THE ADULT DEGREE COMPLETION PROGRAM AMONG SELECTED

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

IN THE UNITED STATES

BY

HESTER B. JONES

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in

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Approved:

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Karl E. Hereford, Co-Chair
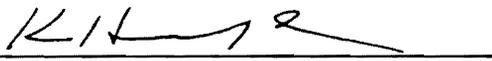
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Jimmie C. Fortune, Co-Chair

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M. David Alexander

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David J. Parks

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Richard E. Zody

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Hester B. Jones

Karl E. Hereford, Co-Chair

Jimmie C. Fortune, Co-Chair

Higher Education Administration

(ABSTRACT)

The purpose of this study was to determine the perceived professional and self-developmental impact of a nontraditional baccalaureate degree program. Data were collected through self-reports of graduates from three predominantly black colleges in the United States. Surveys were mailed to a total of 272 May, 1991 through May, 1994 graduates in Organizational Management from Edward Waters College, Jacksonville, Florida; Saint Paul's College, Lawrenceville, Virginia; and Wilberforce University, Wilberforce, Ohio. Data analyses were based on the total number of 170 returns.

The data analyses included frequencies, means, percentages, and cross-tabs for demographics, and also information on enrollment, current employment, graduate school, and assessment of program experiences. Chi-square

tests were performed to show the relationships between participants' responses to inquiries by race and gender.

The findings of this study revealed that in addition to meeting the needs of students to help them obtain their degrees, the contract Adult Degree Completion Program has been instrumental in helping students to achieve their goals for improving their professional and personal life situations. Overall, it was found that the program presented a major challenge to all students, but the significant findings of the research indicated that some students enjoyed a higher degree of success in their experiences with the program than others. This research suggested that blacks were more apt to change careers upon program completion than other groups; black females were the primary beneficiaries of the portfolio project, and males received a greater level of monetary support from employers than their female counterparts.

Dedication

Marine Private First Class Raymond Christopher Lawson

December 20, 1948 - February 9, 1968

Quang Tri Province, Vietnam

Mrs. Dolly Cleo Lawson Smith

March 5, 1943 - June 20, 1993

Acknowledgment

There are so many people to thank. Their names are too numerous to list here.

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I would like to thank my other committee members. Dr. Jimmie Fortune who also served as Co-Chair upon Dr. Hereford's retirement; Drs. M. David Alexander, David Parks, and Richard E. Zody.

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Chapter 1

INTRODUCTION

Nontraditional Adult Higher Education

Many older students have had to disrupt their formal
educations in early adulthood, for various reasons. These
students are now returning to campuses nationwide in ever-
increasing numbers to complete their educations, but many
are doing so through nontraditional programs. Increasing
numbers of older adults are enrolling in nontraditional
programs in order to improve their chances for job
promotions, career options, and personal fulfillment
(Pearce, 1991). Many colleges are breaking with tradition
and are offering nontraditional degree programs designed
specifically to meet the needs of adult students who are
older, and who are working.

Currently in the United States, nontraditional
education offered at the collegiate level generally
possesses the following characteristics: (1) an accelerated
delivery or format, (2) an emphasis on learning outside of
the classroom setting, and, (3) a learner-centered
methodology or design (Knowles, 1984). Within these
parameters, colleges and universities have developed

several distinct nontraditional programs. These include weekend programs, directed study programs, distance-learning programs, as well as evening and summer programs offering opportunities for concentrated study.

Distance-learning programs include nontraditional education "such as that conveyed through off-campus classroom programs, external degree programs, branch campuses, correspondence courses, and various [noncampus-based programs, etc.]" (The Commission on the Proposed Revisions to the 1992-1994 Edition of the Criteria for Accreditation: The Southern Association of Colleges and Schools [SACS], 1994, p. 23).

For the most part, it is widely recognized that collegiate-level educational institutions make significant assumptions about students who enroll in nontraditional programs. These assumptions take into account the student's (a) level of motivation, (b) years of experience, and (c) goal-setting capabilities.

Program Investigated in this Study

Today, there is a highly competitive market for students in American higher education. Each year, millions of Americans choose to invest their time, energy, and money in colleges and universities (Graham, Lyman, & Trow, 1995).

Nearly one half of these students are adults who want to complete their undergraduate degrees.

Nontraditional degree programs have facilitated the ease of reentry into colleges for adults to complete their baccalaureate degrees. The Adult Degree Completion Program, or the ADCP, is an example of a nontraditional program in American higher education and serves as the central focus of this study. The ADCP was introduced about 20 years ago, in order to address the learning needs of a rapidly growing number of employed adults who, because of changes in workplace requirements, found themselves facing career setbacks because they lacked a baccalaureate degree (Warren, 1978).

The "contract" ADCP is a commercial profit-seeking program. It is a predeveloped program that is sold to colleges, allows credit for non-collegiate learning, and utilizes the cohort-based concept of instruction where students remain in the same group throughout the program. ADCPs represent a growing trend in American education, as evidenced by their widespread adoption by private colleges and universities nationwide--the number of these programs adopted has doubled in the past decade (Adult Degree Programs: Quality Issues, Problem Areas, and Action Steps,

Council for Adult and Experiential Learning [CAEL] and
American Council on Education [ACE], 1993). Today the
number of students enrolling in these programs is still
rising, as more institutions adopt ADCPs. The Commission on
Colleges for SACS "recognizes the legitimacy of distance
learning programs," the category under which the ADCP falls
(SACS, 1994, p. 23).

The Need for the Study

Rapid growth in number and expansion characterize the
contract ADCP, but little study has been done of the effects
of these programs and the specific ways in which they
address the needs of those people they were designed to
serve. There is an increasing demand from the workplace for
employees to have a baccalaureate degree (Franklin, 1993).
The ADCP helps students to overcome barriers to obtain
degrees, and is also designed to help them improve their
lives. The importance of the ADCP to working adults, and
the primary ways in which this program affects their lives
are not really known. With the lack of information
available about contract-degree programs, it is unclear as
to how adults' needs are being met. Moreover there is a
concern as to whether or not programs are meeting the long-

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term needs as well as the short-term needs of those who enroll and, in fact, graduate. It seems likely that, as more institutions adopt contract-for degree programs to accommodate the influx of adults, institutions will need to assess more accurately the outcomes for those who enroll and graduate. A central question of this study is, "What benefits do adults gain through contract ADCPs?" This study is intended to address these unknowns by analyzing the impact of the ADCP through the perceptions of graduates about several key aspects of their lives.

Statement of the Problem

The statement of the problem is that, in addition to the contract ADCP meeting the needs of students and helping them to obtain the degree, there is a need to investigate the program to determine the ways in which students benefit in their personal lives; namely, in developing the knowledge and skills necessary for the improvement of their livelihoods.

Purpose of the Study

The purpose of this study is to provide information that will show outcomes for some of the "talented pool of experienced persons" (Harootyan & Feldman, 1990, p. 347) who

enroll and obtain degrees through ADCPs. This study focuses on the importance of these programs in satisfying the diverse learning needs of older adults through changes that have occurred in their professional, educational and personal lives.

The study investigates the professional, educational, and self developmental impact of the ADCP on baccalaureate graduates from May 1991 through May 1994, at three selected Historically Black Colleges and Universities (HBCUs). These institutions are: Edward Waters College, (Jacksonville, Florida); Saint Paul's College, (Lawrenceville, Virginia); and Wilberforce University, (Wilberforce, Ohio). Each of the selected programs involved in the study is at least four years old and each of the institutions is fully accredited. These institutions use identical Adult Degree Completion Programs, implemented by the same agency, College Leadership Consultants, of Seattle, Washington (Appendix A).

Research Questions

The primary questions guiding this research are:

1. What are the characteristics of the ADCP graduates of May 1991 through May 1994 of Edward Waters College, Saint Paul's College, and Wilberforce University?

2. Did students complete the programs in a timely manner?

3. What are graduates' overall assessments and views of the program and their college experiences?

4. What is the scope and range of changes, if any, that have occurred in the professional, educational, and self-developmental experiences of graduates since completing the programs?

5. To what extent are these changes related to:

    a. the characteristics of the ADCP graduates?

    b. involvement in the portfolio development project?

    c. the completion of the project thesis?

    d. gender?

    e. race?

6. What are the main sources of financing students used to pay for their degrees?

Limitations of the Study

In this study, curricula are not addressed, nor are arguments presented for or against the program's features or format. Because the graduates surveyed were from HBCUs, they do not represent a representative sampling of all

students who have enrolled in ADCPs. A further limitation could be said to be the differing life-experiences and past educational experiences that students have had prior to their enrollment in ADCPs. The students come from all walks of life and have educational experiences at various types of institutions, for example, trade schools, urban colleges, four-year private and public institutions, both small and large. Some students have fairly recent educational involvements, and others' educational experiences were not recent. The responses of participants to the surveys as to their achievements in the programs could be partially attributable to prior educational backgrounds and other experiences. The data for this study consist of responses from graduates of the three institutions under investigation, and therefore findings and conclusions are limited to only those programs existing at the institutions included in the study.

Organization of the Study

This research contains six chapters with subheadings provided in each chapter. Chapter One contains an Introduction, The Need for the Study, The Statement of the Problem, The Purpose of the Study, the Research Questions,

and the Limitations. Chapter Two contains the Background and Context of the study, which includes a description of the Adult Degree Program, and a discussion of the ADCP and demographics. Chapter Three contains the Methodology of the study. Chapter Four provides the Findings and Summary. Chapter Five presents the Summary of Program Impact. Chapter Six is the Conclusion. The primary chapters are followed by the References and Appendixes.

The Appendixes include some of the definitions of terms that are common to the adult education literature, and are used in this study--some more often than others. These definitions should be helpful to readers in understanding the language of nontraditional study as it relates to the nontraditional program under study. The appendixes also contain a synopsis of the adult education literature that may be useful to readers in better understanding the planning, development, and implementation of the program being investigated.

Chapter 2

BACKGROUND AND CONTEXT OF THE STUDY

Description of the Adult Degree Completion Program

The contract ADCPs that were investigated in this study
are predeveloped, contracted degree programs designed to
meet learners' needs. In addition to meeting learners'
needs, as part of their objectives, the programs are
supposed to help adult students achieve the important goal
of obtaining a degree and gaining knowledge and skills for
the worksetting.

The ADCP described in this study is one that stimulates
student-centered learning, uses a facilitative teaching
approach, and integrates theory with the workplace. As is
the case with other nontraditional programs, the ADCP makes
critical assumptions about the students who matriculate in
this program. These assumptions are: (a) that students are
self-directed, (b) that students have experience in the
workplace, and (c) that students are goal-oriented. Because
ADCP students are gainfully employed and have real-life
experiences upon which to draw, such as previous college,
job, military, and/or avocational experiences, they bring a

perspective to their studies that causes learning to become
a truly transformational experience.

The contract ADCPs are commercialized programs that are
marketed or sold to colleges and universities on a
contractual basis. After colleges have purchased their
desired programs, the owners assume the role of "provider
agency" (Knox, 1991, p. 221), a role that has been more
specifically likened to that of franchisor (CAEL & ACE,
1993).

The provider agency assumes responsibilities for
implementing and providing resources for program start-up.
Thus, the college and the owner-agency share the risk in
starting the program.

The agency orchestrates the initial recruitment
activity and maintains an ongoing interest until the
contract expires, and the buyers become owners. The fees
paid to the owners are based upon enrollment; however, the
college does not render payment until tuition revenue begins
in the program. Thereafter, a percentage of the tuition is
paid by the college to the contracting organization for
materials and services. Such payment continues for 30 to 48
months, during which time the organization provides program

monitoring (W. Clugston, Personal Communication, March 5, 1995).

The primary clientele for these programs are private religious-affiliated colleges and universities. Private educational institutions of higher learning are corporate in nature, run by individuals as a corporation (Alexander & Solomon, 1972), and "supported by private funds" (p. 23).

New degree programs require the approval of state and regional accrediting associations (Troutt, 1971). "Educational services and programs offered through a contractual agreement with another institution or organization must support the purpose of the institution" (SACS, 1994, p. 30). Normally, the ADCP agreement requires the approval only of the faculty, administrators, and trustees of the college.

The programs have traditional and nontraditional aspects. For example, there is an accelerated format that allows credit for prior noncollegiate learning. Another nontraditional aspect is that students register in groups, and they remain together throughout the program. This study focuses on the contract ADCP model with a cohort-based instructional design.

The following features are typical of ADCPs:

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Attendance/commitment. Students make various
commitments, e.g., financial, time, energy, etc., during
their time in the program; they do not drop in and out or
think of their involvement on a course-by-course basis
(W. Clugston, Personal Communication, March 5, 1995).

Scheduling/effective demand. When a group begins does
not necessarily coincide with the institution's academic
calendar, so that at least two or more groups may start
during the course of a year. Groups generally consist of
ten to fifteen students. Two or more groups can meet
simultaneously at various locations, on or off campus.

Tuition. The ADCP students must pay the same rate of
tuition as regular daytime students. The students also must
pay for their prior learning credits, or the awarded
experiential learning credits. They may be charged fees up
to the going college rate per credit hour for each
noncollegiate credit awarded. As part of the Administrative
Standards recognized by CAEL, fees charged for assessment
should be based on the services performed in the process,
and not on the amount of credit awarded (Whitaker, 1989).

Financial assistance. Federal and state financial aid
are available to students who qualify, to help defray their

tuition costs. Employer reimbursement is commonly available to many of the students as well.

Transcripts. After students pay their fees, their academic credits are entered on their transcripts. Noncollegiate credits do not, however, reflect letter grades, grade points, or pass-fail. Only the designated course titles under which they earn credits as provided by the appropriate credentialing agency or military guide are recorded (Appendix B). The appropriate number of credits that students earn for each course are recorded on transcripts under the appropriate heading, "Credit From Prior Learning," or "Portfolio Credits." These represent official credits and are a valid component of the degree. Students in general find these credits useful for graduate study or for additional learning pursuits (Pringle & Murphy, 1980). The credentials are also important to employers (Sosdian & Sharp, 1978).

Follow-up. Some students go on to Master's degree programs in some business-related areas because most program majors relate to business. In this case, Organizational Management or Human Resource Management are examples of program majors. Some students, as is the case with traditional students, desire teacher certification. In many

instances, these students will enroll in additional coursework after degree attainment in order to become certified to teach in an endorsement or subject area. Most usually students choose to teach at the secondary level, due to the program's curriculum content.

Program content. The programs are multifaceted, ranging from traditional courses and related assignments, to various activities and learning projects that pertain to career planning and personal assessment, as well as providing research-related learning projects. The program's content and format are standardized, including admissions, curriculum format, educational delivery, and credentialing.

The program is designed specifically for the working adult who has 60 semester hours from an accredited college or university. The regional accrediting bodies governing programs in the study are the North Central Association of Colleges and Schools (NCACS), and the Southern Association of Schools and Colleges (SACS).

Degrees. Upon successful degree completion, graduates of Edward Waters College's CLIMB Program (OMP) receive the Bachelor of Business Administration (B.B.A.) degree in Organizational Management; Saint Paul's College and Wilberforce University graduates receive the Bachelor of

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Science (B.S.) in Organizational Management. The major in Organizational Management provides courses in leadership training that students can apply in both public and private organizations (Saint Paul's College Bulletin, 1994-1998).

Reflexive learning. The courses or modules are designed particularly for self-directed adults with the learning outcomes of each module building upon the objectives of the previous one. The 36-hour major can be completed in approximately 15 months, with students attending classes one night or one Saturday per week.

Experiential learning. One of the major advantages of the program is the potential for adults to earn up to 30 semester hours of credit for prior learning to make up deficits in the lower level core courses. Students are required to submit portfolios of past experiences to their prospective institution's Assessment Center. These portfolios, which include primary learning from workshops, seminars, self-study training programs, and work experiences are evaluated by selected faculty according to the guidelines established by the Council for Advancement of Experiential Learning (CAEL).

Research project. A unique aspect of the program is the opportunity for students to focus on a project thesis,

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which is approved by the instructor. The instructor serves as a resource person throughout the various phases of the project until it has been completed. The project is either connected to an issue in the workplace, or to a problem in a community organization. The project is built around a real management or organizational problem, or is a topic of interest to the student. At the end of the 15-month program, the student is expected to have demonstrated expertise in a particular area of interest by developing a number of alternative solutions to a problem, and exploring options and making recommendations to organizations. Many local businesses and community agencies benefit from the projects that these students undertake.

Campus life. The student services that are provided to traditional students are available to adults. The amount of energy, however, that adults expend engaging in campus activities is limited, due to the demands on their time schedules related to the family, work, and community. Depending upon college policy, adult students might enjoy being on the Dean's List, participating in scholastic award programs, or receiving graduation honors.

Because of the general age and maturity differences, the nonacademic interests of traditional and nontraditional

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students do not necessarily coincide. Adults do, however,
find ways to participate. They almost always appear anxious
to have their pictures taken with the prospective graduating
class members, including traditional students. They
purchase class rings and other memorabilia bearing college
logos, which makes it appear that nontraditional students
desire all the symbols that represent graduation from
college.

The Adult Degree Completion Program and Demographics

There is a growing popularity of contract ADCPs at
private colleges, a trend that can be validated by the
number of programs now existing at these institutions (CAEL
& ACE, 1993). In 1993, CAEL and ACE had identified some 75
institutions that had contracted programs and, according to
its report on programs, over "one-half of these were started
between the years of 1985 to 1990" (p. 13).

College administrators have become increasingly aware
that enrollment numbers are rising for adults and decreasing
for youth, and many continue to adapt their programs to
attract nontraditional students. This is assumed to be one
of the reasons why minority colleges became involved with
ADCPs during the late 80s. Historically Black Colleges and

Universities (HBCUs) have experienced the same relative decline in black enrollments as white institutions during the past decade (Wilson, 1990). Wilson stated that, "the rise in the number of applications and moderate enrollment increases may have halted those declines in 1987 and 1988," but reiterates that, "overall black enrollments continue to stagnate or decline" (p. 440).

For some officials in the higher education community, ADCPs have become suspect. Three concerns have surfaced to cause officials to question the quality and services in some programs. These include: (a) the rapid growth and expansion in the number of ADCPs over a fairly short period of time, (b) the credentialing practices for outside-classroom learning, and (c) some aspects of the channel of distribution for programs (CAEL & ACE, 1993). The view is that, because the number of programs have risen so rapidly, there is an apparent lack of checks and balances to guard against improper practices and procedures. The concern for quality as it relates to growth and expansion, procedures, and dissemination of programs is important; however, this concern is not a major focus of this research.

It has now been a little more than a decade since colleges began to make serious commitments to nontraditional

adult learning. The initial excitement of colleges with nontraditional adult learners was viewed by some individuals as being due to demographics only, specifically due to a decline in the birthrate, a trend that started in the 60s and continued until the 80s (Cross, 1981). A decline in the birthrate decreased the number of younger people available for college recruitment, and increased the number of older people who were interested in attending colleges. For the first time in the history of American higher education, "with the notable exception of evening college and extension divisions" (Cross, 1981, p. 38), colleges were competing for an increasing number of older students to replace the dwindling number of younger students.

According to Cross (1981), some individuals viewed the trend in college recruitment to be financially important. Thus, "the pattern of their timing casts some doubt on the altruism of their motives" (p. 37). Some writers believed that the recruitment efforts of colleges to attract adults were financially necessary, and had implications for the college's survival (Ashworth, 1979; O'Donnell, 1980). Ashworth, in somewhat of a pessimistic view of the new college recruitment of adults, surmised that "they [colleges] look ahead and see that enrollments and income

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are likely to decline while costs continue to rise" (p. 22).
O'Donnell puts it bluntly, "The decline in enrollments among
the 18 to 22 year-old group, empty buildings, and a need for
new financial resources have forced colleges to be more
responsive to the educational desires of this [America's
older] population" (p. 71).

Statistics show that colleges have been increasingly
responsive in their efforts to serve the learning needs and
interests of adult students, according to the enrollment
patterns during the past 20 years or more. Between 1970 and
1985, the figure for adults 25 years or older rose from 28
percent to 42 percent of the total enrollment in
institutions of higher learning (Center for Education
Statistics, 1987). Today, this group "constitutes nearly
one-half of all persons enrolled at the undergraduate level"
(CAEL & ACE, 1993, p. 3). The number of adult students is
expected to continue to increase through year 2000 (Council
on Policy Studies in Higher Education, 1980).

The record number of adults who are returning to
college do so often for reasons that are career-related
(Peterson & Associates, 1979; Puryear & McDaniels, 1990).
The college degree is a prerequisite for many of the
professional and technical jobs in our "service-oriented,

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information-processing, credential society" (Puryear &
McDaniels, p. 195).

The pool of young workers entering the labor market is
shrinking (Franklin, 1993; Ross-Gordon, Martin, & Briscoe,
1990). As a result, adults who are getting their degrees
will most likely be a major part of the workforce in the
twenty-first century. As the pool of youth-workers
continues to shrink, "the degree becomes increasingly
important as higher-level skills are demanded in the
workplace" (Franklin, 1993, p. 3). Franklin stated, "If
America is to advance its economic and technological
position in the world, it must be able to call on an
educated, creative, and competent workforce" (p. 3).

A "competent workforce" (p. 3) must include diverse
learning needs of more and more Americans. In more concrete
terms, Workforce 2000 has been characterized as "85 percent
a combination of immigrants, women and minorities"
(Hodgkinson, 1992, p. 14). This population is generally
viewed by some individuals to consist of persons who suffer
shortages of skills for workplace situations (Ross-Gordon,
et al., 1990).

Franklin (1993) says that "earning power and
advancement in the workplace, including the military,

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increasingly depend on acquiring a bachelor's degree"
(p. 31). There are social and political implications
included in the economic reasoning that give credence to
raising levels of earnings, i.e., for retirement
alternatives. Pearce (1991), for example, stated that, "the
number of adults who supply the tax base and support both
the very young and the very old is diminishing, whereas the
proportion of older adults is increasing rapidly" (p. 319).
The force of demographics on the tax base is demonstrated
through changes that have occurred in Social Security
figures--the ratio of workers to pensioners (Time, March 20,
1995, p. 28).

According to Church and Lacayo, a little over 50 years
ago, there were 16 workers supporting each retiree. Today,
there are three. When the baby-boomers begin to retire in
about 15 to 20 years, extending into an additional decade or
so, there will be only 2 workers to support each pensioner.
"At current rates of tax and benefits," (p. 28), by the
account of the authors, "there is no way!"

This economic impact of demographics increases the
importance of self-reliance for retirement alternatives.
Moreover, the scenario also increases the importance of the
bachelor's degree for working adults, since education seems

to be the key to increasing their earning power. The fact
is that older, diverse learners are intensifying their
demands for more education, and the establishment of
innovative programs such as ADCPs shows this. It must be
demonstrated, however, that these programs "measure up" in
helping to improve the livelihoods of adults in promoting
mobility or change in their workplace, careers, as well as
in their personal lives. After all, states O'Donnell
(1980),

> Because of demographic shifts and earlier
> retirement, older people are developing new life
> patterns and reevaluating the use of their time and
> their lives. Education can play a major role in the
> lives of elders. Some retirees can train
> for other careers. Those who continue to work
> may need to keep up with rapid technological changes
> in their field. For all older adults, education can
> provide meaning or enhancement to their lives.
> (p. 72)

People will live longer (Harootyan & Feldman, 1990) and
"for part of those added years, the potential pool of
talented and experienced older persons will grow" (p. 347).

Because the ADCP is relatively new to higher education, only in the two years prior to the study have researchers spent time examining the program and its various components. Officials in the American higher education community would like to ensure the development of quality programs and services in postsecondary education, and to certify that these programs meet adults' needs (CAEL & ACE, 1993).

Chapter 3

METHODOLOGY

Introduction

This chapter describes in detail the research methods
and procedures used in this study. Information about the
population, the sample of student participants, and the
selection of colleges is presented. Finally, assessment
measures and procedures for gathering, analyzing, and
interpreting the data are described.

A 39-item questionnaire was the primary method of data
collection used in this study. The instrument was pretested
for reliability and validity, using 12 male and female
graduates randomly selected from Bluefield College
Management of Human Resources Program. Profile sheets for
participants were used in the process for verification.

The following is a detailed discussion of the
methodology used in this study.

Population

It was decided to select graduates from institutions
that met the criteria of "most similar cases" (Henry, 1990,
p. 18). Most similar cases included similarities in:
(a) the program model, (b) the institution type, (c) the

size of enrollment, (d) production of graduates over an extended period of time. (An "extended period of time" was deemed to be two years or more, based upon the dates of inception of the programs used in this study), and (e) availability for study.

The target population consisted of baccalaureate degree-holders who had completed Adult Degree Completion Programs from colleges that are similar in nature, but are located in different geographical regions of the country; that is, rural Midsouth, Urban South, and Metro North Central regions. Therefore, the population included in this study consists of persons who earned baccalaureate degrees through the ADCP from three colleges: Edward Waters College, Jacksonville, Florida; Saint Paul's College, Lawrenceville, Virginia; and Wilberforce University, Wilberforce, Ohio. These institutions are private-ethnic, religious-affiliated institutions. They are highly similar in background, size, and student populations, and have similar ADCPs.

The graduates of the Adult Degree Completion Programs from the selected colleges from May 1991 to May 1994 met all the requirements for graduation. Graduates received either the B.B.A. degree in Organizational Management, e.g., Edward

Waters College, or the B.S. degree from Saint Paul's College and Wilberforce University. The program descriptions and content are standardized for all three colleges because they were implemented by the same agency, College Leadership Consultants of Seattle, Washington.

Approval was obtained from officials at the selected colleges. Each director felt there was not a need for written approval, because the originator would not need to have access to students' files. The directors cooperated fully in providing the data.

Sample of Student Participants

The total number of program graduates (N=272) who qualified for this study was somewhat limited. To maximize returns, all Bachelor of Business Administration degree graduates--in Organizational Management from Edward Waters College and the Bachelor of Science degree graduates in Organizational Management from Saint Paul's College and Wilberforce University--were used in the study.

A total number of 272 OMP participants had earned degrees and graduated during the period May 1991 through May 1994. This included: 89 from Edward Waters College (1991 to 1994); 113 from Saint Paul's College (1992 to 1994); and 70 from Wilberforce University (1992 to 1994).

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Table 1 shows a breakdown of graduates' profiles by college, year, race, and gender. Table 1 also shows percentages for data pertaining to graduates at each of the participating colleges. Graduates met criteria for degree requirements: (1) obtained 120 or more semester credits of traditional course work, or a combination of traditional and nontraditional course credits as required by each respective institution for degree completion; (2) maintained the required grade point average (GPA) for degree attainment; (3) met exit requirements, i.e., financial aid interviews, tests, etc.; (4) officially applied for and were accepted for degree completion status, and; (5) received either the B.B.A. degree in Organizational Management from Edward Waters College, or the B. S. degree in Organizational Management from Saint Paul's College and Wilberforce University, respectively.

The Selection of Colleges

The researcher's professional involvement with minority colleges helped to influence the decision to focus upon programs first at Historically Black Colleges and Universities (HBCUs). The institutions involved in the study were accessible and it was felt that accessibility was a primary factor for instituting this project.

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Table 1

Organizational Management Graduates
May 1991 to May 1994
For Participating Colleges

Name of College (Location)	Profiles of Graduates	Year 1991	Year 1992	Year 1993	Year 1994	Total	**(%)
*Edward Waters College	BF	14	21	1	3	39	44%
Jacksonville, Florida	BM	11	4	1	4	20	23%
	WF	6	1	-	4	11	12%
	WM	6	4	-	9	19	21%
		37	30	2	20	89	33%
Saint Paul's College	BF		15	25	21	61	54%
Lawrenceville, Virginia	BM		3	13	4	20	18%
	WF		3	10	1	14	12%
	WM		7	6	5	18	16%
TOTAL			28	54	31	113	42%
Wilberforce University	BF		9	12	18	39	56%
Wilberforce, Ohio	BM		5	9	6	20	28%
	WF		2	1	3	6	9%
	WM		1	3	1	5	7%
TOTAL			17	25	28	70	25%
Grand Total		37	75	81	79	272	100%

Source: From students' profiles provided by program directors.
*Program began in 1989. **Percentage to total sample.

Information about programs was obtained primarily through the use of various handbooks on colleges and universities that showed listings for special academic offerings. (See Appendix C for complete listings of these publications.) Additional information was gathered through telephone contact, correspondence, and individual contact. From the various resources, a list of colleges with ADCPs was compiled. Cross-referencing was done to "match-up" and verify information extracted from the publications. Further verification of information about programs was achieved through telephone contact and interviews with individuals who were familiar with the subject.

The ADCPs located at Edward Waters College and Wilberforce University are termed the Credentials for Leadership in Management and Business (CLIMB). The ADCP located at Saint Paul's College is termed the Organizational Management Program (OMP). These programs are identical in description and content, and are housed under the Adult and Continuing Education Program at the above institutions. The CLIMB programs and the OMP are investigated in this study.

Most adult degree programs whether they be degree completion, alternative degree, external degree, or accelerated degree programs, are programs that lead to the

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award of a baccalaureate degree (CAEL & ACE, 1993, p. 3; Houle, 1980). A total of 64 HBCUs were identified as having one or combinations of adult-degree programs (see Appendix D). Ten colleges were found to have ADCPs, again as shown in Appendix D. Further investigation revealed that four of the ten colleges had produced no more than a single graduating class and were too new at the time the study began to be useful for the purposes of this research. Three additional colleges did not appear suitable for the study, each having produced fewer than fifty graduates in the two years prior to study. The three HBCUs selected for this study, however, had produced graduates over an extended period, or since inception.

Profiles of Participating Colleges

Edward Waters College. Edward Waters College is located in Jacksonville, Florida, a city of approximately 100,000. The College was founded in 1866 as Brown University. In 1874 the College offered its first instruction at the undergraduate level; in 1880, the institution awarded its first baccalaureate degree, and, in 1891 the College adopted its present name. It is the oldest HBCU in the state of Florida, and is an accredited, liberal

arts, coeducational, private four-year college affiliated

with the African Methodist Episcopal Church. The College

enrolls 837 students in both day and evening courses. The

College acquired its ADCP in 1989. The institution's

mission is to equip its students with the tools necessary

for achieving upward social and economic mobility in today's

society. (Source: Adapted from Roebuck & Komanduri, 1993,

p. 69; see also Appendix C).

Saint Paul's College. Saint Paul's College is located

in Lawrenceville, Virginia, in rural "Southside Virginia,"

situated 70 miles south of Richmond (a city of approximately

100,000). The Research Triangle Area of Durham, Raleigh,

Chapel Hill, North Carolina is located 80 miles to the

south. The College was founded in 1888 as Saint Paul's

Normal and Industrial School. It offered its first

instruction at the postsecondary level in 1922, awarded its

first bachelor's degree in 1944, and adopted its present

name in 1957. Today, it is a fully accredited,

coeducational, career-oriented, liberal arts institution

affiliated with the Episcopal Church. The College enrolls

750 students. Saint Paul's acquired its ADCP in 1990.

The mission of the College is to develop an

intellectual atmosphere that meets the broad range of needs

of people seeking admission. Its mission also is to provide leadership in an expanding social and technological society through the utilization of the creative resources of its faculty and the inquiring minds of its students. (Source: Adapted from Saint Paul's College Bulletin, 1994-1998, p. 3; also Roebuck & Komanduri, p. 87; see also Appendix C).

Wilberforce University. Wilberforce University is the nation's oldest private HBCU. The University is located in Wilberforce, Ohio. Wilberforce is a suburban city located three miles from Xenia (population 25,000), 20 miles from Dayton, and 15 miles away from Springfield, a city of 100,000. The University was founded in 1856 by the early leaders of the American Methodist Episcopal (AME) Church for people of all religious faiths, creeds, and colors, and particularly for African American men and women. Currently, 850 students are enrolled at the University. Wilberforce is fully accredited. Wilberforce acquired its Adult Degree Completion Program in 1990. The University's mission is to develop the total person by providing opportunities for spiritual, emotional, physical, and intellectual development through a liberal arts education and cooperative education. (Source: Adapted from Roebuck & Komanduri, p. 95; see also Appendix C).

Overview of Survey

The survey was designed to: (1) develop a description
of the characteristics of graduates who completed programs
at the selected institutions, including gender and race, and
their involvement in the portfolio and thesis projects,
(2) ascertain information about student attrition for
entering and completing the program in a timely fashion and
sequence, (3) gain a knowledge about how graduates evaluate
their college experiences, (4) identify the scope and range
of changes in professional, educational, and self-
developmental experiences among the participants,
(5) identify the sources of financing students used to pay
for their degrees.

Questionnaire

A 39-item questionnaire was the primary method of data
collection used in the study. (See Appendix E.) The
response patterns were combinations of open-ended and
closed-ended questions, and some "yes" or "no" items with
brief response options and skip patterns. Scaling and
indexing included Likert and rank-ordered scales. Several
items were adopted, as well as adapted (Bourque & Clark,
1992) from Saint Paul's College Postgraduate OMP Survey

(Appendix F). Other items were self-developed for in-depth inquiry on matters that pertained to specific program features and format, for example the "cohort" concept.

The instrument itself was pretested for validity and reliability through two mailings using 7 female and 5 male participants randomly selected from a list of 40 (27 females; 13 males) 1991 to 1993 graduates of the Management of Human Resources Program (MHRP) at Bluefield College, Bluefield, Virginia (Appendix G). The MHRP was similar in description and content to the OMP, and the program was accessible. Graduates met the requirements for degree completion over an extended period of time, which in this case was identified as two years, comparable to the time following the inception of programs of actual participating colleges.

The instrument also was pilot tested for clarity and relevance (again see Appendix G). The cover letter included a request for participants to provide feedback in the form of written comments on the surveys (see Appendix H). No comments were noted on the surveys returned. Nevertheless, there were some observations made by the originator about the participants' responses, and about the types of responses that were given. This proved to be helpful in

arriving at the decision to make some changes in the questionnaire, particularly in its format. The observation was made that some of the items near the beginning of the instrument suggested or influenced the ways in which participants responded to later items.

The validity and reliability of the questionnaire were also tested by using students' profile sheets for verification and coding of the actual survey returns. Profile sheets, for example, included information about gender, race, year of entering and completing programs, etc. Other information provided by respondents was submitted for verification to directors about GPAs, for example, and also items such as previous institution, major area of study, and age.

Procedures for Collecting and Analyzing Data

Each of the program directors at the three selected colleges was personally contacted by telephone in December 1994. (Interestingly, though not important to this study, all were female.) The directors did not hesitate to agree to the use of their graduates as participants. One of the directors graciously remarked, "There is always room for improvement" (R. Baltzer, Personal Communication, December 1994). Each director volunteered to provide whatever

assistance necessary. The directors also felt there was no need for written approval, because the originator would not need to have access to students' files. A follow-up communique was sent to program officials thanking each for her cooperation and support, and to assure the confidentiality of the information.

Data Collection

The collection of data was accomplished in the following order: (1) research of publications, i.e., handbooks on colleges and universities; (2) interviews with officials from the contracting agency, and personal contact with program officials at the three colleges; (3) logistics for program data and profile sheets of graduates were secured; (4) name and address labels along with cover letters to accompany surveys from directors were obtained, and; (5) the follow-up questionnaires were mailed to 272 graduates of the programs under study at the selected colleges.

Care was taken during the initial contact with directors to ascertain if any changes had been made in format or content of the programs during the period of the study. Some curriculum changes had been made by all three

institutions, but these changes had not been implemented during the period of study.

Profile sheets showing a breakdown by year, number of graduates, race, gender and other variables were requested from directors. The information was received shortly thereafter, and similarities in subjects among the colleges were observed. The information was also reviewed for "Toads" i.e., transpositions, omissions, additions, and deletions (Peters, 1989).

Two months prior to the deadline for the first mailing, pilot surveys were sent to 12 graduates of the Management of Human Resources Program (MHRP), at Bluefield College. This was achieved through the cooperative efforts of a principal official of the Adult and Continuing Education Division at the College. The official provided polite encouragement about the project. Pilot surveys were sent to participants for feedback relative to the instrument itself, that is feedback about its clarity, relevance, length, and so forth (see Appendix G). The cover letter to participants included a request for comments or suggestions about the instrument itself, e.g., by writing in the margins. (Again, see Appendix H.) The surveys returned did not include any notations; however, the manner of response to some items

resulted in the decision to make changes in the actual surveys. Among these were changes made for the "rank order" of items.

The ranking of items appeared to have presented a problem for several of the respondents, that is, they had difficulty in assigning a different number to each response. There were four assumptions: (a) respondents were more familiar with scorings for a Likert-type scaling, i.e., 1-5; (b) they felt the rankings for some responses were equal to the rankings of others and, in fact, some items were not above the rankings of others; (c) they were too impatient to rank order the items, or; (d) they did not know how to respond.

One of two people who did not respond by returning the survey was telephoned. Participant #8 commented, according to the researcher's earlier suspicion, that some responses for survey items ranked equally to others, and that in fact, it was "difficult to choose" (Respondent #8, May 1995). The person also noted that survey respondents--if they do not read instructions carefully--would be prone to rank items in a Likert fashion--1 to 5.

Feedback was taken into consideration. The decision was made to eliminate altogether items #19 and #22, and the

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first choice selection in #27 from the survey (Appendix G).
Rank-order item #16 (Appendix G) was retained as item #14
(Appendix E). Items #4, #7, and #15 became items #6, #7,
and #16 respectively, on the actual survey (Appendix E).

One month prior to the actual mailing, a copy of the
revised questionnaire was sent to program directors for
their perusal and suggestions. There was one observation
made about the survey by both the directors at Edward Waters
and Wilberforce. The survey was titled "Organizational
Management Program Survey," and both directors noted that
the names of their programs were the Credentials for
Leadership in Management and Business Program. Nonetheless,
each director agreed that the heading should remain (for
uniformity) because graduates did receive a degree in
Organizational Management. The directors then forwarded
address labels, along with copies of the cover letters that
accompanied the surveys, to prospective graduates,
soliciting their cooperation, and assuring them of the
confidentiality of the information. (See Appendix I.) The
letters were signed by program officials and by the
originator. The deadline for sending the surveys was July
15, 1995, and respondents were allowed one month to respond.
The first mailing of the questionnaire took place around

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mid-July, 1995 for Saint Paul's and Wilberforce University.
The decision was made not to send the surveys to Edward
Waters' at this time, due to administrative changes at that
institution. Surveys were sent to Edward Waters'
participants during September, 1995. The final results of
mail-outs for each of the colleges were as follows.

Saint Paul's College. The first mailing for Saint
Paul's 113 participants resulted in the return of 35
surveys; 18 were marked "undeliverable." Additional
tracking was done by telephone, through the postal service,
and directories. A remailing for "bad addresses" took place
within two weeks, which resulted in returns for 11 out of
the 18, bringing the total to 46 from the first mailing.
Seven (7) addresses could not be located.

Postcard reminders were sent on September 1, 1995
(Appendix J). This resulted in 12 more returns; 2 postcards
were returned marked "no forwarding address." In other
words, it appeared that these two individuals had moved
since the first mailing. The second mailing was done two
weeks later (mid-September), and resulted in 19 more
returns. After two mailings and a postcard reminder, the
final result was 77 (75%) of the surveys delivered, or
assumed to have reached respondents.

Wilberforce University. The first mailing for Wilberforce's 70 participants resulted in 26 surveys returned; 13 were marked "undeliverable." Additional tracking was done with the help of the Wilberforce program director and the postal service. A remailing was done within two weeks, resulting in 7 out of the 13 marked "moved, undeliverable," bringing the total to 33. Six (6) addresses remained "undeliverable."

Postcard reminders were sent on September 1, 1995. The results were five (5) more returns, bringing the total to 38. Three (3) postcards were marked "return to addressee," which resulted in 9 addresses that now could not be located. After two mailings and a postcard reminder, the final result was 48 (79%) returns which reached, or were assumed to have reached their destinations.

Edward Waters College. The first mailing to Edward Waters College 89 graduates was September 1, 1995. They were given one month to respond. The first mailing resulted in 15 returns; 13 were marked "moved, undeliverable." Additional tracking was done with the help of officials at the College. It was learned that one addressee in the original count was now deceased. A remailing was done within two weeks for "bad addresses," which resulted in the

return of 3 of the 13 "undeliverables," bringing the total to 18 returns in-hand. Ten (10) addresses now could not be located.

Postcard reminders were sent on November 1, 1995, resulting in the return of 5 more surveys; 8 postcards were marked "undeliverable," and were returned. It appeared now that the Florida area residents were highly transient. Earlier investigations revealed that it was an area highly saturated with a military population. The result was now 18 participants whose addresses could not be located. A second mailing and postcard reminders, along with special efforts to have surveys delivered, resulted in the return of 45, or approximately (64%) of surveys assumed to have reached their destinations.

The final results of mail-outs and returns for Edward Waters College, Saint Paul's College, and Wilberforce University are presented in Table 2 on the following page.

Data Analysis

Survey returns were coded for identification and verification for computer input. Codes were developed for open-ended responses for the convenience of data entry, i.e., questions relative to employment and education. Case studies were developed from "yes" and "no" responses to 11

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Table 2

Final Results of Mailouts and Returns

College	Total Sample		Usable Completions			Final Excludables		
	Wave	Mailouts	Date	Number	Percent	Bad Addresses	Deceased	Duplicates
Saint Paul's College	7/15	113	to 8/15	46		7		
(Postcard)	9/1	60	to 9/15	12		2		2
(Second Wave)	9/20	46	....	19				
			Total	77	*75%			
Wilberforce University	7/15	70	to 8/15	33		6		
(Postcard)	9/1	31	to 9/15	5		3		2
(Second Wave)	9/20	23	....	10				
			Total	48	**79%			
Edward Waters College	9/1	89	to 10/1	18		10	1	1
(Postcard)	11/1	61	to 11/15	5		8		
(Second Wave)	11/20	35	....	22				
			Total	45	***64%			

*77/104 = 75%   **48/61 = 79%   ***45/70 = 64%

Note: Final adjusted base: Sample = 272; Final Excludables = 42 (272 - 42 = 230).
Final results of returns: Number of returns = 170 (170/230 = 74%).
After second wave mailouts, a total of 15 nonrespondents were telephoned.
The nonrespondents' responses to surveys were similar to responses of
those who returned surveys.

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of the open-ended questions, to aid in describing the overall program impact (questions #3, #4, #5). The Number Cruncher Statistical System (NCSS) (Hintze, 1988) was used for data analysis. Data analysis methods used included descriptive statistics on all questions containing continuous variables. Frequencies, means, and percentages were used to describe the characteristics of participants, including dates of entering and completing programs (questions #1, #2), and weighted mean percentages for sources of financing the degree (question #6). Contingency Tables were constructed on all categorical variables containing "yes" or "no" questions by gender and race. Cross Tabulation tables and Chi-square analyses were performed to test relationships at the .05 level, using the appropriate degrees of freedom, among all categorical variables contained in the questions by gender and race.

The survey responses were first grouped and analyzed by the college of origin and second, the responses for the three colleges were analyzed together. The collection and analyses of data were performed in regard to four assumptions. These assumptions were as follows:

1. The convenience sampling approach, case study approach, self-administered questionnaires, and interviews were appropriate techniques to use in the study.

2. The results of the study are important indicators of the ability of programs to achieve their goals and objectives in meeting the needs of students, and the important ways in which respondents say that they do so.

3. All the participants' responses are accurate and important information to enhance the quality in producing this research.

4. The ADCPs in the study are guided by the proper standards and procedures as set forth by the state and other regulatory agencies, including ACE/Alliance Principles of Good Practice for Alternative and External Degree Programs for Adults.

Chapter 4

FINDINGS OF THE STUDY

The information presented in this chapter includes an overview of the respondents' demographics, and a summary of their personal backgrounds. This chapter also summarizes the respondents' personal assessments of the ADCPs in which they participated. The examination of the implications of the program was conducted by using data derived from the questionnaire responses of 170 Organizational Management (OMP) graduates from May, 1991 to May, 1994, from Edward Waters College, Saint Paul's College, and Wilberforce University.

Surveys mailed to the 272 Organizational Management Program (OMP) graduates resulted in 170 returns, or 74%, of the total number of 230 "deliverables," i.e., surveys that were assumed to have reached their destinations (see Table 2, Chapter 3). The following comprises a discussion of the responses to the research questions.

Overview of the Respondents

Personal Background Information

1. What are the characteristics of the ADCP graduates
of May 1991 through May 1994 from Edward Waters College,
Saint Paul's College, and Wilberforce University?

The first research question sought to develop a
description of the characteristics of the graduates of the
program. The respondents (n=170) ranged in age from 25 to
64 years old, with a mean age of 42.5. Three respondents
did not note their ages. The total of 170 respondents
included 104 women (61.1%) and 66 men (38.9%). The racial
and gender composition of those who responded revealed that
78 (45.9%) were black females; 26 (15.3%) were white
females; 30 (17.6%) were black males; 32 (18.8%) were white
males; and 2 (1.2%) were Hispanic males. Two persons chose
to respond to the category of "other" for race. One of the
individuals identified himself as white/American Indian, and
the other identified himself as black/African. The two
responses were 1.2% of the total number of respondents.

Marital status. The question of marital status
revealed that 107 (64.1%) of the persons responding were
married, followed by 30 (18%) individuals who were divorced.

The remaining total was comprised of 23 individuals (13.7%) who indicated that they were single, while 3 (1.8%) noted that they were separated. Four (2.4%) were widowed. Three respondents did not answer the question of marital status.

Household status. The total number reported in households ranged from 1 to 7 persons, with a mean of 2.9 individuals per household. Six (6) persons did not respond to the question about the number in their households.

Date of last enrollment. According to the information obtained from the surveys, the date of last enrollment in previous educational institutions had been as early as 1951, and as recent as 1994. There were 48 nonresponses to the question of last enrollment.

Nature of last institution. The majority of persons who responded (93 or 56.02%) had last attended a two-year community or junior college prior to entering an ADCP; 54 (32.53%) reported that they had previously attended a public university/college; 15 (9.04%) indicated that they had attended a private university/college; and 3 (1.81%) noted that they had attended a technical or trade school. There was one respondent who noted "correspondence" in the category of "other" for the nature of the last institution

attended. There were four (4) missing responses for the question of nature of the last institution attended.

Previous major. The information presented in Table 3 shows that business administration, which includes concentrations in management, marketing, accounting had been the dominant major of participants prior to enrolling in the program (totaling 61, or 45.1% of the responses). The sum of undeclared majors was three. Overall, there were 32 persons who did not respond to the question about their last major.

Income. The prior median income of respondents was $27,500, while the present median income was $35,000. The mean previous income was $30,784 and the mean present income was $36,930.

OMP Enrollment Information

2. Did students complete the program in a timely manner?

The program is highly structured in its format and has an extremely accelerated and standardized time-frame. Data were gathered to ascertain information on student attrition, more specifically, to address the question, "Did students complete their program in a timely manner?"

Table 3

Demographics and Personal Background Information
Organizational Management Survey Respondents
For Participating Colleges

Variable by Category	Edward Waters	Saint Paul's	Wilberforce	Total	Percentage
Age					
25 to 31 years old	2	5	4	11	6.6
32 to 38 years old	14	16	14	44	26.3
39 to 45 years old	10	27	18	55	32.9
46 to 52 years old	11	25	8	44	26.3
53 to 59 years old	6	3	2	11	6.6
60 and above	1	-	1	2	1.2
Total	44	76	47	167	100.0
Nonresponses	1	1	1	3	
Gender and Race					
Black Female	18	35	25	78	45.9
Black Male	1	16	13	30	17.6
Hispanic Male	2	-	-	2	1.2
White Female	11	10	5	26	15.3
White Male	12	16	4	32	18.8
Other	1	-	1	2	1.2
Total	45	77	48	170	100.0
Marital Status					
Single	1	10	12	23	13.7
Married	31	48	28	107	64.1
Separated	-	2	1	3	1.8
Divorced	12	13	5	30	18.0
Widowed	1	2	1	4	2.4
Total	45	75	47	167	100.0
Nonresponses		1	1	3	

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Table 3 continued

Demographics and Personal Background Information
Organizational Management Survey Respondents
For Participating Colleges

Variable by Category	Edward Waters	Saint Paul's	Wilberforce	Total	Percentage
Number in Household					
1 to 3	32	49	27	108	65.9
4 to 6	11	25	19	55	33.5
7 and above	1	–	–	1	.6
Total	44	74	46	164	100.0
Nonresponses	1	3	2	6	
Nature of Last Institution					
Public University	12	23	19	54	32.53
Private University/College	5	5	5	15	9.04
Two-Year Comm./Jr. College	27	44	22	93	56.02
Business/Tech/Trade School	–	3	–	3	1.81
Other	1	–	–	1	.60
Total	45	75	46	166	100.0
Nonresponses	–	2	2	4	
Previous Major					
Business Admin.	17	21	23	61	45.1
Chemistry	–	1	–	1	.7
Computer Science	1	3	3	7	5.1
Criminal Justice	–	7	–	7	5.1
Education	1	2	3	6	4.3
Engineering	–	1	2	4	2.9
Forestry	–	1	–	1	.7
Human Services	1	7	–	8	5.8
Nursing/Allied Health	2	4	1	7	5.1

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Table 3 continued

Demographics and Personal Background Information
Organizational Management Survey Respondents
For Participating Colleges

Variable by Category	Edward Waters	Saint Paul's	Wilberforce	Total	Percentage
Previous Major (continued)					
Political Science	-	1	-	1	.7
Public Administration	-	-	1	1	.7
Secretarial Science	-	8	1	9	6.5
Social Work/Sociology	2	3	-	5	3.6
Theology	-	2	-	2	1.4
Other (Associate of Arts)	4	6	3	9	6.5
Undeclared	1	1	1	3	2.2
Total	30	67	41	138	100.0
Nonresponses	15	10	7	32	
Prior Income					
Less than $15,000	1	6	3	9	6.3
$15,000 to $22,999	11	19	8	38	26.4
$23,000 to $29,000	9	9	10	28	19.4
$30,000 to $36,000	4	14	7	25	17.4
$37,000 to $43,000	6	7	7	20	13.9
$44,000 to $50,999	4	7	3	14	9.7
$51,000 to $57,000	1	2	-	3	2.1
$58,000+	2	3	2	7	4.9
Total	38	66	40	144	100.0
Nonresponses	7	11	8	26	

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Table 3 continued

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Demographics and Personal Background Information
Organizational Management Survey Respondents
For Participating Colleges

</div>

Variable by Category	Edward Waters	Saint Paul's	Wilberforce	Total	Percentage

Respondents' Income (continued)

Present Income

Less than $15,000	1	3	3	7	4.9
$15,000 to $22,999	4	13	7	24	16.7
$23,000 to $29,999	9	12	6	27	18.8
$30,000 to $36,000	7	7	6	20	13.9
$37,000 to $43,000	8	8	6	22	15.3
$44,000 to $50,000	3	8	9	20	13.9
$51,000 to $57,999	3	6	0	9	6.3
$58,000+	3	9	3	15	10.4
Total	38	66	40	144	100.0
Nonresponses	7	11	8	26	

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To address the inquiry, graduates were asked to give the dates for entering and completing programs.

The respondents had entered and completed the programs between the years of 1989 to 1994 (see also Table 1, Chapter 3). The median year for the date entered was 1991 and the median year for the date completed was 1993. The mean date from the time respondents entered the programs to the date of completion was 1992.

Other OMP Enrollment Information

Other data were gathered from the survey heading on "enrollment information." This data did not specifically address the primary survey questions, but were of interest in helping the researcher develop a better description of the respondents, including their academics, their sources of information about the program, and their most compelling reason for entering the program. The information obtained from this data is presented in Table 4, by category for variables under the heading, "enrollment information."

Degree. The total number of respondents who received the Bachelor of Science degree in Organizational Management was 125 (73.5%), and the total receiving the Bachelor of Business Administration degree was 45 (26.5%). The average

Table 4

Organizational Management Program
Enrollment Information of Survey Respondents
For Participating Colleges

Variable/Category	Edward Waters	Saint Paul's	Wilberforce	Total	Percentage
Estimated GPA					
2.0 - 2.3	1	-	-	2	.6
2.4 - 2.6	1	1	1	3	1.8
2.7 - 3.0	7	8	7	14	13.3
3.1 - 3.3	6	18	6	30	18.1
3.4 - 3.6	12	24	17	53	31.9
3.7 - 4.0	15	26	16	57	34.3
Total	42	77	47	166	100.0
Nonresponses	3	-	1	4	
Sources of Information					
College Recruiter	1	6	1	8	4.7
Friend in Program	16	20	3	39	22.9
Friend Not in Program	3	10	8	21	12.4
Brochure/Newspaper	11	39	13	63	37.1
Other	14	2	23	39	22.9
Total	45	77	48	170	100.0
Reason For Enrollment					
Convenience	14	22	14	50	30.7
Degree	20	29	26	75	46.0
Job/Career Advancement	7	8	5	20	12.3
Other	1	14	3	18	11.0
Total	42	73	47	163	100.0
Nonresponses	1	4	1	6	

estimated GPA for the respondents (n=170) over the four academic years leading to the degree was 3.45 on a 4-point scale. Four participants did not provide a response to the question of GPA.

Sources of information. A total of 63 (37.1%) respondents learned about the Organizational Management Program through brochures or newspaper advertisements. Thirty-nine (39), or 22.9%, learned of the program through their friends in the programs; 21 (12.4%) derived information from friends not in the programs; and 8 (4.7%) gained information from a college program recruiter. Thirty-nine (39), or 22.9%, responded to the category for "other," of which 20 (or 51.2%) indicated "radio" as their primary source of information about the program. Other findings included television, college administrators, employers, educational counselors, and family.

Reason for enrollment. Obtaining a degree was the dominant reason given for the short-response question about why students enrolled in the programs. There was a total of 75 (46.0%) individuals who listed either the degree or a personal goal to achieve the degree or to further education as the one most compelling reason for entering programs. The "to further education" response included three (3)

persons who viewed the degree as the credential needed for graduate school.

The 75 (46.0%) response indicating the goal of achieving the degree was followed by a total of 50 (30.7%) persons who noted the convenience or the format of the program as their primary reason for enrolling in the program; 20 (12.3%) specified that the degree was required for their job, or was needed for employment or career advancement. There were two (2) persons (1.2%) who noted social status, or enhancing their future as the most important reason for enrolling. The remaining responses in the category for "other," 18 (11%), included personal or family-related reasons, such as "professional growth," or "self-satisfaction," for example, to prove to themselves that they could complete their education, or to satisfy a family member's desire to see them complete their degree. The total number of nonresponses was six (6) for the question, "one most compelling reason for enrolling in the program."

Personal Assessment of Experiences and Views on Programs

3. What are graduates' overall assessments of experiences and views on the program?

59

One primary goal of the research was to obtain

information on respondents' personal assessments and

perceptions about their experiences while enrolled in the

program. Toward accomplishing this goal, participants were

asked to respond to questions in "yes" or "no" form, and

were provided the opportunity to give additional information

in an open-ended fashion.

The findings about personal assessment of experiences

and views on the program were divided into two sections.

The first section included questions regarding the thesis

and portfolio projects, satisfaction indicators (Rogers,

1986), i.e., the resultant outcomes relative to respondents'

self confidence; recommendation of the program; and alumni

membership. The second section on "other experiences"

included questions in which participants were asked to rate

certain features of the program and to render their views on

the worth of the program in terms of its monetary value.

The first section contained a total of eight (8) questions;

the second section included 13 questions, of which 11

contained categories for ratings of program features.

Participants' responses about the thesis and portfolio

projects were examined in relation to the inherent variables

of the program designed to stimulate learning activity

(Tennant, 1991). The literature suggests that students'
involvement with learning projects contributes to interest,
achievement, and applications (Knox, 1977, Tennant, 1991)
for the enhancement of self-direction.

Project thesis. The major challenge of the research
project is that it allows students the opportunity to make
positive changes in real-life situations, from the
recognition of a problem to recommendations for its
solution. Findings for the question of the "research
project as a worthwhile experience" revealed that 158 (or
93.5%) individuals indicated "yes," to the worth of
project, while only 11 respondents (or 6.5%) perceived the
project as not being worthwhile. There was one (1)
nonresponse.

For those individuals who responded "yes" to this
question, words such as "interest," "achievement," and
"application," were frequently used by respondents to
explain their experiences with completion of the thesis
project. Major themes that evolved from many of the
responses also centered around these key words. Concerning
"interest," much of the research had been centered around
the participants' jobs or community projects, or was of
personal interest to them. Actually, 84 (49.7%) of the

respondents indicated that their project thesis had a favorable impact on their employment. Moreover, 88 (or 52.1%) individuals indicated that all or some part of the research had been implemented at their workplace. The difference in figures (for example, 84 "favorable"; 88 "implemented") apparently is due to "favorable" and "implemented" not necessarily being synonymous responses. Some respondents indicated that the project was implemented, but did not result in reward or recognition, or that it was non-job related. Some respondents had indicated "favorable" because they had found the project to be useful on a personal basis in their daily job duties, (i.e., "organization," "identifying and solving a problem," "writing skills," etc.).

There was a total of 85 (50.3%) individuals who responded "no" to the question of "project thesis favorable impact on their employment," while 81 (47.9%) indicated that no part of their project had been implemented at their work place. Again, many of the students completed their theses on topics that were non-job related.

In addition to the word "interest," other terminology used by respondents included the words "achievement," and "organization." Many respondents noted that they had become

proficient in research skills: "Learned how to identify a problem and solve it." Students also used or alluded to the word "stepping stone," that is, the research was useful as a basis upon which to build for future study. Respondents mentioned the term "writing skills" often.

Portfolio project. On the question about the portfolio project as a worthwhile experience, 141 (86%) answered in the affirmative, while only 23 (14%) answered in the negative. Again key words such as "interest," achievement," and "application" continued to appear often in the responses.

A major theme that emerged in the responses of participants through connotations on reflexive learning was "the enhancement of self-confidence" through their involvement with the portfolio project. It became apparent that the project had stimulated self-interest as well as self-direction because, as noted by many, they had not "realized that [they] had accomplished so much through life experiences and formal learning." Consequently, many respondents described the portfolio project experience as a "booster of self-esteem," "self-confidence," and one that fostered "inner growth." In addition, key words and phrases such as "writing skills," and "usefulness of compiled

materials," (for example, the words "resumes," and "college credit") were also prevalent. Of the respondents who answered "no" to the question of the portfolio being worthwhile, the responses revealed that for the most part, the primary reason was that those individuals did not need college credit, obtained through the portfolio, which they saw as a major benefit; therefore, it was not worthwhile to them. These individuals did, to a large extent, indicate that their involvement with the portfolio project had enabled them to feel good about themselves with regard to their past experiences and accomplishments.

Satisfaction indicators. Concerning self-confidence, 147, or 87%, of the respondents indicated that completing the program had increased their self-confidence. Only 22, or 13%, answered "no." Of the individuals who indicated "no" to the question of the "program not having increased their self-confidence," many responded that they "already had self-confidence," but "needed the degree" to further their careers or personal pursuits. For those responding "yes" to the question of self-confidence, the dominant theme appeared to be that of final achievement, of overcoming barriers to obtain the degree, or in achieving a final educational goal long desired.

Would the graduates have completed their degree in another program had they not completed the program at their respective colleges? Surprisingly, 101 (60.8%) answered "yes," while 54 (32.5%) indicated "no." There were a total of 11 respondents (6.6%) who indicated that they were "unsure," while 4 individuals did not respond.

Of the total number of respondents, 163 (95.9%) indicated that they had recommended the program to others; 7 (4.1%), for reasons not revealed, responded "no" to the question about recommending the program. Finally, on the question of active alumni membership, 24 (14.3%) respondents indicated "yes," 144 (85.7%) individuals answered "no." Two (2) persons did not respond.

Assessment of Other Experiences in the Program

Respondents were asked to rate on a scale from 1 ("excellent") to 5 ("poor") with a "does not apply option," other experiences relative to 11 features of the program. The highest ratings for program features were "value of the program" and "value of the research project." Eighty-one (81 or 47.6%) responded that the value of the program was "excellent," and 67 (39.4%) responded that the value of the project was "excellent."

The researcher made an interesting observation concerning the "does not apply option" indicated by 43 respondents for rating the question, "this program compared to others in which you have been enrolled." These respondents apparently did not equate their nontraditional degree program with the previous traditional degree programs in which they had been enrolled. They seemed to view "another program" as being one that was similar to their present program. This being the case, if the respondent had not been enrolled in a prior nontraditional program, he/she responded accordingly, "does not apply." This conceivably explains the 101 (60.8%) "yes" responses to the question of whether they would "have completed their degree in another program." Perhaps they would have completed their degree in an ADCP earlier, if the option or opportunity had been made available to them. There were no missing responses in this category.

The overall rating of the program for each of the three colleges was 2 ("above average"). The value of the program, as being worth its cost in monetary terms (again, across colleges) was viewed equally as "greater than the cost," (44.7%) or "equal to the cost," (44.7%) by 76 respondents per question. On the question of the tuition of the program

being "too much," "just right," "too little," or "undecided," the majority (99 or 59.3%), indicated that it was "just right." There was a total of 29 individuals who indicated that they were undecided.

Sources of Financing for the Degree

A major barrier that has kept adults from obtaining a degree is their lack of finances. The sources of financing that were used by students in paying tuition or related expenses included personal loans, federal or state aid (loans, grants), personal savings or checking, employer reimbursement, military education benefits, and "other." Participants were asked to estimate the percentage of their tuition and fees that came from each source.

Among the various sources, the greatest percentage of types of financing for payment of tuition and fees was divided almost evenly between federal and state aid, roughly 27.63%, and employer reimbursement 26.39%. (Note: In Table 5, weighted mean percentages were used to control for categories that contained greater numbers, but smaller estimated sums). Nearly all respondents relied upon two or more "outside sources" for financing their degrees.

TABLE 5

Participants' Sources of Financing
(IN WEIGHTED MEAN PERCENT)

Questions (Sources)	Weight = Sum of Frequencies/Total Observations	Weight x Mean Percentage	Resulting Weight Mean Percentage
Personal Loans	64/170 = .3764	37.6 x 53.07	20.0
Federal/State Aid	69/170 = .4058	40.5 x 68.09	**28.0**
Personal Savings	70/170 = .4117	41.1 x 48.64	20.0
Employer Reimbursement	78/170 = .4588	45.8 x 57.52	**27.0**
Military Education Benefits	11/170 = .0647	6.47 x 33.8	2.0
Other	14/170 = .0823	8.23 x 33.6	3.0
Total			100.0

Note: Weighted mean percentages rounded to nearest hundredth.

Scope and Range of Changes Since Degree Completion

4. What are the scope and range of changes, if any,
that have occurred in the professional, educational, and
self-developmental experiences of graduates since completing
the program?

The major thrust of this research was to ascertain
information about the scope and range of changes, if any,
for respondents' postgraduate experiences in their
employment, education, and personal experiences, with
relation to program variables. Respondents were queried
about their current employment, career changes, involvement
in graduate or professional study, and self-development.
Again, participants were asked to respond "yes" or "no" to
inquiries, and were given the opportunity to provide
explanations. Dominant themes that emerged from the
responses were determined. The responses also provided a
source of information for the later determination of the
perceived program impact on the various experiences of
graduates.

Professional experiences

The information obtained from the 170 respondents
revealed that 158, or roughly 94%, were working full-time

(this includes full-time self-employment and the military).
In comparison to the number and percentage of those who were
employed full-time, there were 11, or slightly less than 6%
who were either employed part-time or unemployed. There
were seven (7) individuals who indicated that they were
unemployed. Company downsizing, military retirements, or
health problems, (and in one case, full-time study) were
given as the primary reasons for unemployment. Two
respondents did not specify why they were unemployed. In
all, there were 169 responses and 1 nonresponse for the
question regarding current employment status.

The survey responses to inquiries about participants'
occupational/job titles and the nature of companies
represent a macrocosm of occupations and nature of
employers. A large number, or 58 (38%) of the occupational
or job titles reflect those that were degree prerequisite in
nature, for example, senior administrator, vice president
or, teacher. Fourteen (9.1%) of the job titles include
those that involved skill or technical expertise. The list
of the respondents' job titles and nature of employers is
shown in its entirety in Appendix K.

On the one hand, of the total number of individuals who
reported being employed full-time at the time of the survey,

82 (50.62%), responded that they were employed in the same position while enrolled in the program. On the other hand, 80 (49.4%) indicated that they were not working in the same position as that held while they were enrolled in the program. For those reporting that their position was not the same, reasons were given as being due primarily to changes that had occurred in position or income status since completing the program. Fifty-two percent fell within this category. Some of the individuals who indicated that they had remained in the same job position also indicated however, that they had received "normal," "slightly above normal," or "above normal" raises.

New jobs, more benefits, transfers, and other changes in employment status were reported by 22%, overall. These changes were proportionate, percentage-wise, among participants for the three colleges. Those who responded positively to the category of "new job" were, in most cases, reflecting career changes or changes in the nature of their job positions; for example, an individual changing jobs from retailing to teaching. Retiring from the military and entering the private sector is another example. On the question of career change, 64 (37.9%) indicated "yes," that

they had experienced a career change, while 105 (62.1%) answered "no." There was one (1) nonresponse.

In cases where respondents had indicated that they had experienced transfers, the assumption can be made that, along with these transfers, there had been some type of change in their job descriptions, or they had been given additional job responsibilities. The exception was that, in several cases, individuals noted that they had experienced lateral transfers. Respondents indicated that these cases were, more or less, the result of company realignment or downsizing. The response "no change" or "none" accounted for approximately 31%, and most respondents did not give explanations.

Most of the respondents reported that much of what they were doing in terms of their job descriptions was related to their area of study in the OMP. For example, 109 individuals, or 68.1%, responded "yes," to the question of whether the program was related to their jobs; while 51 or 31.9% indicated that the program was not related. In examining the participants' perceptions about program-job relatedness, participants were first sorted by college, and, then grouped into categories according to "yes" or "no" responses. From among the three groups of participants,

four dominant themes emerged from what was viewed by the researcher as well-articulated and candid responses. The essence of major themes was captured in a few elaborate responses participants used in describing the changes in their professional lives. These themes included: integration of theory with job duties and responsibilities, development of interpersonal skills, stimulation of self-direction, and certification of skills.

Integration of theory with job duties and responsibilities. The first of the major emergent themes (across colleges) was the utility of the knowledge and skills acquired through programs in the participants' worklife situations and, in some cases, in their personal lives. The newly acquired learning, in a large measure, was deemed by respondents to be highly useful in the areas specific to management. Respondents repeatedly used words such as "planning," "organizing," "motivating," "prioritizing," and "team-building," in describing the relatedness of the program to their employment. About management skills, one individual wrote, "The knowledge of organizational management, group dynamics, communication skills, etc. that I gained through [the] OMP has been invaluable." Another respondent wrote, "The focus [OMP] on strategic planning,

team-building, and organizational culture enhanced my managerial approach to staff and problemsolving." One individual noted, "The program helped me to better recognize things [pertinent information] in the Bible --better organize a sermon."

Development of interpersonal skills. The second dominant theme was identified as the development of interpersonal skills. There were many responses that pertained to interpersonal skills. Relative to interpersonal skills and group theory: "[OMP relates to] management skills in understanding other employees' work behaviors and attitudes." "[OMP] increased my ability to get along with people at all levels"; "I have learned a great deal about managing teams or workgroups from OMP." "I am able to use my OMP educational experiences often in my position as a Safety Trainer where interpersonal skills are invaluable." "[OMP relates] to the current approach to management as it relates to a diverse society."

Stimulation of self-direction. The third major theme that emerged was the program's usefulness for the stimulation of self-direction. One participant wrote, "Requested to be lateral into present position to use skills/education learned while enrolled in OMP." Another

wrote, "I needed management skills, negotiation skills, communication and people skills."

Certification of skills. The fourth dominant theme to appear was the completion of the degree as a prerequisite for certification of skills. Some of the comments in this category were: "I have completed requirements to become certified in education." "I received the certification needed to pursue career." Other comments included: "Bachelor degree required by the Florida National Guard for advancement." "The degree was required, no special area of emphasis." "My job required the degree."

There were many diverse responses given by participants concerning changes that had occurred in their professional lives, attributed to various learning activities in the program. Almost all of the explanations given by graduates seemed to echo the above themes, in their descriptions of what they had achieved through completing the program, and what was going on in their professional lives.

Educational Experiences

Graduate school information. Another satisfaction indicator for adults who engage in nontraditional study is the stimulation of the desire for additional learning

(Rogers, 1986). Graduate school is a next step following a degree completion program. The information obtained revealed that a total of 61 respondents, or roughly 64%, had in some way become involved with either the application process for, or the actual enrollment in, graduate school. For example, 36 (21.1%) had in fact enrolled in graduate programs. Among the 36 who had enrolled in graduate programs, over one half (52%) were graduated or were due to graduate at, or during the time of this study. A total of 109, (64.1%), had not applied, primarily because of "insufficient time or energy needed to pursue advanced degree study," or "lack of finances." These responses were indicated by the rankings of reasons given by them as to why they had not applied.

The research revealed that the majority of those individuals who had engaged in the admission process to graduate programs had applied to one program only. Case studies were developed from the question asking to what extent, if any, the program at their college influenced their decisions to pursue graduate degree study? The responses of the participants were clear and concise and often contained the words "confidence," "instructors," "encouragement," "acquired learning," and "credential."

Most of the responses overall, were about confidence, for example, ". . . gave me the confidence that I could succeed"; "gave me the confidence I needed. . ."; "gave me the confidence to pursue. . . ."

On instructors and learning, many respondents noted, "The instructors were a major influence"; ". . . the professors clearly incited my desire to continue my education." "The OMP was an excellent source of educational resources to build on to pursue graduate studies"; "research skills a stepping stone. . . to continue my education"; "I have always believed learning to be a lifelong objective -- OMP was a positive step in this direction"; and, ". . . felt that I needed a little more knowledge to help me change my career goals." Finally, "It [OMP] made me eligible"; "once back to school, easy to continue"; and "I had always wanted to attend Law School but was afraid of the commitment -- discovered I could be committed to succeed." Many respondents who had not applied to graduate school indicated that it was in their future plans.

Personal Developmental Experiences

The term "personal developmental experiences" is used in this study, as defined by Knox (1977), to refer to the

"orderly and sequential changes in characteristics and attitudes that adults experience over time" (p. 9). In this study, the personal development of the respondents was examined, on an average time span of one and a half years after graduation. The personal experiences of graduates were investigated in conjunction with the responses of participants about the program.

One primary indicator for the outcome of "orderly and sequential changes" was the increase in graduates' self-esteem or confidence. Other than responding "yes" to the question itself about "completing the program had increased [their] confidence" (87%), the increase in self-esteem was demonstrated by new careers, rewards, and recognition. Graduates attributed these events to the achievement of a better self-concept.

Through participants' responses, it was learned that they had become learners and achievers, and planners and organizers in their professional and personal lives since completing the program. Thus, they were motivated to set higher goals for themselves. Many participants noted that they had become more self-directed through the various teaching and learning activities used in the program. The different activities had rejuvenated participants'

confidence in their learning abilities. Again, the result was that they had become motivated toward achieving higher goals for themselves.

The students learned through the program, and they learned from each other. The participants indicated that they gained a higher self-concept through becoming knowledgeable about the experiences of others. One of the major strengths of the program which many students attributed to boosting their self-confidence was the group format, "the closeness," "interaction," "class size," "diversity," "interaction," and "group sessions." Many students responded that they "found support in each other," and "encouraged one another," which motivated them toward achieving more self-confidence. As some respondents wrote, "We never got bored."

Group study was most effective in learning ("helping each other"); I learned so much from my peers." One respondent sums up group format, "It [program] brings together individuals of similar profiles who otherwise would be 'oddball' students in a contemporary college environment." Only 22 (13%) answered "no" to the question that completing the program had increased their self-confidence, and 1 individual did not respond.

Summary of the Findings

The age of the respondents at the time of program completion was approximately 37 to 38 years old. The respondents represent all marital, household, employment, and income status. There had been an average of 15 to 20 years since most respondents had last attended college. Business Administration or some related area of business had been the dominant major prior to enrollment.

The survey participants had entered and completed programs during an average one and a half years, the normal time period of the program. For the most part, the participants had enrolled in programs to fulfill the goal of obtaining a degree, in addition to enrolling because of the convenience of the program. As suggested by the literature, convenience is not really a goal-oriented nor a job-related need (Cropley, 1985). The convenience of the program can be seen as an indicator for meeting the need to eliminate barriers to obtaining the degree.

Adults became aware of the program through means to which they could relate, for example, the media of newspapers, radio and television. The radio proved to be an effective tool for recruitment at Edward Waters College and Wilberforce University. After the initial enrollment of

groups among all three colleges however, the pursuant
enrollment of students resulted to a large extent from the
recommendations of former students, or from students who
were already enrolled. This would be a satisfaction
indicator of students who were pleased with their program.
Participants overall had assessed their experiences in the
program in a very positive way, due to the positive changes
they perceived the program had made in their lives. They
praised both the program features and format. Teaching,
learning, and the group format received excellent ratings.
A satisfaction indicator was the notation by many students
that they would not have finished their degree in another
program. Many students did not appear to use the services
of their colleges for example, the Placement Office, or had
not become members of the Alumni Association. The reason
for this was not due to lack of interest, but rather, many
students noted the lack of information or communication
about these matters, which accounted for their scant
involvement. Many students noted that they wanted to see a
higher level of communication and involvement of those in
the program with the daytime college.

Overall, the participants felt good about their
programs, themselves, and what they were doing. They

recognized the positive changes that had occurred in their professional and personal lives, which they attributed primarily to the program. Through participants' responses, it was made clear that in addition to getting the degree to meet their needs in the short term, setting goals to meet their needs in the long term had been established as well.

CHAPTER 5

SUMMARY OF THE PROGRAM IMPACT

Introduction

In the context of this research, the ADCP can be considered to be the intervention first, in meeting adults' needs to help them obtain degrees, and second in helping them acquire the knowledge and skills necessary for improving their lives.

The major focus of this research was to determine from the changes that had occurred in the various experiences of participants (n=170) the extent to which these changes were related to them personally, the major aspects in the program, and to race and gender. Some interesting discoveries were made during data analysis concerning differences in the impact of the program according to race and gender.

Initially, this research was undertaken with the anticipation that differences would exist in three possible areas of impact: professional, educational, and personal experiences. For example, professional experiences would be regarded in terms of economic impact, which would include changes in income, G.P.A.'s, number of new jobs,

number of career changes, and so forth. Soon after the data collection process began, it became apparent that there were more similarities than differences within and across colleges.

Overall Program Impact

Characteristics and Backgrounds of Students

The program had a very positive impact for the nontraditional-aged students who entered and completed the program, seeking a degree to improve their chances for promotions, careers, and personal development. The professional experiences of the respondents reflect over fifty percent "above normal" changes in positions and income status following graduation. Changes concerning new jobs and careers were also prevalent. For the most part, changes in the attitudes of adults due to having acquired more skills and the confidence to set additional goals accounted for many of the changes. Changes in career status were also evidenced by the number of graduates who sought further degree study, or who expressed an interest in pursuing higher certification in other areas of interest.

The 170 participants received their degrees. The program had a very positive impact on the successes of

students in enabling them to become effective communicators, proficient decision-makers, creative problem-solvers, motivated team-players, and self-directed people. This was demonstrated through the positive reactions of students to their experiences in the programs, and in their ratings of their programs. The various sources of financial assistance that students received to obtain their degrees in a timely manner and sequence also played an integral role. Therefore, the sources of finances had, too, resulted in a positive impact.

Program Impact by Race and Gender

Data analyses were performed for variables by gender and race to show relationships. The following summary presents those findings. The significant relationships, only, are given.

Personal Background Information

From the enrollment information included under personal background of participants, a Cross Tabulation table was constructed and a Chi-square analysis was performed for the purpose of testing the relationship between the participants' race and the responses of participants to a

question asking for "the one most compelling reason for enrolling in the program." The significant relationship is described below.

Reason by race. The relationship between responses to "one compelling reason for enrolling in the program" and race was found to be statistically significant. The Chi-square ($\chi^{2)}$ value (3, $\underline{N}$ = 163) = 22.22, $\underline{p}$ < .05. (Note: The Hispanic subject was eliminated from the analysis due to a skewing of the results).

As shown in the Cross Tabulation Table 6, of the 163 subjects, 46 percent indicated that their reason for enrolling was to earn a degree, followed by 30.7 percent who indicated their reason as the convenience of the program. A comparison of black and white subjects who responded that they enrolled for the degree finds that black subjects had a larger percentage (78.7%). A comparison of black and white subjects who responded that they enrolled because of the convenience finds that white subjects had a larger percentage (58.0%). Among the black subjects, a comparison of reasons finds that 56.2 percent indicated that they entered to earn a degree, followed by 20.0 percent who

Table 6

The Relationship Between Reason for Enrolling and Race

Race	Missing		Convenience	Degree	Job/Career Opportunity	Other	Total
Black	5	Observed Frequencies	21	59	10	15	105
		Row Percentages	20.0	56.2	9.5	14.3	100.0
		Column Percentages	42.0	78.7	50.0	83.3	64.4
White	1	Observed Frequencies	29	16	10	3	58
		Row Percentages	50.0	27.6	17.2	5.2	100.0
		Column Percentages	58.0	21.3	50.0	16.7	35.6
TOTAL	6	Observed Frequencies	50	75	20	18	163
		Row Percentages	30.7	46.0	12.3	11.0	100.0
		Column Percentages	100.0	100.0	100.0	100.0	100.0

Note: $\chi^2_{(3)} = 22.22$, p = .0001

indicated that they entered because of the convenience of the program. Among the white subjects, however, a comparison of reasons finds that only 27.6 percent indicated that they entered to earn a degree, while a larger percentage (50.0%) indicated that they entered because of the convenience of the program. There is a moderate degree of correlation of the overall relationship between race and this question, as indicated by the Cramer's statistic of .36. The result of this analysis between race and reason suggests that blacks would respond more frequently than expected, that they enroll in an ADCP for their degrees rather than enroll for the convenience of the program.

Current Employment Information by Race

Under the separate Cross Tabulation, tables were constructed and Chi-square analyses were performed for the purpose of testing the relationship between the participants' race and the responses of participants to each of the four questions related to their professional experience under the heading "current employment." The results found a statistically significant relationship between race and the question: "Did experiences at college lead to seeking a career change?" This significant relationship is described as follows:

Did experiences at college lead to subjects' seeking a
career by race?

The relationship between responses to this question and
race was found to be statistically significant. The χ^2(1, $\underline{N}$
= 168) = 7.36, $\underline{p}$ < .05. (Note: The Hispanic subject was
again eliminated from the analysis.) As shown in Cross
Tabulation Table 7, of the 168 subjects who responded, 62.5
percent indicated that their experiences at college did not
lead to seeking a career change.

Comparisons of black and white subjects who responded
that their experiences at college did not lead to seeking a
career change find that black subjects constituted the
largest percentage (57.1%). (However, this value is largely
the product of there being almost twice as many blacks in
the subject pool.) Among the black subjects, the percentage
of "yes" and "no" responses was split relatively evenly,
with 55 percent indicating that their experiences did not
lead to seeking a career change, and 45 percent indicating
that their experiences did lead to seeking a career change.
Among the white subjects, however, disproportionate
percentages are found, with 76.3 percent indicating that
their experiences did not lead to seeking a career change,

Table 7

<u>The Relationship Between Seeking A Career Change and Race</u>

Race	Missing		Yes	No	Total
Black	1	Observed Frequencies	49	60	109
		Row Percentages	**45.0**	**55.0**	100.0
		Column Percentages	**77.8**	**57.1**	64.9
White	0	Observed Frequencies	14	45	59
		Row Percentages	**23.7**	**76.3**	100.0
		Column Percentages	22.2	42.9	35.1
TOTAL	1	Observed Frequencies	63	105	168
		Row Percentages	**37.5**	**62.5**	100.0
		Column Percentages	100.0	100.0	100.0

Note: $\chi^2_{(1)} = 7.36$, p = .0067

and only 23.7 percent indicating that their experiences did

lead to seeking a career change.   .

In contrast, among the 63 subjects (37.5%) who

responded that their experiences did lead to seeking a

career change, the greatest percentage (77.8%) were black.

(Again, these percentages are largely the product of the

sampling distribution, i.e. relatively few whites in

sample.) The information obtained from the data would

suggest that upon obtaining their degrees through the ADCP,

blacks, more frequently than observed, would respond that

they will pursue career interests and other opportunities

that they see are beneficial to them. The strength of the

overall relationship between race and this question is

indexed by the Cramer's statistic of .21.

Personal Assessment of Experiences By Race

Eight separate Cross Tabulation tables were constructed

and Chi-square analyses were performed for the purpose of

testing the relationship between participants' race and the

responses of participants to questions related to their

personal assessment of their experiences in OMP. The

results found a statistically significant relationship

between race and one of the questions: "Are you an active

member of your college's Alumni Association?" This significant relationship is described below.

Are you an active member of your college's Alumni Association, by race? The relationship between responses to Alumni Association and race was found to be statistically significant. The χ^2 (1, N = 167) = 11.91, p < .05. (Note: The Hispanic participant was eliminated from the analysis.)

As shown in the Cross Tabulation Table 8, of the 167 subjects who responded, 85.6 percent indicated that they are not active members of their college's Alumni Association. Comparisons of black and white subjects who responded that they are not active members find that black subjects constituted the largest percentage (59.4%). (However, this value is largely the product of there being almost twice as many blacks in the respondents' pool.)

Among the black subjects, a comparison of "yes" and "no" response percentages finds that 78.7 percent indicated that they are not active members, while 21.3 percent indicated that they are active members. Among the white subjects responding, however, a greater disparity of percentages are found with 98.3 percent indicating that they are not active members, and only 1.7 percent indicating that

Table 8

The Relationship Between Member of Alumni Association and Race

Race	Missing		Yes	No	Total
Black	2	Observed Frequencies	23	85	108
		Row Percentages	21.3	78.7	100.0
		Column Percentages	95.8	59.4	64.7
White	0	Observed Frequencies	1	58	59
		Row Percentages	1.7	98.3	100.0
		Column Percentages	4.2	40.6	35.3
TOTAL	2	Observed Frequencies	24	143	167
		Row Percentages	14.4	85.6	100.0
		Column Percentages	100.0	100.0	100.0

Note: $\chi^2_{(1)} = 11.91$, p = .0006

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they are active members. There is somewhat a degree of correlation of the overall relationship between race and this question as indexed by Cramer's statistic of .27. The result of this analysis indicates that blacks more frequently than whites, actively sought membership in their Alumni Associations.

Assessment of Other Experiences by Gender

Thirteen separate Cross Tabulation Tables were constructed and Chi-square analyses performed for the purpose of testing the relationship between participants' gender and the responses of participants to questions related to their assessment of other experiences in the OMP. A statistically significant relationship was found between both gender and race and one of the questions: Portfolio project (value to you)? These significant relationships are described below.

Portfolio project (value to you) by gender. The relationship between responses to this question of value of portfolio project and gender was found to be statistically significant. The χ^2 (3, $\underline{N}$ = 168) = 12.65, $\underline{p}$, < .05.

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As shown in Cross Tabulation Table 9, of the 168 subjects who responded, 36.9 percent indicated that the portfolio project was "above average" in value and 30.4 percent indicated that the portfolio project was "excellent" in value. Comparisons of male and female subjects who responded found that female students made up the larger percentage who rated the portfolio as "excellent" (80.4%), while male and female comparisons of "above average" responses found that males constituted the larger percentage, although to a lesser degree (51.6%).

Among the female subjects, a comparison of the five possible responses found that 39.8 percent indicated that the project was of "excellent" value, while among the male subjects, only 15.4 percent indicated that the project was of "excellent" value. Within the male group, 49.2% indicated that the project was "above average" in value, compared to 29.1% within the female group. The findings from this analysis indicate the moderate correlation between gender and value of the portfolio project, the strength of which is indexed by the Cramer's statistic .2745. The results would further suggest that the development of the project is an important aspect of the program for certain groups for the achievement of self concept.

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Table 9

The Relationship Between Value of Portfolio and Gender

Gender	Missing		Excellent	Above Average	Average	Below Average/Poor	Total
Female	1	Observed Frequencies	41	30	16	16	103
		Row Percentages	39.8	29.1	15.5	15.5	100.0
		Column Percentages	80.4	48.4	55.2	61.5	61.3
Male	1	Observed Frequencies	10	32	13	10	65
		Row Percentages	15.4	49.2	20.0	15.4	100.0
		Column Percentages	19.6	51.6	44.8	38.5	38.7
TOTAL	2	Observed Frequencies	51	62	29	26	168
		Row Percentages	30.4	36.9	17.3	15.5	100.0
		Column Percentages	100.0	100.0	100.0	100.0	100.0

Note: $\chi^2_{(3)}$ = 12.65, p = .0054

Portfolio project (value to you) by race. The

relationship between this question and race was found to be

statistically significant.   The χ^2 (3, $\underline{N}$ = 167) = 9.06,

$\underline{p}$ < .05.   (Note: The Hispanic participant was eliminated

from the analysis).   As shown in the Cross Tabulation Table

10, of the 167 subjects who responded, 36.5 percent

indicated that the portfolio project was "above average" in

value, and 30.5 percent indicated that the portfolio project

was "excellent" in value.

Comparisons of black and white subjects who responded

that they found the project of "excellent" value found that

black subjects constituted the larger percentage (80.4%).

Black and white comparisons of "above average" responses

found that, again, blacks constituted the larger percentage

although to a lesser degree (54.1%).   Among the black

subjects, a comparison of the five possible responses finds

that 38 percent indicated that the project was of

"excellent" value, while among the white subjects, only

16.9% indicated that the project was of "excellent" value.

Within the black group, 30.6% indicated that the project was

"above average" in value, compared to 47.5% within the white

group.   The findings from this analysis also indicate an

Table 10

The Relationship Between Value of Portfolio and Race

Race	Missing		Excellent	Above Average	Average	Below Average/Poor	Total
Black	2	Observed Frequencies	41	33	19	15	108
		Row Percentages	38.0	30.6	17.6	13.9	100.0
		Column Percentages	80.4	54.1	65.5	57.7	64.7
White	0	Observed Frequencies	10	28	10	11	59
		Row Percentages	16.9	47.5	16.9	18.6	100.0
		Column Percentages	19.6	45.9	34.5	42.3	35.3
TOTAL	2	Observed Frequencies	51	61	29	26	167
		Row Percentages	30.5	36.5	17.4	15.6	100.0
		Column Percentages	100.0	100.0	100.0	100.0	100.0

Note: $\chi^2_{(3)} = 9.06$, $p = .028$

overall moderate correlation between race and value of the portfolio project with blacks more frequently than whites, rating the value of the portfolio project higher. The strength of the overall relationship between race and this question is indexed by the Cramer's statistic of .23.

Tuition of the Program by Gender. The relationship between responses to tuition of the program and gender was found to be statistically significant. The χ^2 (3, $\underline{N}$ = 167) = 6.36, $\underline{p}$ < .05. As shown in Cross Tabulation Table 11, of the 167 subjects who responded, 59.3 percent indicated that the tuition for the program was "just right". A comparison of male and female subjects who responded that they found the tuition "just right" found that the female subjects constituted the larger percentage (54.5%).

Among the female subjects, a comparison of the four possible responses found that 52.9 percent indicated that the tuition was "just right," while the remaining 47 percent was split evenly between the responses of "too much" and "undecided." Among the male subjects, however, a comparison of the four possible responses finds that 69.2 percent indicated that the tuition was "just right," followed by 21.5 percent who indicated that the tuition was "too much."

Table 11

The Relationship Between Cost of Tuition and Gender

Gender	Missing		Too Much	Just Right	Too Little/ Undecided	Total
Female	2	Observed Frequencies	24	54	24	102
		Row Percentages	23.5	52.9	23.5	100.0
		Column Percentages	63.2	54.5	80.0	61.1
Male	0	Observed Frequencies	14	45	6	65
		Row Percentages	21.5	69.2	9.2	100.0
		Column Percentages	36.8	45.5	20.0	38.9
TOTAL	2	Observed Frequencies	38	99	30	167
		Row Percentages	22.8	59.3	18.0	100.0
		Column Percentages	100.0	100.0	100.0	100.0

Note: $\chi^2_{(2)}$ = 6.36, p = .0415

Only 9.2 percent of the males responded that the tuition was "too little," (indicated by one respondent), or that they were "undecided". Overall, females regarded the tuition of the program more equal to its worth, or to the benefits that they derived in terms of its monetary value, than their male counterparts. The result of this analysis suggests a slight degree of correlation of the overall relationship between gender and this question as indexed by the Cramer's statistic of .19.

Tuition of the program by race. The relationship between responses to the question about tuition of the program and race was found to be statistically significant. The χ^2 (2, N = 166) = .0774, p <.05. Cross Tabulation Table 12, similar to Table 11 on previous page, found that 59 percent of the respondents indicated that the tuition for the program was "just right."

A comparison of black and white subjects who responded that they found the tuition "just right" found that the black subjects constituted the larger percentage (58.2%). Among the black subjects, a comparison of the four possible responses found that 53.3 percent indicated that the tuition was "just right," while 24.3 percent indicated that the tuition was "too much" and the remaining 22.4 percent were

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Table 12

The Relationship Between Cost of Tuition and Race

Race	Missing		Too Much	Just Right	Too Little/ Undecided	Total
Black	3	Observed Frequencies	26	57	24	107
		Row Percentages	24.3	53.3	22.4	100.0
		Column Percentages	68.4	58.2	80.0	64.5
White	0	Observed Frequencies	12	41	6	59
		Row Percentages	20.3	69.5	10.2	100.0
		Column Percentages	31.6	41.8	20.0	35.5
TOTAL	3	Observed Frequencies	38	98	30	166
		Row Percentages	22.9	59.0	18.1	100.0
		Column Percentages	100.0	100.0	100.0	100.0

Note: $\chi^2_{(2)} = 5.11$, $p = .0774$

undecided. Among the white subjects, however, a comparison of the four possible responses found that 69.5 percent indicated that the tuition was "just right," followed by 20.3 percent who indicated that the tuition was "too much." Only 8.5 percent of the white subjects responded that they were "undecided." The result of how related race was to the program relative to respondents' views of its worth and monetary value, found that there is an overall relationship, and that for the most part, blacks viewed the benefits of the program to be more equal to its monetary value. The strength of the overall relationship between race and this question was indexed by the Cramer's statistic .17.

Sources of Financing by Gender

Six separate Cross Tabulation tables were constructed and Chi-square analyses were performed for the purpose of testing the relationship between subject gender and the responses of participants to their estimation of the percentage of tuition and fees that came from each of six sources financing. The results found a statistically significant relationship between gender and one of the questions: Estimate the percentage of tuition and sources of financing. This significant relationship is described below.

Employer Reimbursement by Gender

The relationship between responses to employer reimbursement and gender was found to be statistically significant. The χ^2 (3, $\underline{N}$ = 78) = 10.98, $\underline{p}$ < .05. As shown in the Cross Tabulation Table 13, of the 78 participants who responded, 37.2 percent estimated that 75 to 100 percent of their tuition and fees were paid through employer reimbursements.

Comparisons of female and male subjects who estimated that 75 to 100 percent of their tuition and fees were paid through employer reimbursements found that males constituted a slightly higher percentage (51.7%). Among the female subjects, a comparison of the four possible categories found that 31.8 percent estimated that 75 to 100 percent of their tuition and fees were paid through employer reimbursements, while the majority of female and male subjects who estimated that 75 to 100 percent of their tuition and fees were paid through employer reimbursements found that males constituted a slightly higher percentage (51.7%).

Among the female subjects, a comparison of the four possible categories found that 31.8 percent estimated that 75 to 100 percent of their tuition and fees were paid through employer reimbursements, while the majority of

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Table 13

The Relationship Between Employer Reimbursement for Tuition and Gender

Gender	Non-Employer Reimbursement		≤ .25%	≤ .50%	≤ .75%	≤ 100%	Total
Female	60	Observed Frequencies	17	12	1	14	44
		Row Percentages	38.6	27.3	2.3	31.8	100.0
		Column Percentages	81.0	57.1	14.3	48.3	56.4
Male	32	Observed Frequencies	4	9	6	15	34
		Row Percentages	11.8	26.5	17.6	44.1	100.0
		Column Percentages	19.0	42.9	85.7	51.7	43.6
TOTAL	92	Observed Frequencies	21	21	7	29	78
		Row Percentages	26.9	26.9	9.0	37.2	100.0
		Column Percentages	100.0	100.0	100.0	100.0	100.0

Note: $\chi^2_{(3)} = 10.98$, p = .0118

females (38.6%) estimated that employer reimbursement accounted for less than 25%. In contrast, the majority of the male subjects (44.1%) estimated that 75 to 100 percent of their tuition and fees were paid through employer reimbursements, while only 11.8% estimated that employer reimbursement accounted for less than 25% of their sources of financing. There is a moderate degree of correlation between the overall relationship between gender and employer reimbursement. The findings of this analysis suggest that the males, more frequently than expected, were more likely to receive their tuition, or a greater percentage of their tuition from employers than the females. The strength of the overall relationship between race and this question is indexed by the Cramer's statistic .37.

Sources of Financing by Race

Six separate Cross Tabulation tables were constructed and Chi-square analyses were performed for the purpose of testing participants for their estimation of the percentage of tuition and fees that came from each of the six sources of financing. None of the relationships were found to be significant at the .05 level.

CHAPTER 6

CONCLUSION

"...in millions of Americans' lives retraining or a return to formal learning is a determinative difference between a reprieve of opportunity and a lifetime sentence to frustration, meaninglessness, obsolescence (Wirtz, 1982, p. vii).

Central to the issues of training and retraining for nontraditional, post-secondary education today is degree attainment. Inasmuch as the baccalaureate degree represents educational accomplishment, employers are becoming increasingly concerned with its utility in the workplace (Harris & Troutt, 1978). There has been a tremendous growth in higher education programs and services tailored to meet the needs of working adults. Much of this need is in a large measure due to changes in the global economy and in the world of work (CAEL & ACE, 1993). In addition, individuals increasingly change jobs several times over the course of their lifetimes.

The findings presented in the study reveal significant information about the Adult Degree Completion Program, as perceived by students who have completed the program. This information can be utilized by students, colleges, and

employers. It was found that the participants in this program perceived the program positively and overall felt that it has helped to make positive changes in their employment status and their lives. The students gave excellent ratings to the teaching, learning, and to the group format that is an important feature of the program. Many students noted that they would not have completed their degrees in another program.

It was found that entry into the program was facilitated by its convenience, format, and its features. Adults enrolled in the program primarily to obtain a degree.

It was found that, in general, the participants had positive perceptions about the programs, about themselves, and what they were doing. They acknowledged the positive changes that had occurred in their professional and personal lives, and they attributed most of these changes to the program as an intervention. The responses indicated that in addition to earning the degree that would meet their short-term needs, they had been able to set goals to meet their needs in the long-term, as well.

Statistically significant differences were found in the perceptions of blacks and whites, and men and women, about the program. Minority involvement with nontraditional study

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has been linked to job-related motivations, as suggested by the scant literature that exists on this subject (Cross, 1981). This study concurs with that finding, in that blacks, overall, specified more frequently than whites that they entered the program in order to obtain a degree, rather than for other reasons, and that the degree obtained was career or job-related.

Of interest were the results concerning membership in Alumni Associations and other college-related organizations. Although not a large percentage of graduates in the study became Alumni Associations members, some respondents alluded to the benefit of having received their degree from HBCUs. It was shown that more blacks than whites actively sought to become members. The vast majority of graduates, however, were nonmembers, and they noted their desire to become members, but also indicated that they lacked communication or information about this matter. The importance of these findings for participating colleges is that it seems that it would be beneficial for them to examine their systems of communication that are designed to provide adequate information to nontraditional graduates about becoming members of the respective Alumni Associations and other college organizations.

The majority of the respondents felt that they were getting their "money's worth," or that the tuition was "just right." The implications about graduates' perceptions of the cost of tuition can be seen as two-fold. While students may be satisfied with the cost of their degrees, maintaining a satisfactory balance between tuition costs and rising educational cost is important. It is suggested that tuition costs and fees should not be suboptimized, because such minimization could jeopardize the resources of the college in order to maximize the services to the students. Human resources, as well as financial resources, are important to the viability of a college.

A specialized feature of the ADCP is the completion of a project thesis that has practical applications to the student's area of interest or employment. Another specialized feature is the portfolio project, which has implications about reflexive learning for transformation. While the participants noted various benefits and positive features of the program, it became clear that the completion of the project thesis and the portfolio project were important learning tools (Knox, 1977; Tennant, 1991). (See also the synopsis from the adult education literature Appendix N.) It was interesting to note that the findings

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for the portfolio project show that blacks, and particularly black females, benefit more in comparison to other groups.

The researcher examined the open-ended responses first, and noticed prevalent themes for the worth of the portfolio experience. The responses indicated that the portfolio project was "a booster of self-esteem," that it aided in the "development of self-confidence," and that it was a "reflection on accomplishments." Later, when the respondents had to rate their program on a scale of 1-5, those who rated the value of the portfolio as "excellent" were primarily the black respondents. The black females constituted the larger percentage of the "excellent responses."

The importance of the findings concerning black females and their involvement with the portfolio project is that, while the project is an important challenge for all students, black females experience a greater degree of success in their involvement in the project and in the enhancement of self-esteem than do students in other categories. This would suggest that self-esteem building for black females is important in overcoming barriers toward the achievement of job or career-related goals.

A component of this study concerned the sources of finances that students used to pay for their enrollment in the ADCPs. It was discovered that more males than females received a percentage of their tuitions from employers, or that employers paid for their tuitions in full. A possible cause of the imbalance is the fact that many females became the primary caretakers of their families after dropping out of college, and unlike the males, were not able to secure tenure-track positions, career-track occupations, or join the military. Because the males were able to enjoy longer tenure with their jobs or careers, they were more likely than females to receive greater monetary support for their tuition from their employers as part of their "benefit packages."

The skills and knowledge that students need to meet the challenges in today's work-world are identical to those that they must develop and refine in order to become effective employees. The Adult Degree Completion Program as an intervention is perceived by its graduates as having a positive effect on the development and refinement of skills within the context of the program design. As we approach the twenty-first century, jobs increasingly require higher-level skills. In the post-industrial information age,

higher education has become an absolute in society. The

impact of "distance learning" on higher education is yet to

be realize (Graham, Lyman, & Trow, 1995). Little has been

done to date concerning the evaluation of Adult Degree

Completion Programs, as evidenced by the lack of literature

on the subject, and it is hoped that this study is a step

toward correcting this deficit.

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APPENDIXES

APPENDIX A

COLLEGE LEADERSHIP CONSULTANTS, INC.

College Leadership Consultants, Inc., began in 1987.
It is a professional organization offering expertise in
curriculum development, program implementation and marketing
in nontraditional education.

The professional consultants who represent the
organization are individuals, for the most part, with
doctoral degrees and extensive experience in private higher
education as teachers and administrators.

Primarily, College Leadership Consultants assist
accredited colleges and universities in beginning,
monitoring, and evaluating undergraduate programs. The
organization is affiliated with three major professional
organizations which provide leadership in setting standards
in nontraditional education. These organizations include,
the Council for Adult and Experiential Learning (CAEL), and
the American Council on Education (ACE). College Leadership
Consultant adheres to the guidelines published by these
organizations: Principles of Good Practice (ACE), Assessing
Learning: Standards, Principles and Practice (CAEL), and "A
Bill of Rights for Adult Learners" (Coalition of Adult
Education Organizations (CAEO), which identify adult
students' needs and concerns.

APPENDIX B

CREDENTIALING GUIDES

Credentialing Guides

1. The Directory of the National Program on
Noncollegiate Sponsored Institutions. (1989 ed.). The
Board of Regents of the University of the State of New York.
Albany, New York.

2. The National Guide to Educational Credit for
Training Programs. (1989 ed.). Washington: ACE.

3. The 1990 Guide to the Evaluation of Educational
Experiences in the Armed Services. 1 Army Courses.
Washington: ACE.

4. The 1990 Guide to the Evaluation of Educational
Experiences in the Armed Services. 2 Army MOS's.
Washington: ACE.

5. The 1990 Guide to the Evaluation of Educational
Experiences in the Armed Services. 3 Navy Courses.
Washington: ACE.

6. The 1990 Guide to the Evaluation of Educational
Experiences in the Armed Services. 4 Air Force, Coast
Guard, Department of Defense, Marine Corps. Washington:
ACE.

APPENDIX C

LISTING OF PUBLICATIONS ON COLLEGES AND UNIVERSITIES

126

*List of Publications

1. The College Handbook 1993. College Entrance Examination Board.

2. Edward Waters College Catalogue, 1992-1994.

3. Higher Education Directory 1995.

4. Historically Black Colleges and Universities: Their Place in American Higher Education.

5. Peterson's Guide to Four-Year Colleges and Universities, 1995.

6. Saint Paul's College Bulletin, 1994-1998.

7. The Handbook of Historically Black Colleges and Universities: Comprehensive Profiles and Photos of Black Colleges and Universities - Premiere Edition 1992-1994.

8. The Wilberforce University College Bulletin, 1993-1995.

*See References also.

APPENDIX D

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES WITH
NONTRADITIONAL PROGRAM MODELS

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HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE UNITED STATES
WITH NON-TRADITIONAL PROGRAM MODELS
(Listed by States)

STATE/COLLEGES AND UNIVERSITIES	INDEPENDENT STUDY	WEEKEND COLLEGE	ACCELERATED/ EXTERNAL DEGREE	*ADULT DEGREE COMPLETION PROGRAM
Alabama				
Alabama State University		x	+	
Miles College	x			
Oakwood College				x
Stillman College	x			x
Tuskegee University	x			
Arkansas				
Arkansas Baptist	x			
Philander Smith				x
District of Columbia				
University of D.C.	x	x		
Howard University	x			
Delaware				
Delaware State University	x	x		
Florida				
Bethune Cookman	x	x	+	
Edward Waters College		x	+	x
Florida A & M University	x	x	+	
Florida Memorial	x	x		
Georgia				
Albany State University		x		
Clark-Atlanta University	x		+	
Fort Valley State			x	
Morris Brown College	x		+	
Paine College	x			
Savannah State College	x			
Spelman College	x			
Illinois				
Chicago State University			- +	
Kentucky				
Kentucky State University		x	+	

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE UNITED STATES
WITH NON-TRADITIONAL PROGRAM MODELS
(Listed by States)

STATE/COLLEGES AND UNIVERSITIES	INDEPENDENT STUDY	WEEKEND COLLEGE	ACCELERATED/ EXTERNAL DEGREE	ADULT DEGREE COMPLETION PROGRAM
Louisiana				
Dillard University	x		+	
Grambling University	x	x		
Southern University	x			
Xavier University	x			
Maryland				
Bowie State University	x	x	+	
Coppin State College	x	x	x	
Morgan State University	x		+	
University of Maryland - Princess Ann	x	x	+	
Mississippi				
Alcorn State University	x			
Jackson State University	x	x	+	
Rust College	x		+	
Tougaloo College			+	
North Carolina				
Barbara Scotia College	x			
Bennett College			+	
Elizabeth City State Univ.	x	x		
Fayetteville State	x	x	+	
Johnson C. Smith	x	x	+	
Livingstone College	x			
NC A & T State	x	x	+	
Saint Augustine's College	x			
Shaw University		x		
Winston-Salem State	x			
Ohio				
Central State University	x	x		
Wilberforce University	x			x
Pennsylvania				
Cheyney State University	x		+	
Lincoln University	x		+	

HISTORICALLY BLACK COLLEGES AND UNIVERSITIES IN THE UNITED STATES
WITH NON-TRADITIONAL PROGRAM MODELS
(Listed by States)

STATE/COLLEGES AND UNIVERSITIES	INDEPENDENT STUDY	WEEKEND COLLEGE	ACCELERATED/ EXTERNAL DEGREE	*ADULT DEGREE COMPLETION PROGRAM
<u>South Carolina</u>				
Benedict College		x	+ x	
<u>Tennessee</u>				
Fisk University	x			
Knoxville College	x			
LeMoyne-Owen College		x		x
Tennessee State University	x	x	x	
<u>Texas</u>				
Jarvis Christian College	x			x
Paul Quinn College	x			x
Wiley College				x
<u>Virginia</u>				
Hampton University	x		+	
Norfolk State University	x		+	
Saint Paul's College				x
Virginia State University			+	
Virginia Union University	x			
<u>West Virginia</u>				
West Virginia State College			+	

Source: Handbooks on Colleges and Universities: See Appendix C for Listing of Publications on Colleges and Universities.

* = Programs in Study
- = University Without Walls

APPENDIX E

ORGANIZATIONAL MANAGEMENT PROGRAM (OMP) SURVEY
MAILED TO ACTUAL PARTICIPANTS

ORGANIZATIONAL MANAGEMENT PROGRAM (OMP)
POSTGRADUATE SURVEY

INSTRUCTIONS: Please respond to the following questions completely. Your responses are <u>important</u>. Do not skip questions unless directed to do so.

I. OMP ENROLLMENT INFORMATION

1. On what date did you enter the OMP at Wilberforce University?

   _____
   Month   Year

2. On what date did you officially complete the requirements for the OMP?

   _____
   Month   Year

3. What degree did you earn?   _____   _____
                                Degree   Major

4. Estimated GPA over the four academic years leading to this degree?   _____
                               (4 pt. scale)

5. From what source did you first learn about the Organizational Management Program? Check **one** only.

   1_____College Program Recruiter
   2_____Friend in the Program
   3_____Friend Not in the Program
   4_____Brochure or Newspaper Advertisement
   5_____Other source (Please specify) _____

6. What was your **one most compelling reason** for enrolling in the Program?

   _____

II. CURRENT EMPLOYMENT INFORMATION

7. Are you presently (<u>check **one** only</u>)

   1_____Employed Full-Time?
   2_____Employed Part-Time?
   3_____Self-Employed?
   4_____In the Military?
   5_____Unemployed? If so, please explain: _____

   _____

(IF YOU CHECKED, "UNEMPLOYED," please go to ITEM 8 next page and answer the questions on "CAREER CHANGE," and "CAREER PLACEMENT OFFICE."
IF CURRENTLY EMPLOYED FULL-TIME, what is your present position?

_____
Occupation/Job Title

What is the nature of the company or organization where you are presently employed, e.g., bank, hospital, utility, government, branch of military service, etc.?

_____

Were you employed in the same position while enrolled in the OMP?   1_____YES   2_____NO

What changes in position and income status, if any, have occurred since you completed the OMP?

_____
_____

8. Was your area of study in the OMP related to your present job?

   1_____YES   2_____NO
   Please explain: _____

   (ALSO) Did your experiences at your college lead you to seek a **career change**?
   1_____YES   2_____NO

   (AND FINALLY) Did you use your college **Career Planning and Placement Office**?
   1_____Yes, While Enrolled in the Program
   2_____Yes, But Only After Meeting the Requirements
        for the Degree
   3_____Not at All

III. GRADUATE SCHOOL INFORMATION

9. Have you applied for admission to any graduate or professional school(s)? Please **check one only**.
   1___Have Not Applied, if so (Skip to 17)
   2___Application Pending, if so (Skip 12, 13, 15)
   3___Applied and Admitted, if so (Skip 13)
   4___Applied but not Admitted, if so (Skip 12,13,15)
   5___Admitted but not Enrolled, if so (Skip 13,15)
   6___Admitted and Enrolled, if so (Skip 12)

10. To how many graduate/professional schools did you apply?_____

11. To how many different programs did you apply?, e.g., Business Administration, Public Administration, etc. _____

12. If you have been **admitted** to graduate school, please give the name of college or university, location, and proposed graduate degree and major pursued.

_____
(COLLEGE OR UNIVERSITY)   (CITY & STATE)

_____
(DEGREE)   (MAJOR)

13. **If enrolled:** Date degree is **expected** or **received**

_____
(MONTH)   (YEAR)

Degree Pursued: _____
                (DEGREE)   (MAJOR)

Name of College/University and Location

_____

14. Rank in order of **Most (1)** to **Least (9)** importance to you the factors that influenced your choice of graduate school.
Example: a 1; b 8; c 5; etc. until **each item (a through i)** has been ranked and assigned a different number, 1 through 9.

a__Offered Graduate Degree Program of Interest to You
b__Affordable Cost
c__Convenient Location
d__Good Academic Reputation
e__Met Admissions Requirements
f__Available Financial Resources
g__Recommended by Various Individuals
h__Required for Career Advancement
i__Able to Continue Work While Enrolled

15. Did you receive, or will you receive, financial assistance while pursuing your graduate degree?

1____YES, (Specify) _____
2____NO

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16. **IF YOU PURSUED OR ARE PURSUING A MASTER'S DEGREE**, do you plan to work toward another graduate degree?

    1_____YES, (Specify)_____
    2_____NO, Do Not Plan to Pursue Further Study

17. IF YOU DID NOT APPLY TO ANY GRADUATE SCHOOL, please check the primary reason **(one only)** for not applying.

    1_____Bachelor's is Highest Degree Desired
    2_____Your Career Does Not Require a Graduate
    _____Degree
    3_____Family Responsibilities
    4_____Lacked Financial Resources
    5_____Insufficient Time or Energy Needed to Pursue
    _____Advanced Degree
    6_____Was Ineligible for Admission to Graduate
    _____School of Choice; if so, briefly explain:
    _____

    7_____Other (Specify)_____

IV. YOUR PERSONAL ASSESSMENT OF EXPERIENCES IN OMP

18. Did the findings of your research project favorably impact you employment?
    1_____YES   2_____NO

    If YES, in what ways? If NO, why?_____
    _____

19. The research project was a worthwhile experience for you
    1_____YES   2_____NO

    If YES, in what ways? If NO, please explain:
    _____

20. Has any part of the research report been implemented at your place of work?
    1_____YES   2_____NO

    If YES, in what ways? If NO, please explain:
    _____

21. Preparation of the prior learning portfolio (five-section notebook) that was required in OMP was a worthwhile experience for you.
    1_____YES   2_____NO
    Why or Why Not? _____

22. Completing the OMP increased your self-confidence.
    1_____YES   2_____NO

    Please explain:_____
    _____
    (ALSO) Would you have completed your degree in
    another program had **you not** completed the OMP at
    your college?
    1_____YES   2_____NO

    Why, or why not? _____

    Have you recommended the OMP to others?
    1_____YES   2_____NO

    Why, or why not?_____
    _____

23. Are you an <u>active</u> member of your college's Alumni
    Association?

    1_____YES   2_____NO

V. YOUR ASSESSMENT OF OTHER EXPERIENCES IN OMP

24. Please rate each and all statements on a scale
    from 1 to 5, according to the scale below:

    **1-EXCELLENT 2-ABOVE AVERAGE 3-AVERAGE 4-BELOW
    AVERAGE AND 5-POOR   DNA (Does Not Apply)**

    _____What You Learned About Managing
    _____What You Learned About Supervision
    _____This Program Compared to Others in Which You
          Have Been Enrolled
    _____Instructional Methods Employed in OMP
    _____Standards of the Program
    _____Value to You (ENTIRE PROGRAM)
    _____Research Project (VALUE TO YOU)
    _____Portfolio Project (VALUE TO YOU)
    _____Practical Knowledge Gained in OMP
    _____Usefulness of What You Have Learned
    _____**Overall Rating of the Program**

25. To what extent do you feel that the value of the
    program to you was worth the cost of the program
    in monetary terms? **(Check one only)**
    1_____Greater Than The Cost
    2_____Equal To The Cost
    3_____Less Than The Cost
    4_____Undecided

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26. Do you feel that the tuition of the program was
    (choose one only)

    1_____Too Much
    2_____"Just Right"
    3_____Too Little
    4_____Undecided

27. Estimate as best you can the percent of your
    tuition and fees that came from each of the
    following six sources of income. Make certain
    that your estimates add to 100%.

    1_____% Personal Loans or Credit Cards
    2_____% Federal or State Loans or Grants
    3_____% Personal Savings or Checking
    4_____% Employer Reimbursement
    5_____% Military Education Benefits
    6_____% OTHER (specify) _____
      (100%)

28. To what extent, if any, did the Organizational
    Management Program at your college influence your
    decision to pursue graduate study? (Please be
    specific)_____
    _____
    _____

29. Please indicate in the space below what you
    consider to be the **greatest strengths** of the
    Program.

    _____
    _____
    _____

30. Please indicate in the space below that you
    consider the **major deficiencies or weaknesses** of
    the Program.

    _____
    _____

31. Given a graduate's perspective, what changes
    could you suggest that would make the OMP more
    relevant and useful in the future?_____
    _____

VI. PERSONAL BACKGROUND INFORMATION (TO BE HELD IN THE STRICTEST CONFIDENCE)

Please provide the following information. This information will be employed for **grouping data only.**

32. What is your age (to nearest birthday)? _____yrs.
33. Total number in household (include yourself) _____
34. Your gender? 1_____Female   2_____Male
35. Race? 1_____Black; 2_____White; 3_____Hispanic; Other _____(Specify)
36. Marital Status?
    1_____Single
    2_____Married
    3_____Separated
    4_____Divorced
    5_____Widowed

37. The nature of your last institution before enrolling in the OMP?

    1_____Public University/College
    2_____Private University/College
    3_____Two-Year Community/Junior College
    4_____Business/Technical/Trade Institute or School
    5_____Other (Specify) _____
    Last Term Enrolled: _____
             MONTH   YEAR

    (ALSO) What was your academic major, if any, **before** entering the OMP?_____

38. What was <u>your gross annual</u> income at the time you **entered** the Program? **(If exact figures are unknown, estimate).**_____

39. What is <u>your</u> present <u>gross annual</u> income?

    _____

SIGNED_____(Optional)

DATE_____

THANK YOU.

APPENDIX F

SAINT PAUL'S COLLEGE OMP POSTGRADUATE SURVEY

Saint Paul's College
Organizational Management Program
Postgraduate Survey

Your response to these questions will help us determine long-range effects of our programs and will help us revise the program for the benefit of current and future students. Supplying your name and address will help us keep you posted on Saint Paul's activities. Thank you for your assistance!

Name _____

Address _____

Please place a check in the blank below:

B.S. _____

Month and year of graduation: Month _____ Year _____

1. My main reason for obtaining a degree was:
    _____ to become eligible for a pay increase.
    _____ to become eligible for a promotion.
    _____ to prepare for a career change.
    _____ for my own satisfaction.
    _____ other. (Please explain)_____
    _____

2. While earning my degree from Saint Paul's College, I was:
    _____ employed full time.
    _____ employed part time.
    _____ unemployed.
    If your answer was either of the last two, please answer the following questions:
    I found employment:
    _____ before I completed all of the courses.
    _____ after I completed all of the courses.
    I am:
    _____ still employed part time.
    _____ still unemployed.

3. Since completing the requirements for the degree, I have:
    _____ been promoted.
    _____ been transferred.
    _____ remained in the same position with the same pay.
    _____ remained in the same position, but with pay increase(s) due to the degree.

4. I used the Saint Paul's Career Planning and Placement Office:
    _____ while enrolled in the program.
    _____ after meeting the requirements for the degree.
    _____ not at all.

5. I have been admitted to graduate school at (name of college or university) _____
    If admitted to graduate school, please indicate below what your next degree will be:

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6. The research project was a worthwhile experience for me.
   _____ Yes   _____ No

7. The research project findings have impacted my employment situation.
   _____ Yes   _____ No
   If Yes, how? If no, why? _____
   _____
   _____

8. Please answer the following about your research report:
   _____ Some or all of the research report has been implemented.
   My research report has been published:
   _____ in a professional journal.
   _____ as a report within my company, school, or organization.
   _____ as a book or booklet by a publisher.
   _____ as a handbook or manual by a company, school or organization.

9. The prior learning portfolio preparation, which was required in the program, was a worthwhile experience for me.
   _____ Yes   _____ No
   Why, or why not? _____
   _____
   _____

10. The program helped me to increase both my knowledge and skills.
    _____ Yes   _____ No

11. Completing the program increased my self-confidence.
    _____ Yes   _____ No

12. I have recommended the program to others.
    _____ Yes   _____ No
    If you answered No to (12) above, please use the space below to tell why. _____
    _____
    _____

13. I am an active member of the Saint Paul's Alumni Association.
    _____ Yes   _____ No
    If you had not completed this program, would you have completed your degree at another college or university?
    _____ Yes   _____ No

14. Please rate the following statements by inserting in the blanks the appropriate response in accordance with the scale below:
1. poor   2. below average   3. average
4. above average   5. excellent
_____ What you learned about managing/teaching.
_____ What you learned about working with others.
_____ This program compared to others in which you have been enrolled.
_____ Instructional methods.
_____ Value to you (of entire program).
_____ Standards of the program.
_____ Research project (value to you).
_____ Practical knowledge gained.
_____ Usefulness of what you have learned.
_____ Overall rating of the program.
_____ Overall rating of Saint Paul's College.

15. Please indicate in the space below what you consider the greatest strengths of the program. _____

_____

_____

16. Please indicate in the space below what you consider the major weakness of the program. _____

_____

_____

APPENDIX G

PILOT SURVEY MAILED TO GRADUATES OF THE
MANAGEMENT OF HUMAN RESOURCES PROGRAM (MHRP)

ORGANIZATIONAL MANAGEMENT PROGRAM (OMP) DATA

INSTRUCTIONS: PLEASE READ THE FOLLOWING QUESTIONS CAREFULLY AND GIVE YOUR RESPONSES. YOUR RESPONSES ARE IMPORTANT. DO NOT SKIP QUESTIONS UNLESS DIRECTED TO DO SO.

1. What date did you enter the OMP at (name of college)?

   _____
   Month   Year

2. What date did you graduate (finish) the Program?

   _____
   Month   Year

3. How did you first learn about the Organizational Management Program?

   1_____FROM COLLEGE/PROGRAM RECRUITER
   2_____FROM A FRIEND IN THE PROGRAM
   3_____FROM A FRIEND NOT IN THE PROGRAM
   4_____FROM NEWSPAPER ADVERTISEMENT
   5_____FROM OTHER SOURCE (PLEASE
   _____SPECIFY)_____

4. **THIS QUESTION CONTAINS TEN (10) ITEMS. PLEASE READ CAREFULLY.**

   DIRECTIONS: Rank in order of importance, e.g., **1 (MOST IMPORTANT)** to **10 (LEAST IMPORTANT)**, the factors that influenced your decision to enroll in the Program.
   1_____TO ACQUIRE SKILLS/KNOWLEDGE REQUIRED BY YOUR JOB
   2_____TO DEVELOP SKILLS/KNOWLEDGE IN A SPECIALIZED AREA OF YOUR PROFESSION (BUDGETING, SUPERVISION, STATISTICS, ETC.)
   3_____TO INCREASE YOUR SELF-CONFIDENCE BY INCREASING YOUR SKILLS/KNOWLEDGE
   4_____TO INCREASE YOUR OPPORTUNITIES FOR PERSONAL GROWTH
   5_____TO INCREASE YOUR OPPORTUNITIES FOR PROMOTION/SALARY INCREASE
   6_____TO MAKE A CAREER CHANGE
   7_____TO MAKE A JOB CHANGE WITHIN YOUR CAREER
   8_____TO GAIN RESPECT FROM OTHERS THROUGH YOUR EDUCATIONAL ACHIEVEMENTS
   9_____TO ACCEPT INCREASED RESPONSIBILITY FOR YOUR OWN PERSONAL GROWTH
   10_____TO GAIN PERSONAL SATISFACTION BY EARNING THIS DEGREE

5. What was your **main** reason for enrolling in the Program?

_____

_____

6. **(ABOUT YOUR EMPLOYMENT)** Are you presently

1_____EMPLOYED FULL-TIME?
2_____EMPLOYED PART-TIME?
3_____SELF-EMPLOYED?
4_____IN THE MILITARY?
5_____UNEMPLOYED?

(IF UNEMPLOYED), GIVE REASON(S)_____

_____

(IF EMPLOYED FULL-TIME) PLEASE PROVIDE THE FOLLOWING
INFORMATION

Your present position
_____
Occupational/Job Title

The nature of the company or organization where you are
presently employed, e.g., bank, hospital, utilities,
school, state or federal government, etc.

_____

7. Were you employed in the same position while enrolled
at (name college)?

1_____YES
2_____YES, BUT HAVE RECEIVED PAY INCREASE(S) SINCE
COMPLETING THE PROGRAM DUE TO HAVING THE
DEGREE
3_____NO, HAVE BEEN PROMOTED/TRANSFERRED
4_____NO, HAVE CHANGED JOB/COMPANY SINCE
COMPLETING THE DEGREE

8. Was your area of study at (name of college) related to
your present job?

1_____YES
2_____NO

(ALSO) Did your experiences at (name of college) lead
you to seek a career change?

1_____YES
2_____NO

8. (continued)

(AND FINALLY) Did you use (name of college) Career Planning and Placement Office?

        1_____WHILE ENROLLED IN THE PROGRAM
        2_____AFTER MEETING THE REQUIREMENTS FOR THE
             DEGREE
        3_____NOT AT ALL

(WHAT ABOUT GRADUATE/PROFESSIONAL STUDY?)

9. Have you applied for admission to any graduate or professional schools?

        1_____ADMISSION PENDING
        2_____APPLIED BUT NOT ADMITTED
        3_____ADMITTED BUT DID NOT ENROLL
        4_____HAVE NOT APPLIED

(If you answer is number 4 above, "HAVE NOT APPLIED," SKIP TO #18 BELOW).

10. If enrolled: Date degree is expected or received

        _____
             Month   Year

What will be your degree?_____

11. Name of college/university and location

_____

12. To how many graduate/professional schools did you apply?

        1_____ONE
        2_____TWO
        3_____THREE
        4_____FOUR OR MORE

13. To how many programs did you apply?, i.e., Business Administration, Public Administration, etc.

        1_____ONE
        2_____TWO
        3_____THREE
        4_____FOUR OR MORE

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14. If you have been admitted to graduate school, please give the name of college(s) or university(ies) and locations.

PROGRAM	(COLLEGE OR UNIVERSITY)	(LOCATION)
PROGRAM	(COLLEGE OR UNIVERSITY)	(LOCATION)
PROGRAM	(COLLEGE OR UNIVERSITY)	(LOCATION)
PROGRAM	(COLLEGE OR UNIVERSITY)	(LOCATION)

15. If admitted to graduate school, please indicate what your next degree will be.

_____

(IF YOU ARE PURSUING A MASTER'S DEGREE) Do you plan to work toward another graduate degree?

1_____YES, Ph.D. or Ed.D.
2_____YES, Law Degree
3_____YES, Medical Degree
4_____YES, ANOTHER MASTER'S
5_____NO, DO NOT PLAN TO PURSUE FURTHER STUDY

16. Rank in order of importance, e.g., 1 (Most Important) to 9 (Least Important), the factors that influenced your choice of this graduate school.

1_____OFFERED PROGRAM AREA OF YOUR INTEREST
2_____LOWER COST
3_____LOCATION
4_____GOOD ACADEMIC REPUTATION
5_____MET ADMISSIONS REQUIREMENTS
6_____AVAILABLE FINANCIAL RESOURCES
7_____RECOMMENDED BY VARIOUS INDIVIDUALS
8_____CAREER REQUIREMENTS
9_____OTHER REASON(S) (Briefly Explain) _____

17. Are you receiving financial assistance while completing your graduate degree?

1_____YES, (SPECIFY)_____(TYPE/S)
2_____NO

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18. (YOU CHECKED "NO" THAT YOU HAVE NOT APPLIED TO GRADUATE SCHOOL, #9). Please check the **primary** reason for **not applying.**

       1_____BACHELOR'S WAS HIGHEST DEGREE DESIRED
       2_____YOUR CAREER DOES NOT REQUIRE A GRADUATE DEGREE
       3_____FAMILY RESPONSIBILITIES
       4_____LACKED FINANCIAL RESOURCES
       5_____GRADUATE SCHOOL(S) TO WHICH YOU APPLIED DID NOT
             OFFER ADEQUATE FINANCIAL ASSISTANCE
       6_____WAS INELIGIBLE FOR ADMISSION TO GRADUATE
             SCHOOL(S) PROGRAM(S) DUE TO CREDENTIALS
             Briefly explain _____

       _____

19. **(WHAT ABOUT YOUR OTHER EXPERIENCES IN PROGRAM)** Please rank in order of importance, again **1 (MOST IMPORTANT)** to **9 (LEAST IMPORTANT)** those feature(s) of the program that were most beneficial to you.

       1_____CONVENIENT TIME AND LOCATION OF CLASS MEETING
       2_____SEMINAR/WORKSHOP STYLE CLASSES
       3_____OPPORTUNITY TO RECEIVE CREDIT FOR PRIOR/LIFE WORK
             EXPERIENCE
       4_____OPPORTUNITY TO INTERACT WITH FELLOW STUDENTS WHO
             ARE (WERE) WORKING PROFESSIONALS
       5_____OPPORTUNITY FOR INDEPENDENT STUDY
       6_____OPPORTUNITY TO COORDINATE YOUR ACADEMIC
             ACTIVITIES WITH YOUR PROFESSIONAL
             RESPONSIBILITIES
       7_____OPPORTUNITY TO WORK WITH FACULTY WHO HAVE REAL-
             WORLD EXPERIENCE IN YOUR FIELD
       8_____BETTER UNDERSTANDING OF ETHICAL ISSUES IN YOUR
             PROFESSION
       9_____BECOMING MORE FAMILIAR WITH RECENT LITERATURE IN
             YOUR PROFESSION

20. Have the findings of your research project impacted your professional/occupational, and or career/educational aspirations?

       1_____YES
       2_____NO

    IF YES, WHICH ASPIRATION(S) AND HOW? IF NO, WHY?

       _____

       _____

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21. The research project was a worthwhile experience for you:

1_____YES
2_____NO, (BRIEFLY

EXPLAIN)_____
_____

22. Please answer the following about your research report

1_____SOME OR ALL OF THE RESEARCH REPORT HAS BEEN
        IMPLEMENTED
        YOUR RESEARCH REPORT HAS BEEN PUBLISHED:
2_____IN A PROFESSIONAL JOURNAL
3_____AS A REPORT WITHIN YOUR COMPANY, SCHOOL OR
        ORGANIZATION
4_____AS A BOOK OR BOOKLET BY A PUBLISHER
5_____AS A HANDBOOK OR MANUAL BY YOUR COMPANY, SCHOOL
        OR ORGANIZATION
6_____HAS NOT BEEN PUBLISHED

23. The prior learning portfolio preparation, which was
    required in the program, was a worthwhile experience
    for you.

1_____YES   2_____NO

Why, or why not?_____

24. Completing the program increased your self-confidence

1_____YES
2_____NO
If yes, how? _____
(ALSO) Would you have completed your degree in another
program had **you not** completed the program at (name of
college)
1_____YES
2_____NO

Why, or why not? _____
_____

25. Did you recommend the program to others?

1_____YES
2_____NO

(AGAIN) Why, or why not? _____
_____

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26. Are you an active member of the (name of college) Alumni Association?

     1_____YES
     2_____NO ·

27. INSTRUCTIONS: THE FOLLOWING QUESTIONS ARE TO BE ANSWERED BY RATING THE STATEMENTS ON A SCALE FROM 1 TO 5. PLEASE INSERT IN THE BLANKS THE APPROPRIATE RESPONSE IN ACCORDANCE TO THE SCALE BELOW:

1 EXCELLENT 2 ABOVE AVERAGE   3 AVERAGE 4 BELOW AVERAGE AND 5 POOR

    _____WHAT YOU LEARNED ABOUT MANAGING/TEACHING
    _____WHAT YOU LEARNED ABOUT WORKING WITH OTHERS
    _____THIS PROGRAM COMPARED TO OTHERS IN WHICH YOU HAVE BEEN ENROLLED
    _____INSTRUCTIONAL METHODS
    _____VALUE TO YOU (ENTIRE PROGRAM)
    _____STANDARDS OF THE PROGRAM
    _____RESEARCH PROJECT (VALUE TO YOU)
    _____PORTFOLIO PROJECT (VALUE TO YOU)
    _____PRACTICAL KNOWLEDGE GAINED
    _____USEFULNESS OF WHAT YOU HAVE LEARNED
    _____OVERALL RATING OF THE PROGRAM

28. Do you feel that the value of the program to you is ____ the cost of the program in monetary terms? (Check **one only)**

     1_____GREATER THAN
     2_____EQUAL TO
     3_____LESS THAN
     4_____UNDECIDED

29. Do you feel that the tuition of the program was

     1_____TOO MUCH
     2_____"JUST RIGHT"
     3_____TOO LITTLE
     4_____UNDECIDED

30. How did you pay your tuition and fees?

     1_____PERSONAL LOANS OR CREDIT CARDS
     2_____FEDERAL LOANS, STATE GRANTS
     3_____PERSONAL SAVINGS OR CHECKING
     4_____EMPLOYER REIMBURSEMENT
     5_____MILITARY EDUCATION BENEFITS
     6_____OTHER (SPECIFY) _____

31. Based upon your perception, did the Organizational Management Program at (name of college) influence your decision to pursue your job/career, graduate study in any way? (Please explain)

_____

_____

_____

32. Please indicate in the space below what you consider the greatest strengths of the program.

_____

_____

_____

33. What recommendations would you make to the program director and staff for the future operations of the OMP at (name of college)?

_____

_____

_____

DEMOGRAPHIC DATA

INSTRUCTIONS: Please provide the following information. The information will be used for data analyses only.

34. What is your present age? _____

35. Gender 1_____FEMALE   2_____MALE

36. Marital Status

    1_____SINGLE   4_____DIVORCED
    2_____MARRIED   5_____WIDOWED
    3_____SEPARATED

37. The nature of your last institution before enrolling at (name of college).

    1_____PUBLIC UNIVERSITY/COLLEGE
    2_____PRIVATE UNIVERSITY/COLLEGE
    3_____TWO-YEAR COMMUNITY/JUNIOR COLLEGE
    4_____BUSINESS/TECHNICAL/TRADE INSTITUTE OR SCHOOL
    5_____OTHER: SPECIFY _____

    LAST YEAR ENROLLED _____
                            Month   Year
    (ALSO) What was your major at your previous college?

    _____

38. What is your present income? _____

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APPENDIX H

SURVEY COVER LETTER TO PILOT PARTICIPANTS
(Sample)

100 Otey Street #312
Blacksburg, VA   24060
May 5, 1995

Dear Pilot Participant:

I am presently working on the task of following up graduates of the Organizational Management Program (OMP) at three different colleges in the U. S.--one each in Florida, Virginia, and Ohio. The OMP is an adult-degree completion program, very similar to the program from which you received your degree. I proposed to do a program evaluation through a follow-up study to fulfill the dissertation requirements for a doctoral degree at Virginia Tech.

I have developed the survey and wish to pilot-test it with graduates who are of similar characteristics and backgrounds and who have participated in a similar program in order that I may receive feedback and suggestions. When marking your answers, substitute your program's name (or ACRONYM) each time you see the acronym OMP. I appreciate your cordial help and cooperation. I know your suggestions and feedback will be highly beneficial and I appreciate it.

The questionnaire consists of 38 questions, but all may not apply to you. Please read all questions, **(do not skip any items unless directed to do so)** and give your responses. The main thrust of the questionnaire is to solicit information about graduates' professional/employment-related experiences, career/education aspirations, personal growth, and other experiences in the program. Your **responses** as well as your **comments (feedback) about the instrument itself** are welcome. You may write your comments in the margins or as appropriate on the back of pages. It will take only 10 to 15 minutes to complete the questionnaire.

Please return the completed survey **with comments** to me as soon as possible. I have provided a self-addressed stamped envelope for your convenience. If you would like to know the results of the study, please make a note to me and, when the results are finalized during the summer, I will provide a copy to you.

Again, thank you.

Sincerely,

Hester Jones

Enclosure

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APPENDIX I

SURVEY COVER LETTERS TO ACTUAL PARTICIPANTS
EDWARD WATERS COLLEGE
SAINT PAUL'S COLLEGE
WILBERFORCE UNIVERSITY

July 10, 1995

Dear CLIMB Graduate:

As a part of our College's continuing evaluation of its educational program, we support Hester L. Jones, a doctoral candidate at Virginia Tech, Blacksburg, Virginia in her efforts to conduct a follow-up study of graduates of the Credentials for Leadership in Management and Business (CLIMB) Program. We would like to know about your professional and educational-related experiences since graduation. We are very interested also in your views about some of your experiences in the CLIMB Program while enrolled at the College.

You were selected as one of the only 272 CLIMB graduates from a national selection of colleges. Your responses are important to the study to help us determine the long-range effects of our Program, and to make us aware of how we may improve the Program to best serve the needs of the current and future students.

We are soliciting your cooperation in completing the questionnaire and returning it in the enclosed pre-addressed stamped envelope to the sender by September 15, 1995. Because of the small number of graduates, we really need a 100 percent response. The questionnaire should take no more than 10 to 15 minutes to complete, for some it will take less. We welcome the opportunity for you to be participants, and urge your conscientious efforts to respond as quickly as possible. *All of your responses will be held in the strictest confidence. No names will be used or connected to the study.* The results of the study will be provided for each of the Program Directors at participating colleges when results are available.

Thank you very much for your cooperation.

Sincerely,

Dr. William Scott, Jr., Director
CLIMB Program Edward Waters College

Hester L. Jones
Doctoral Candidate

Enclosure

(804) 848-2775
1-800-738-8873

ORGANIZATIONAL MANAGEMENT PROGRAM

July 10, 1995

Dear OMP Graduate:

As part of our colleges continuing evaluation of its educational program, we support Hester L. Jones, a doctoral candidate at Virginia Tech, Blacksburg, Virginia in her efforts to conduct a follow-up study of graduates of the Organizational Management Program. We would like to know about your professional and educational-related experiences since graduation. We are very interested also in your views about some of your experiences in the Program while enrolled at the College.

You were selected as one of only 272 OMP graduates from a national selection of colleges. Your responses are important to the study to help us determine the long-range effects of our program and to make us aware of how we may improve the Program to best serve the needs of the current and future students.

We are soliciting your cooperation in completing the questionnaire and returning it in the enclosed pre-addressed stamped envelope to the sender by July 20, 1995. Because of the small number of graduates, we really need a *100 percent response*. The questionnaire should take no more than 10 to 15 minutes to complete, for some it will take less. We welcome the opportunity for you to be participants, and we urge your conscientious efforts to respond as quickly as possible. *All of your responses will be held in the strictest confidence. No names will be used or connected to the study.* The results of the study will be provided for each of the program directors at participating colleges when results are available.

Thank you very much for your cooperation.

Sincerely,
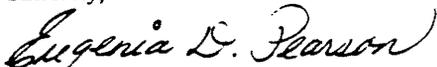
Eugenia D. Pearson

Eugenia Pearson Boyd, Director
Organizational Management Program
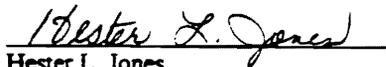
Hester L. Jones

Hester L. Jones
Doctoral Candidate

Enc.

WU

July 10, 1995

Dear Wilberforce Graduate:

As a part of the University's desire to evaluate all of its educational programs, we are combining efforts with Hester L. Jones, a doctoral candidate at Virginia Tech, Blacksburg, Virginia. Ms. Jones is conducting a follow-up study of graduates who obtained their Bachelor degrees in Organizational Management Programs, similar to CLIMB. We would like to know about your professional and educational experiences since graduation. We are also interested in your experiences while enrolled in CLIMB.

You were selected as one of only 272 Organizational Management graduates from schools across the nation. Your responses are important to the study to help us determine the long-range effects of our program and to make us aware of any improvements we might make to better serve the needs of current and future students.

Please complete and return the enclosed questionnaire in the pre-addressed and stamped envelope to the sender by July 20, 1995. The questionnaire should take no more than 15 to 20 minutes to complete and, because of a small number of participants, we would really appreciate a 100% response. *All of your responses will be held in strictest confidence.* No names will be used or connected to the study and the results of the study will be sent to each of the participating schools.

Thank you very much for your cooperation.

Sincerely,

Rebecca A. Baltzer, Director
Adult and Continuing Education

Hester L. Jones
Doctoral Candidate

encl.

From:

Virginia Tech

VIRGINIA POLYTECHNIC INSTITUTE
AND STATE UNIVERSITY

Interlibrary Loan

Carol M. Newman Library
Kent Street
P. O. Box 90001

APPENDIX J (Postcard Sample)

Dear SPC Graduate: **URGENT**

JUST A FRIENDLY REMINDER about your CLIMB (OMP)
survey that you received a few weeks ago. If
you have not responded already, please complete
the survey and return it in the pre-stamped,
self-addressed envelope that was mailed along
with it, or return by <u>August 15, 1995</u> to:

        Hester L. Jones
        Post Office Box 450
        Blacksburg, VA 24063-0450

<u>Your help by responding is greatly appreciated.</u>

Thank you.

APPENDIX K

PARTICIPANTS' OCCUPATIONAL TITLES AND EMPLOYERS

1	PRODUCT VERIFICATION MANAGER/GS-13	GOVERNMENT(FED)
2	HUMAN RESOURCES RECRUITER	HOSPITAL
3	MISSING	GOVERNMENT (STATE)
4	MISSING	PUBLIC UTILITY
5	REHABILITATIONCOUNSELOR	CORRECTIONS (STATE)
6	LIEUTENANT/CHIEF OF SECURITY	CORRECTIONS (STATE)
7	RN DIRECTOR/RISK MANAGEMENT	HOSPITAL
8	PRESIDENT/CEO	SERVICES
9		
10	ADMINISTRATIVE ASSISTANT II	MFG/TOBACCO
11	INVESTIGATIVE MANAGER	GOVERNMENT (STATE)
12	CYLINDER DEPARTMENT MANAGER	PRINTING (SERVICE)
13	ADMINISTRATIVE ASSISTANT	PUBLIC HOUSING
14	ADMINISTRATOR/DIALYSIS CENTER	HEALTHCARE
15	REGIONAL SALES MANAGER	MFG/ELECTRONIC
16	PRIMARY TEACHER	EDUCATION
17	SOCIAL WORKER/CHILD PROTECT. SERVS.	GOVERNMENT (STATE)
18	FORESTER	MFG/FOREST PRODUCTS
19	ENERGY EFFICIENCY PROG. REPRESENT.	PUBLIC UTILITY
20	MEDICAL OFFICE MANAGER	HEALTHCARE
21	MENTAL RETARDATION CTR. SUPERVISOR	MENTAL HEALTH SERVS.
22	INMATE HEARINGS OFFICER	GOVERNMENT (STATE)
23	REHABILITATION COUNSELOR	CORRECTIONS (STATE)
24	DIRECTOR, HUMAN RESOURCES AND BUSINESS ENGINEERING	GOVERNMENT (STATE)
25	MANAGER INFORMATION	US POSTAL SERVICE
26	CORRECTIONS COUNSELOR	GOVERNMENT (STATE)
27	COMPTROLLER RETIREMENT COMMUNITY	HOUSING
28	MILITARY RECRUITER	ARMY NATIONAL GUARD
29	SECRETARY SENIOR	GOVERNMENT (STATE)
30	SENIOR COMPUTER PROGRAMMER	GOVERNMENT (STATE)
31	CHURCH PASTOR	CLERGY
32	RECEPTIONIST/SECRETARY HIGH SCHOOL	COUNTY GOVERNMENT
33	EQUIPMENT SPECIALIST	GOVERNMENT (FED)
34	CORPORATE ACCOUNT EXECUTIVE/MARKET	GOVERNMENT (STATE)
35	SAFETY TRAINER	MFG (CHEMICAL)
36	CORRECTIONS OFFICER/B REHAB	GOVERNMENT (STATE)
37	METER READER/COLLECTOR	PUBLIC UTILITY
38	COMPUTER AIDED DESIGN DIRECTOR	ENGINEERING FIRM
39	CUSTOMER SERVICE REPRESENTATIVE	PUBLIC UTILITY
40	EXECUTIVE DIRECTOR/SOLID WASTE AUTH.	GOVERNMENT
41	TEACHER/LEARNING DISABLED	EDUCATION
42	OUTSIDE PLANT ENGINEER	PUBLIC UTILITY
43	INSTRUCTOR	PUBLIC UTILITY
44	PROGRAM SUPERVISOR/MENTAL HEALTH DAY PROGRAM	MENTAL HEALTHCARE SERVICES
45	CORPORATE SECURITY OFFICER	PUBLIC UTILITY
46	HUMAN RESOURCES TRAINING SPECIALIST (INFORMALLY: SUPERVISOR, TRAINING)	GOVERNMENT-QUASI (FED)

47	SECRETARY/BOOKKEEPER ELEMENTARY SCH	COUNTY GOVERNMENT
48	MANAGER MAINTENANCE	US POSTAL SERVICE
49	SENIOR SECURITY INVESTIGATOR	PUBLIC UTILITY
50	CORRECTIONS/REHAB COUNSELOR	GOVERNMENT (STATE)
51	MISSING	PHARMACEUTICAL
52	COMPUTER CONSULTANT/HMO	HEALTHCARE
53		
54		
55	SUPERVISORY PROCUREMENT ANALYST-INSTRUCTOR/US ARMY LOG MGMT. COL	GOVERNMENT (FED)
56	CORRECTIONS/REHAB COUNSELOR	GOVERNMENT (STATE)
57	OFFICE SERVICES SPECIALIST COMMUNITY COLLEGE	EDUCATION (STATE)
58	RN MANAGER	HOSPITAL (HEALTH)
59	ASSOC. CONTROLS ENGINEER	PUBLIC UTILITY
60		
61	EDUCATION TECHNICIAN	GOVERNMENT
62	MANAGER GROUP LIFE/JOB CORPS VOCATIONAL CENTER	GOVERNMENT
63	ADMINISTRATIVE MANAGER	MFG (TEXTILE)
64	ASSISTANT VICE PRESIDENT HEALTH CTR	HEALTH CARE
65	SECRETARY STUDENT SUPPORT SERVICES COMMUNITY COLLEGE	EDUCATION (STATE)
66	CHURCH CO-PASTOR	CLERGY
67	TELEPHONE SALES REPRESENTATIVE	GOVERNMENT (STATE)
68	CEO/TRAVEL AGENCY	TRAVEL
69	JOB INSURANCE INTERVIEW SUPERVISOR	GOVERNMENT (STATE)
70	CAPITAL PROJECT ANALYST	RETAIL
71	TECHNICAL DATA SPECIALIST	GOVERNMENT (STATE)
72	COMPUTER SPECIALIST	GOVERNMENT
73	IN-HOME CARE PROGRAM ASSISTANT	HOME HEALTHCARE
74	MANAGEMENT/LINEHAUL COORDINATOR	TRANSPORTATION
75	FINANCIAL AID COUNSELOR	EDUCATION
76	PROGRAMMER/ANALYST UNIVERSITY	EDUCATION
77	SUPPLY TECHNICIAN/GS-5	GOVERNMENT (FED)
78	CORPORATE QUALITY ASSURANCE MGR	MFG
79	CUSTOMER SERVICE REPRESENTATIVE	PUBLIC UTILITY
80	ASSIST MANAGER PRODUCTION CONTROL	ELECTRONIC/MFG
81	TEACHER HIGH SCHOOL	EDUCATION
82	COMPUTER SPECIALIST	GOVERNMENT
83	THIRD PARTY RESOURCES MANAGER	HOSPITAL
84	DIRECTOR CONTRACTS AND GENERAL SERV	GOVERNMENT
85	RN COORD FOR HOME INFUSION SERVICES	HOSPITAL
86	PC LAN ANALYST BANK	BANKING
87	SUPERMARKET MANAGER (PUBLIC SERV)	RETAIL
88	MISSING	PRIVATE INDUSTRY
89		
90	QUALITY SYSTEM COORDINATOR	STEEL (MFG)

91	CONTRACT NEGOTIATOR (USAF CIVIL SER)	GOVERNMENT
92	OFFICE MANAGER	CONSTRUCTION
93	SYSTEMS ANALYST (USAF)	GOVERNMENT (FED)
94	BRANCH ACCOUNT REPRESENTATIVE	BANKING
95	COLLEGE MINORITY STUDENT RETENTION OFFICER	HIGHER EDUCATION
96		
97	DIRECTOR OF HUMAN RESOURCES	HIGHER EDUCATION
98	DIRECTOR TRAFFIC/SALES SYSTEM	BROADCAST
99	SECRETARY	GOVERNMENT (STATE)
100	GENERAL SUPERVISOR MATERIALS MGMT	AUTO COMPONT.(MFG)
101	SECRETARY/ADMINISTRATIVE ASSISTANT	GOVERNMENT (COUNTY)
102	INFORMATION TECHNOLOGY ENGINEER	PAPER (MFG)
103	MANAGER/UNIVERSITY	EDUCATION
104	HEAD SOFTBALL COACH/UNIVERSITY	EDUCATION
105	SUPPLY SYSTEM ANALYST (CIVIL SERV)	GOVERNMENT
106	GENERAL SUPERVISOR (MIDDLE MGMT)	AUTO PARTS (MFG)
107	SUPERVISOR, CUSTOMER SERVICE	US POSTAL SERVICE
108	DRUG COUNSELOR	GOVERNMENT (CITY)
109		
110	BUSINESS CONSULTANT TRAINEE	PRIV/CONSTRUCTION
111	DIRECT MAIL ADVERTISING/TRANSPORT MANAGER	ADVERTISING
112	CONSULTANT TRAINEE	EMPLOYMENT
113		
114	MISSING	GOVERNMENT
115	PLAN COORDINATOR	GOVERNMENT (STATE)
116	PERSONNEL OFFICER	GOVERNMENT(COUNTY)
117	REAL PROPERTY ASSESSOR	PRIV/REAL EST
118	SECRETARY/FOSTER CARE ADOPTION	GOVERNMENT
119	PROJECT MANAGER/GENERAL CONTRACTOR	CONSTRUCTION
120	CASE MANAGER SCHOOL SYSTEM	PUBLIC EDUCATION
121	MISSING	GOVERNMENT (FED)
122	PERSONNEL ASSISTANT RAILCAR REPAIR	HEAVY DUTY
123	PRESIDENT/CEO	FINANCIAL SERVCS
124		
125	COORDINATOR MIGRANT EDUCATION PROG	GOVERNMENT (COUNTY)
126	TEACHER	PUBLIC EDUCATION
127	ADMINISTRATOR HEALTH INSUR. ORG.	HEALTH INSURANCE
128	EMPLOYMENT COUNSELOR	GOVERNMENT (STATE)
129	HOSPITAL CHAPLAIN	MENTALHEALTH GOV'T
130	TEACHER	PUBLIC EDUCATION
131	COMPUTER SPECIALIST	HOSPITAL
132	DIRECTOR OF SPONSORED PROGRAMS & TITLE III	HIGHER EDUCATION
133	PATIENT RELAT'S/REFER. SPECIALIST	HOSPITAL
134	RETAIL ASSISTANT MANAGER	DRUG RETAIL

135	SUPPLY, MAIL, FILE, MAINTENANCE, SUPERVISOR	INSURANCE
136	TECHNICAL PURCHASING AGENT	SERVICE
137	RESEARCH TECHNICIAN	CHEMICAL
138	RESPIRATORY THERAP/CLIN. SPECIALIST	HOSPITAL
139	ACCOUNTING SERVICES MANAGER	TRANSPORT-MARITME
140	POLICY SERVICE CLERK III	INSURANCE
141	RN SUPERVISOR (OB-ULTRASOUND DPT)	HOSPITAL
142	HEALTH INSURANCE CLAIMS SERVC REP	INSURANCE
143	ACCOUNTS PAYABLE SUPERVISOR	UPS
144	SECRETARY	HOSPITAL (VA)
145	NATIONAL GUARD BUDGET OFFICER	MILITARY
146	PLANS AND OPERATIONS OFFICER	MILITARY
147	NATIONAL GUARD MAINTENANCE MANAGER	MILITARY
148	INSURANCE AGENT	INSURANCE
149	PERSONNEL/PERSONNEL STAFFING SPEC	MILITARY
150	SUPERVISOR MILITARY SPEC (GS-11)	MILITARY
151	SUPERVISORY ACCOUNTANT	MILITARY
152	CASE MANAGER/PUB ASSIST SPEC	GOVERNMENT
153	SERVICE REVENUE ADMINISTRATOR	GOVERNMENT
154	ADMINISTRATOR-RN	HOME HEALTHCARE
155	HVY MOBILE EQUIP MECHAN SUPERVISOR	MILITARY
156	CORRECTIONAL OFFICER	GOVERNMENT (STATE)
157	US ARMY MAJOR-COMMUNICATION ENG	GOVERNMENT (FED)
158	CLAIMS REPRESENTATIVE	INSURANCE
159	EMPLOYEE RELATIONS SPECIALIST/ STUDENT LOAN SERVICER	HIGHER EDUCATION
160	DEPART OF LABOR CASE MANAGER	GOVERNMENT (STATE)
161	CEO/PRESIDENT	SERVICE
162		
163	ASSIST VICE PRESIDENT/BRANCH MGR	BANKING
164	MISSING	MENTAL HEALTHCARE
165	MISSING	GOVERNMENT
166	MICROGRAPHIC CLERK	INSURANCE
167	PRODUCTION CONTROLLER	MILITARY
168	BOOKSTORE MANAGER UNIVERSITY	HIGHER EDUCATION
169		
170	SENIOR INTERNAL AUDITOR	HIGHER EDUCATION (GOVERNMENT STATE)

Note: Blank items (9, 53, 54, etc.) indicate those respondents who were either unemployed or employed part-time.

APPENDIX L

ORGANIZATIONAL MANAGEMENT PROGRAM SCHEDULE

(SAMPLE)

ORGANIZATIONAL MANAGEMENT PROGRAM
SCHEDULE OF GROUPS 1994 - 1995

MODULE	COURSE	CREDIT	WEEKS	THETA 94	IOTA 94	SIGMA 94	LAMBDA 94
SEMESTER I				(SATURDAY)	(TUESDAY)	(SATURDAY)	(THURSDAY)
1	REGISTRATION			09-17-94	09-20-94	09-24-94	10-20-94
	GROUP AND ORGANIZATIONAL DEVELOPMENT	3	5	09-24-94 10-01-94 10-08-94 10-15-94 10-22-94	09-27-94 10-04-94 10-11-94 10-18-94 10-25-94	10-01-94 10-01-94 10-08-94 10-15-94 10-22-94	10-27-94 11-03-94 11-10-94 11-17-94 12-01-94
2	CAREER ASSESSMENT AND PLANNING	2	4	10-29-94 11-05-94 11-12-94 11-19-94	11-01-94 11-08-94 11-15-94 11-22-94	10-29-94 11-05-94 11-12-94 11-19-94	12-08-94 12-15-94 12-22-94 01-05-95
3	PROJECT THESIS PART I	1	3	11-26-94 12-03-94 12-10-94	11-29-94 12-06-94 12-13-94	11-26-94 12-03-94 12-10-94	01-12-95 01-19-95 01-26-95
	STRATEGIES FOR PROFESSIONAL & ACADEMIC WRITING	3	5	12-17-94 01-07-95 01-14-95 01-21-95 01-28-95	12-20-94 01-03-95 01-10-95 01-17-95 01-24-95	12-17-94 01-07-95 01-14-95 01-21-95 01-28-95	02-02-95 02-09-95 02-16-95 02-23-95 03-02-95
4	STATISTICAL METHODS AND RESEARCH	3	5	02-04-95 02-11-95 02-18-95 02-25-95 03-04-95	01-31-95 02-07-95 02-14-95 02-21-95 02-28-95	02-04-95 02-11-95 02-18-95 02-25-95 03-04-95	03-09-95 03-16-95 03-23-95 03-30-95 04-06-95
SEMESTER II							
5	PROJECT THESIS PART II	3	4	03-11-95 03-18-95 03-25-95 04-01-95	03-07-95 03-14-95 03-21-95 03-28-95	03-11-95 03-18-95 03-25-95 04-01-95	04-13-95 04-20-95 04-27-95 05-04-95
	INTERPERSONAL COMMUNICATION	3	5	04-08-95 04-15-95 04-22-95 04-29-95 05-06-95	04-04-95 04-11-95 04-18-95 04-25-95 05-02-95	04-08-95 04-15-95 04-22-95 04-29-95 05-06-95	05-11-95 05-18-95 05-25-95 06-01-95 06-08-95
6	SYSTEMS MANAGEMENT	3	5	05-13-95 05-20-95 05-27-95 06-03-95 06-10-95	05-09-95 05-16-95 05-23-95 06-06-95 06-13-95	05-13-95 05-20-95 05-27-95 06-03-95 06-10-95	06-15-95 06-22-95 06-29-95 07-06-95 07-13-95

Appendix L continued

MODULE	COURSE	CREDIT	WEEKS	THETA 94	IOTA 94	SIGMA 94	LAMBDA 94
7	HUMAN RESOURCE MANAGEMENT	3	5	06-17-95 06-24-95 07-01-95 07-08-95 07-15-95	06-20-95 06-27-95 07-11-95 07-18-95 07-25-95	06-17-95 06-24-95 07-01-95 07-08-95 07-15-95	07-20-95 07-27-95 08-03-95 08-10-95 08-17-95

SEMESTER III

MODULE	COURSE	CREDIT	WEEKS	THETA 94	IOTA 94	SIGMA 94	LAMBDA 94
8	PRINCIPLE OF MANAGEMENT AND SUPERVISION	4	6	07-22-95 07-29-95 08-05-95 08-12-95 08-19-95 08-26-95	08-01-95 08-08-95 08-15-95 08-22-95 08-29-95 09-05-95	07-22-95 07-29-95 08-05-95 08-12-95 08-19-95 08-26-95	08-24-95 08-31-95 09-07-95 09-14-95 09-21-95 09-28-95
9	MANAGERIAL ACCOUNTING	3	5	09-02-95 09-09-95 09-16-95 09-23-95 09-30-95	09-12-95 09-19-95 09-26-95 10-03-95 10-10-95	09-02-95 09-09-95 09-16-95 09-23-95 09-30-95	10-05-95 10-12-95 10-19-95 10-26-95 11-02-95
10	BUSINESS ETHICS	3	5	10-07-95 10-14-95 10-21-95 10-28-95 11-04-95	10-17-95 10-24-95 10-31-95 11-07-95 11-14-95	10-07-95 10-14-95 10-21-95 10-28-95 11-04-95	11-09-95 11-16-95 11-23-95 11-30-95 12-07-95
	PROJECT THESIS PART III	2	4	11-11-95 11-18-95 11-25-95 12-02-95	11-21-95 11-28-95 12-05-95 12-12-95	11-11-95 11-18-95 11-25-95 12-02-95	12-14-95 12-21-95 12-28-95 09-27-95

PLEASE NOTE: CLASSES HELD MONDAY - FRIDAY 6:00 - 10:00 P.M.
                          SATURDAY   9:00 - 1:00 P.M.

APPENDIX M

DEFINITIONS

Adult, Adult Clientele, Nontraditional Student. These
terms are used interchangeably in the study to refer to
persons twenty-five years of age or older who engage in
study and are working full-time with some family, social,
or community responsibility that places demands on their
time schedules.

Adult Degree Programs. These programs are special
educational delivery systems designed for the convenience of
adults to complete their baccalaureate degrees. Degree
completion, alternative degree, external degree, or
accelerated degree programs are included under this term.

Credit. Miller and Mills (1978) defined "credit unit"
as an official certification of a course completed
satisfactorily, statement of competence, and other
increments of verified educational accomplishment
(occupational, military, written competencies, etc.)
accepted toward completion of requirements for certificates
and degrees. Credit units are most often assigned semester
or quarter hour values (p. xvi).

Degree. Miller and Mills (1978) defined this term as
an honor bestowed by an educational institution for meeting
its requirements through the satisfactory completion of a
program of study or other verified educational
accomplishment (p. xvi).

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Experiential Learning. This term refers to learning through life experiences which normally occur outside of a traditional classroom setting. The term is sometimes referred to as noncollegiate learning.

Graduate School. Graduate school refers to further educational involvement beyond the attainment of a bachelor's degree.

Historically Black Colleges and Universities (HBCUs)/Minority College. The National Institute of Independent Colleges and Universities (1991) defined this term as one that has a special sense of mission, sometimes historical, toward minority students and acts accordingly.

Higher Education. Miller & Miles (1978) defined this term as the part of postsecondary education that leads to the award of a degree.

Impact. This term is commonly used in evaluative procedures, and refers to the outcomes produced by some sort of intervention (Rossi, 1982).

Lifelong Learning. The term usually refers to structured learning that takes place throughout one's life, but has connotations also for learning that is unstructured.

Minority College. See definition above for HBCUs/Minority College.

Module. This term refers to the length of time, manner of sequence, or format of instruction in an educational delivery system.

Nontraditional Credits/Prior Learning Credits. These terms refer to credits that individuals earn separate and apart from the traditional college classroom setting which may be applied toward baccalaureate degree credits.

Participating Colleges. This term refers to colleges with the Program and their officials agreed to have graduates as participants in this study.

Portfolio. This term refers to a large binder notebook compiled by students which contain credentials and documentions for occupational, military, or life experiences.

Postsecondary education. Miller and Mills (1978) define this term as the array of educational opportunities available to post-high-school age adults, including educational programs of postsecondary education institutions and extra institutional learning experiences.

Prior Learning Credits. This term refers to outside classroom credits that are earned and applied toward the bachelor's degree, usually derived from occupational or military training.

Project Thesis. This term refers to the learning

project in program under study in which students engage

in research activity that surrounds some problem area

related to their jobs or communities.

Traditional Student. This term refers to a

traditional-aged college student between the ages of 18 to

22 years old.

Other Terminology

Characteristics of the ADCP Graduates. This term

refers to the demographics and personal background data on

the academic and enrollment information of participants.

College Experiences. This term refers to all

experiences in which students engage in the college

environment which include classroom, services, and social

interactions.

Educational Experience. This term refers to the number

of years of education and training beyond the postsecondary

level that an individual has obtained.

Employment. A term that refers to the work in which

one is engaged, or his or her business, or profession (The

American Heritage Dictionary, 1985, p. 450).

Involvement in the Portfolio Development Project. This

term refers to the engagement of students in a variety of

activities for compiling past and present credentials and

documentations for their learning from occupational, military, or life experiences.

Overall Personal Assessment and Views on Programs. This term refers to participants' evaluation, opinions, and perceptions of the Program.

Personal Developmental/Self Developmental Experiences. The term personal development refers to the orderly and sequential changes in characteristics and attitudes that adults experience over time (Knox, 1977, p. 9).

Professional Experiences. This term refers to all educational and training experiences in which individuals have engaged either through their jobs or on their own to gain useful knowledge or skills for the workworld.

Program Completion. This term refers to the fulfillment of degree requirements by an individual to complete his or her undergraduate education.

Project Thesis Completion. This term refers to the fulfillment of the Program requirements by an individual to produce a thesis centered around a topic that surrounds his or her job, community, or personal interest.

Promotion. This term refers to an advancement in rank or responsibility (The American Heritage Dictionary, 1985).

Scope/Range of Changes. This term refers to the nature and extent of changes that have occurred in an individual's job, education, or personal pursuits upon program completion.

Raise. This term means an increase in salary or pay.

Salary. A fixed compensation for services, paid to a person on a regular basis (The American Heritage Dictionary, 1985).

Sources of Financing. This term refers to the various types of private and/or government funds that an individual accessed to pay for their degree.

APPENDIX N

ADULT EDUCATION

From the Adult Education Literature

The cohort-based contract Adult Degree Completion
Program (ADCP), which is offered at the bachelor's level, is
designed to accommodate students who now desire to bring
closure to their undergraduate educations. To help students
in the achievement of this important goal, the program is
designed specifically for adult men and women.

The meaning of "nontraditional" students commonly
refers to learners who are 25 years of age or older, and who
engage in formal schooling. Adult students are considered
to be nontraditional primarily due to the age, because "Most
people tend to think of 'adult' in terms of age" (Rogers,
1986, p. 5). Most Americans would define the concept of
education as "the formalized activity engaged in during the
first 18 to 25 years of life" (Troutt, 1971, p. 2), and
therefore may think that older people who are in college are
"atypical and probably do not belong in school" (p. 2).

The ADCP is designed to stimulate student-centered
learning; it uses a facilitative teaching methodology, and
integrates theory with workplace practice. The underlying
assumptions of the program are that its adult students are:
self-directed, experience-driven, and goal-oriented. Thus,

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the levels of maturity and experience of adults who enroll in the program are important dimensions. The Program framework encompasses various learning activities to accommodate different learning styles and is directed toward a specific group of adults.

The concept of self-directed learning has "connotations of autonomy, independence, and isolation" (Brookfield, 1985, p. 7). Self-directed learners are understood to be in control of their learning, and those who teach adults act primarily as resource persons whose role is to stimulate motivated learning (Brookfield, 1985).

Facilitative techniques and tools are important for the successful teacher of self-directed learners. Mezirow (1985) suggests that a teacher using facilitation techniques should be "manager of teacher-learning transactions, not . . .an information provider" (p. 35). Facilitative teaching techniques can revolve around the experience of adult students. There is no learning that is "unmistakenly adult," Brookfield, 1985, p. 6). Experience, however, is a distinguishing characteristic of learning for adults (Brookfield, 1985; Knowles, 1980; Rogers, 1986; Tennant, 1991).

The levels of maturity and experience of adults who enroll in the program are important dimensions. Knox (1977) equates maturity with "readiness," or what he refers to as "approach" for the effectiveness of learning (p. 425). The effectiveness of adult learning, according to Knox, "varies with learning ability, but it is also affected by the approach the adult takes to the learning activity" (p. 425). Knox goes further to say that approach, for example, may include all types of previous background work, education, and personal experiences. The approach may also include linking learning procedures with current situations that give rise to the need for increased competence. Tennant contends that most adults approach learning activities with specific expectations about what they will gain from the experience, an idea that is congruent with what other writers have written about adult learners (i.e., Knowles, 1980; Kidd, 11983; Rogers, 1986).

Facilitative teaching techniques can revolve around the experience of adult learners, using that experience as an important resource. The idea that the experience of adults is an important resource for learning is "axiomatic" (Tennant, 1991, p. 196). Thus, the experience of students can be acknowledged in numerous ways, for example, in the

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methods a teacher uses. The teacher can link his or her explanations or illustrations to the real-life experiences of students. Teachers may also link learning activities to what is occurring in the lives of learners.

Both persistence in a learning activity and actual learning achievement can be greatly affected by the educational climate and procedures that enable the identification of congruent expectations and objectives. In the Adult Degree Completion Program, for example, time is spent on exploring and agreeing on learning topics and activities that are very relevant to the participants. This involvement contributes to interest, achievement, and application.

Vita

Hester Burnett Lawson Jones was born in Oxford, North Carolina. She was educated in the public schools of Person County, North Carolina. She graduated from high school in 1968.

She received the B. S. degree in Business Education (1972) from North Carolina Central University, Durham, North Carolina; MBA in Finance (1979) from The Clark-Atlanta University School of Business (formerly The Atlanta University School of Business), Atlanta, Georgia. Other earned credentials were received from Mississippi State University, Starksville, Mississippi, The Virginia Commonwealth University, Richmond, Virginia; and Sonoma State University, Rhinehart Park, California.

Her professional career has included that of college administrator, professor, and part-time minority small business consultant. She served as a financial aid officer for four years (1972-1976), Durham, North Carolina; two years (1979-1981) Rutledge College, Atlanta, Georgia. Her first four-year college appointment as instructor (1981), was with the Department of Business Administration, Paine College, Augusta, Georgia. She taught for four years prior to accepting a teaching appointment in 1985 in the

Department of Business Administration and Education at Saint Paul's College, Lawrenceville, Virginia where she presently teaches.

In addition to teaching at the College during her past twelve-year tenure, she has served as an Interim Director of The Adult and Continuing Education Program (1990-1991), and Assistant to the Provost (1989). She currently serves on numerous standing committees, and advises the Department's student business clubs. Her recognitions and awards include, The Student Academic Advising Award (1990); IBM Faculty Fellow 1988-1989, 1993-1994; and The Lily Foundation Dissertation Award (1994). In addition to active participation in her professional organizations, adult education and research, her future career plans include a heightened involvement in community-based groups which deal with health and environmental issues.

She is married to David L. Jones, and has one grown son Kwame, who presently resides in Chapel Hill, North Carolina.

Hester B. Jones