11	3.027	1.027	(-----*-----)
2	10	3.155	1.155	(-----*-----)

POOLED STDEV = 1.089

---+-----+-----+-----+---
2.40 3.00 3.60 4.20

APPENDIX I-1 (continued)

Social activities provided.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.625	0.625	1.15	0.297
ERROR	19	10.327	0.544		
TOTAL	20	10.952			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	11	3.5455	0.8202	(-----*-----)
2	10	3.2000	0.6325	(-----*-----)

POOLED STDEV = 0.7373

2.80	3.20	3.60	4.00
------	------	------	------

Accessible parking facilities

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	2.89	2.89	1.95	0.179
ERROR	19	28.25	1.49		
TOTAL	20	31.14			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	12	2.750	1.357	(-----*-----)
2	9	2.000	1.000	(-----*-----)

POOLED STDEV = 1.219

1.40	2.10	2.80	3.50
------	------	------	------

Convenient registration procedures

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.123	0.123	0.27	0.610
ERROR	20	9.150	0.457		
TOTAL	21	9.273			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	12	1.7500	0.6216	(-----*-----)
2	10	1.9000	0.7379	(-----*-----)

POOLED STDEV = 0.6764

1.50	1.80	2.10	2.40
------	------	------	------

APPENDIX I-1 (continued)

Computer services availability

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.03	0.03	0.02	0.896
ERROR	19	29.78	1.57		
TOTAL	20	29.81			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	11	3.273	1.421	(-----*-----)
2	10	3.200	1.033	(-----*-----)

POOLED STDEV = 1.252

2.50 3.00 3.50 4.00

Grading systems.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	1.456	1.456	2.46	0.132
ERROR	20	11.817	0.591		
TOTAL	21	13.273			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	12	2.4167	0.7930	(-----*-----)
2	10	1.9000	0.7379	(-----*-----)

POOLED STDEV = 0.7687

1.50 2.00 2.50 3.00

Faculty concern for adult students

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.61	0.61	0.60	0.447
ERROR	20	20.17	1.01		
TOTAL	21	20.88			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	
1	12	1.833	1.030	(-----*-----)
2	10	1.500	0.972	(-----*-----)

POOLED STDEV = 1.004

1.00 1.50 2.00 2.50

APPENDIX I-1 (continued)

Campus security

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
C1	1	0.014	0.014	0.02	0.881
ERROR	20	11.850	0.593		
TOTAL	21	11.864			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
1	12	1.7500	0.6216	(-----*-----)
2	10	1.8000	0.9189	(-----*-----)
				-----+-----+-----+-----
POOLED STDEV = 0.7697				1.50 1.80 2.10

APPENDIX J

Not significant ANOVAs for students' instrument

APPENDIX J-1

Not significant ANOVAs for students' instrument.

location.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.66	0.33	0.25	0.782
ERROR	102	136.26	1.34		
TOTAL	104	136.91			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.979	1.189	(-----*-----)
4	27	1.852	1.099	(-----*-----)
5	31	2.065	1.153	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 1.156				1.50 1.80 2.10 2.40

Design.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.178	0.589	1.57	0.213
ERROR	103	38.596	1.375		
TOTAL	105	39.774			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
3	47	1.2340	0.4761	(-----*-----)
4	28	1.3571	0.4880	(-----*-----)
5	31	1.4839	0.8513	(-----*-----)
				-----+-----+-----+-----
POOLED STDEV = 0.6121				1.20 1.40 1.60

APPENDIX J-1 (Continued)

growth

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.517	0.259	0.64	0.528
ERROR	103	41.417	0.402		
TOTAL	105	41.934			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.3191	0.5937	(-----*-----)
4	28	1.1786	0.6118	(-----*-----)
5	31	1.3548	0.7094	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.6341				1.00 1.20 1.40 1.60

Pre-enrollment information

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.944	0.972	2.28	0.108
ERROR	103	43.953	0.427		
TOTAL	105	45.896			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.7234	0.6821	(-----*-----)
4	28	1.5000	0.6939	(-----*-----)
5	31	1.4194	0.5642	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.6532				1.20 1.40 1.60 1.80

APPENDIX J-1 (Continued)

Student voice in program policies.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	3.662	1.831	2.13	0.124
ERROR	103	88.498	0.859		
TOTAL	105	92.160			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
3	47	2.4468	0.8549	(-----*-----)
4	28	2.1786	0.8630	(-----*-----)
5	31	2.6774	1.0766	(-----*-----)
				-----+-----+-----+-----
				1.10 2.45 2.80

POOLED STDEV = 0.9269

arding credit for prior learning

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.711	0.356	0.86	0.427
ERROR	102	42.279	0.415		
TOTAL	104	42.990			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	46	1.3261	0.5599	(-----*-----)
4	28	1.3571	0.5587	(-----*-----)
5	31	1.5161	0.8112	(-----*-----)
				---+-----+-----+-----+---
				1.20 1.40 1.60 1.80

POOLED STDEV = 0.6438

APPENDIX J-1 (Continued)

Program cost

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.573	0.286	0.31	0.735
ERROR	103	95.654	0.929		
TOTAL	105	96.226			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.8936	0.9379	(-----*-----)
4	28	1.7500	1.0408	(-----*-----)
5	31	1.7419	0.9298	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.9378				1.50 1.75 2.00 2.25

Course availability

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.707	0.854	2.34	0.102
ERROR	102	37.283	0.366		
TOTAL	104	38.990			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.4681	0.5044	(-----*-----)
4	28	1.7143	1.6587	(-----*-----)
5	30	1.7333	0.6915	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.6046				1.40 1.60 1.80 2.00

APPENDIX J-1 (Continued)

Academic counseling available.

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	3.089	1.544	2.20	0.116
ERROR	103	72.317	0.702		
TOTAL	105	75.406			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.7234	0.9017	(-----*-----)
4	28	1.8571	0.7559	(-----*-----)
5	31	2.1290	0.8059	(-----*-----)

---+-----+-----+-----+---

POOLED STDEV = 0.8379

1.50 1.80 2.10 2.40

Financial aid services available

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.55	0.28	0.28	0.759
ERROR	103	103.48	1.00		
TOTAL	105	104.04			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	2.511	0.975	(-----*-----)
4	28	1.536	0.999	(-----*-----)
5	31	2.677	1.045	(-----*-----)

---+-----+-----+-----+---

POOLED STDEV = 1.002

2.25 2.50 2.75 3.00

APPENDIX J-1 (Continued)

Vocational guidance (voc & career)

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.53	0.76	0.75	0.476
ERROR	102	104.19	1.02		
TOTAL	104	105.71			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	46	2.435	0.958	(-----*-----)
4	28	2.679	1.156	(-----*-----)
5	31	2.677	0.945	(-----*-----)

---+-----+-----+-----+---
2.25 2.50 2.75 3.00

POOLED STDEV = 1.011

Library/learning services

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	3.137	1.569	2.19	0.117
ERROR	102	73.110	0.717		
TOTAL	104	76.248			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
3	47	2.4468	0.7748	(-----*-----)
4	27	2.8148	0.6815	(-----*-----)
5	31	2.7742	1.0555	(-----*-----)

-----+-----+-----+-----
2.40 2.70 3.00

POOLED STDEV = 0.8466

APPENDIX J-1 (Continued)

Tutors services available

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.116	0.558	1.16	0.319
ERROR	103	49.761	1.483		
TOTAL	105	50.877			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	2.7447	0.6746	(-----*-----)
4	28	2.9286	0.5394	(-----*-----)
5	31	2.9677	0.8360	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.6951				2.60 2.80 3.00 3.20

Social activities provided

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.814	0.907	1.83	0.165
ERROR	103	50.951	0.495		
TOTAL	105	52.764			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	2.8085	0.4951	(---*---)
4	28	3.0357	1.6372	(-----*-----)
5	31	3.0968	0.9783	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.7033				2.75 3.00 3.25 3.50

APPENDIX J-1 (Continued)

Analysis of variance on parking

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	7.95	3.98	2.78	0.067
ERROR	103	147.40	1.43		
TOTAL	105	155.36			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	2.106	1.068	(-----*-----)
4	28	2.500	1.262	(-----*-----)
5	31	2.742	1.316	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 1.196				2.00 2.40 2.80 3.20

Convenient registration

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.335	0.167	0.54	0.582
ERROR	102	31.380	0.308		
TOTAL	104	31.714			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
3	47	1.5319	0.6203	(-----*-----)
4	27	1.6667	0.4804	(-----*-----)
5	31	1.5484	0.5059	(-----*-----)
				-----+-----+-----+-----
POOLED STDEV = 0.5547				1.50 1.65 1.80

APPENDIX J-1 (Continued)

Computer services available

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	3.157	1.578	2.59	0.080
ERROR	102	62.234	0.610		
TOTAL	104	65.390			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	2.2979	0.6889	(-----*-----)
4	27	2.2963	0.7240	(-----*-----)
5	31	2.6774	0.9447	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.7811				2.10 2.40 2.70 3.00

Grading system

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.473	0.237	0.49	0.614
ERROR	103	49.753	0.483		
TOTAL	105	50.226			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	---+-----+-----+-----+---
3	47	1.7447	0.6068	(-----*-----)
4	28	1.8214	0.7724	(-----*-----)
5	31	1.9032	0.7463	(-----*-----)
				---+-----+-----+-----+---
POOLED STDEV = 0.6950				1.60 1.80 2.00 2.20

APPENDIX J-1 (Continued)

Faculty concern for Adults students

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	1.193	0.596	1.01	0.366
ERROR	103	60.543	0.588		
TOTAL	105	61.736			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
3	47	1.4894	0.8041	(-----*-----)
4	28	1.7500	0.7993	(-----*-----)
5	31	1.5806	0.6720	(-----*-----)

-----+-----+-----+-----

POOLED STDEV = 0.7667

1.50 1.75 2.00

Teachers quality

<u>SOURCE</u>	<u>DF</u>	<u>SS</u>	<u>MS</u>	<u>F</u>	<u>P</u>
Program	2	0.841	0.421	0.55	0.578
ERROR	102	77.787	0.763		
TOTAL	104	78.629			

INDIVIDUAL 95 PCT CI'S FOR
BASED ON POOLED STDEV

<u>LEVEL</u>	<u>N</u>	<u>MEAN</u>	<u>STDEV</u>	-----+-----+-----+-----
3	47	1.5957	0.9007	(-----*-----)
4	27	1.7037	0.9533	(-----*-----)
5	31	1.8065	0.7492	(-----*-----)

-----+-----+-----+-----

POOLED STDEV = 0.8733

1.50 1.75 2.00

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