

A STUDY OF GRADUATES FROM THE MASTER OF ARTS IN  
ADULT EDUCATION PROGRAM AT FEDERAL CITY COLLEGE

BY

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## TABLE OF CONTENTS

	PAGE
LIST OF TABLES . . . . .	vii
CHAPTER	
1. INTRODUCTION . . . . .	1
PURPOSE AND BACKGROUND . . . . .	2
NEED . . . . .	8
ASSUMPTION AND OBJECTIVES . . . . .	11
DEFINITION OF TERMS . . . . .	12
DELIMITATIONS OF THE STUDY. . . . .	14
NATURE AND ORDER OF THE PRESENTATION . . . . .	14
2. REVIEW OF THE LITERATURE . . . . .	16
NON-TRADITIONAL STUDY . . . . .	16
GROUNDED THEORY METHODOLOGY . . . . .	26
STUDIES BASED ON GROUNDED THEORY. . . . .	27
DISCUSSION . . . . .	36
3. METHODOLOGY . . . . .	38
POPULATION. . . . .	39
DATA COLLECTION . . . . .	40
QUESTIONNAIRE . . . . .	41
4. ANALYSIS OF DATA . . . . .	45
GENERAL INFORMATION ABOUT THE PROGRAM . . . . .	45

CHAPTER	PAGE
GENERAL DESCRIPTION . . . . .	47
DEGREE STATUS AND SEX . . . . .	47
SEX OF GRADUATES WITHIN PROGRAMS OF STUDY . . . . .	48
ETHNIC BACKGROUND . . . . .	49
AGES OF THE GRADUATES . . . . .	50
MARITAL STATUS. . . . .	52
SPECIFIC CHARACTERISTICS OF THE GRADUATES . . . . .	53
NON-DEGREE GRADUATES--1969 . . . . .	54
SUPPORT AND SUPPORTIVE ACTIVITIES . . . . .	58
EMPLOYMENT CHANGES . . . . .	58
DEGREE GRADUATES--1969 . . . . .	59
SUPPORT AND SUPPORTIVE ACTIVITIES . . . . .	62
NON-DEGREE GRADUATES--1970 . . . . .	62
SUPPORT AND SUPPORTIVE ACTIVITIES . . . . .	63
DEGREE GRADUATES--1970 . . . . .	63
SUPPORT AND SUPPORTIVE ACTIVITIES . . . . .	69
NON-DEGREE GRADUATES--1971 . . . . .	70
SUPPORT AND SUPPORTIVE ACTIVITIES . . . . .	73

CHAPTER	PAGE
DEGREE GRADUATES--1971 . . . . .	73
SUPPORT AND SUPPORTIVE ACTIVITIES . . . . .	76
PROGRAM OBSERVATIONS . . . . .	78
ACADEMIC ACHIEVEMENT . . . . .	78
ENROLLMENT PATTERNS . . . . .	79
CLASSROOM EXPERIENCE . . . . .	80
SUMMARY OF FINDINGS . . . . .	81
AGE . . . . .	81
SEX . . . . .	81
MARITAL STATUS . . . . .	81
ADULT-RELATED WORK EXPERIENCES . . . . .	81
ACADEMIC ACHIEVEMENT . . . . .	82
FINDINGS FROM OTHER SOURCES . . . . .	84
5. SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH . . . . .	86
SUMMARY . . . . .	86
FINDINGS . . . . .	87
DISCUSSION . . . . .	89
CONCLUSIONS . . . . .	92
THEORIES . . . . .	93
IMPLICATIONS . . . . .	94
RECOMMENDATIONS FOR FURTHER RESEARCH . . . . .	95

CHAPTER PAGE

REFERENCES CITED. . . . . 98

APPENDIXES

A. QUESTIONNAIRE . . . . . 101

B. SKETCHES OF NON-DEGREE GRADUATES . . . . 104

C. SKETCHES OF DEGREE GRADUATES . . . . . 109

D. AFFILIATIONS OF GRADUATES. . . . . 114

LIST OF TABLES

TABLE	PAGE
1. SEX OF THE GRADUATES . . . . .	48
2. PROGRAM ENROLLMENTS . . . . .	49
3. ETHNIC BACKGROUND OF GRADUATES . . . . .	50
4. COMPARISON OF GRADUATES' AGES AT PROGRAM ENTRY. . . . .	51
5. MARITAL STATUS OF NON-DEGREE AND DEGREE STUDENTS . . . . .	52
6. NON-DEGREE GRADUATES 1969 . . . . .	56
7. DEGREE GRADUATES 1969 . . . . .	60
8. NON-DEGREE GRADUATES 1970 . . . . .	64
9. DEGREE GRADUATES 1970 . . . . .	67
10. NON-DEGREE GRADUATES 1971 . . . . .	71
11. DEGREE GRADUATES 1971. . . . .	74
12. COMPARISON OF GRADUATES' GRADES IN FIVE COURSES . . . . .	79

## Chapter 1

### INTRODUCTION

Since World War II the field of adult education has emerged as a discipline incorporating social practices and professionalism. The need for trained adult basic educators and the expansion of graduate programs in adult education coincided with the Kerner Report on civil disobedience and the Adult Education Act of 1966.

Grabowski (1974) described adult education as an umbrella covering education and training various agencies and institutions including business and industry, churches and synagogues, military and community organizations as well as schools and universities. Programs have been designed to prepare trained adult educators recognizing these broad base thrusts within the adult education field. The Master of Arts in Adult Education Program at Federal City College, initiated in the Spring of 1969, was one such program. This urban program was designed to prepare the adult educator not only as a teacher of basic education, but as an administrator, supervisor, staff developer and curriculum designer of adult education programs.



PURPOSE AND BACKGROUND

The purpose of this study was to compare the characteristics of the non-degree and degree student who had graduated from the master's program in adult education at Federal City College, Washington, D.C. to determine (1) why the students entered the program, what the students brought to the program, (2) how the students performed in the program, and (3) how they were affected by the program. Through multiple comparisons of the non-degree and degree students grouped according to the three programs of study under which they enrolled, this investigation determined similarities and differences of this population, the conditions under which the similarities and differences existed and the resulting consequences. The population was 130 students who graduated between June 1970 and June 1974. Fifty-three graduates entered the program without the undergraduate degree. Seventy-seven entered with the undergraduate degree.

The graduate adult education program was initially proposed as staff development for the Adult Education Demonstration Center faculty and staff. The Center was an adult basic education project funded by the Office of Education through the District of Columbia Public Schools. Baird (1974:2) reported that in 1970 there were 820,000 graduate students and 170,000 professional school students in the United States with

over 550 institutions granting the master's degree or second professional degree. Degree programs such as the Bachelor of Arts in Adult Education at Goddard College, the Bachelor of Independent Studies at the University of South Florida (Tampa), and the Master of Liberal Studies at the University of Oklahoma have been designed especially for adults; however, traditional admissions requirements at the graduate level, including the passing of the Graduate Record Examination and the possession of an undergraduate degree are maintained for the master's programs. The Federal City College adult education program is unique, therefore, since investigations show it is the only program in that field admitting some students who do not have the undergraduate degree.

The Federal City College program, now accredited by the Middle States Association, is entering its sixth year of operation. An in-depth study of its graduates has never been conducted nor is there research on the program innovation most cited--the non-traditional graduate admissions policy.

The Master of Arts in Adult Education Program is one of seven graduate programs at Federal City College. In 1969 a "Proposal to Conduct Staff Development, Curriculum Development, And (sic) to Initiate a Graduate Program in Adult Education And (sic) to Disseminate Information on the (Adult Education Demonstration) Center" was funded under Section 309 of the

Adult Education Act of 1966 (P.L. 89-750) as Project "GO" by the Bureau of Adult, Vocational and Library Programs, Office of Education, Department of Health, Education and Welfare. The proposal stipulated that the \$110,000 grant was to provide professional preparation for persons who already had the bachelor's degree or its equivalency and now seek professional certification. More specifically, the grant was to be used to design pre-service and in-service training components at the Adult Education Demonstration Center (AEDC) and to develop and initiate a master's degree program. This project, sub-contracted by AEDC to the Center for Continuing Education, Federal City College, became the first graduate adult education program in the United States to admit participants who did not have an undergraduate baccalaureate degree. Considerations were given to the baccalaureate equivalency or work experience in the planned field of study as acceptable criteria for admission to the master's program. Minimum criteria for admitting persons without the undergraduate degrees were listed in the 1971-73 Federal City College Graduate School Bulletin.

(1) The equivalent of a bachelor's degree, based on college work and experience; (2) demonstrated college-level reading comprehension and written expressions; (3) adequate oral communication demonstrated in a personal interview with a faculty member and a student member of the department; (4) unanimous acceptance by a three member department committee. (1971:11).

Similarly, the Wiegman proposal for the Master

of Arts Program in Adult Education stipulated that

...admission by equivalency be made, upon recommendation of the Program's chairman, based on evaluation of the applicant's life experiences, and prior participation in credit and non-credit courses. (1969:C3).

The proposal further stipulated that the non-degree aspect of the program be carefully researched the first six years. The program has now completed its fifth year of operation, graduating within that period fifty-three non-(baccalaureate) degree students and seventy-seven students who held the baccalaureate degree prior to admissions. Research on the non-degree student prior to this study, however, had not been undertaken.

Objectives of the adult education program coincided with the "communiversiety" concept of Federal City College's Division of Community Education, viewing the total Washington area as its campus and the Washington, D.C. population as its clientele. The social revolution of the 1960's and the unrest prevalent in this urban center could be related to the complex social factors affecting the vast segment of the District's population identifiable not only by color, but by economic and educational levels as well; consequently, the master's degree program effected procedures for training personnel capable of dealing with this described population.

The master's program, then, was designed to provide concentrations in the areas of adult education administration, curriculum development, and staff development. A minimum forty-five quarter hours was required for the degree under three different plans or options. Plan A required thirty quarter hours of course work plus fifteen hours for a terminal seminar, project, directed study or thesis; Plan B, twenty-four hours of course work plus twenty-one hours for the terminal, seminar, project, directed study and evaluation experience; Plan C, a combination of Plans A and B.

Three curriculum revisions have taken place since the program's inception. In May 1970 the program retained its three major areas of concentration and the forty-five quarter hour minimum requirement for completion, but it was outlined with the following as "required" courses for all students:

The adult Learner  
 Administration of Adult Education Programs  
 Introduction to the Educational Sciences  
 Trends in Continuing Education  
 Generic Issues in Teaching and Working with  
 Adults  
 Psychology of the Ghetto  
 Minority History and Culture  
 Curriculum Development  
 Director Study/Practicum

These courses totaled twenty-seven quarter hours. Additionally, twelve hours of "recommended" courses, according to the major concentration, and six hours of electives

were listed. Three hours of electives could be taken from the Graduate Counseling Department.

The second revision, effected January 1971, saw the "required" courses become twenty-four hours of "core" courses; "Administration of Adult Education Programs" was deleted from this grouping. Administration and su-  
pervision replaced the administration major and fifteen quarter hours of required courses plus six hours of electives were outlined for the administration/supervision and curriculum majors. Tests and measurements, offered by the Counseling Department, was required of all students who had not completed a similar course.

The September 1973 revision changed the program's minimum requirements to fifty-four quarter hours. A fifteen quarter hour sequence for a labor education major was added; required courses on other major concentrations were changed to total eighteen hours; four core courses totaled twelve hours. Foundations of Adult Education, The Adult Learner and Trends in Continuing Education were three of the core courses. The fourth was a choice of either Psychology of the Ghetto or Generic Issues. Additionally, twelve hours of advanced research courses were required.

When the adult education master's degree program was initiated in the Spring of 1969, class rosters reflected an enrollment of sixty-nine participants. Twenty

individuals from this group have graduated from the program.

#### NEED FOR THE STUDY

While an obvious need for this study would have been to meet the research and evaluation requirements in the program proposal, there were others to be considered.

Washington, D.C. although the Nation's Capital, is a predominantly black urban community. The federal or city governments are the city's chief employers. Grier (1973) reported that the Washington population was one of the best educated and by 1970, one out of every six D.C. residents who had observed his or her twenty-fifth birthday had completed college. Nevertheless, there were 190,000 D.C. residents past their twenty-fifth birthdays who had not completed high school. This factor seriously handicapped employment opportunities.

The civil disturbances of the sixties resulted in federal legislation to improve educational opportunities for minorities and, increasingly, federally funded social action and community based programs such as the Work Incentive Program (WIN), United Planning Organization (UPO), Office of Economic Opportunities (OEO), Title I of the Elementary and Secondary Act (ESEA) and adult basic education (ABE) of the Adult Education Act of 1966 were funded to provide supportive and educational services for inner-city socio-economic

deprived citizens.

Many of the personnel in these newly formed agencies and organizations were individuals, venturing toward newer and different horizons, who had had little or no professional preparation for the administration, supervision, teaching or program development tasks they assumed. In some instances, however, previous work or life experiences may have provided substantial training. The need existed, therefore, for staff development through on-the-job training.

The extent to which such training has expanded both in the public and private sectors is reflected in the recent grant to the American Council on Education's Commission on Educational Credit for its Project on Noncollegiate-Sponsored Instruction. Funded by the Carnegie Corporation of New York and the Fund for Improvement of Post-secondary Education, this project will attempt to effect methods of recognition for formal courses offered by business, government, private and professional associations that are not chartered or licensed educational organizations. Miller (1975) reported that courses will be reviewed by teams of subject matter specialists using guidelines and criteria established by the commission and recommendations for the amount of credit will be disseminated to colleges and universities throughout the country.



Similarly, the Carnegie Corporation awarded a grant to develop guidelines and procedures for assessing experiential learning to the Educational Testing Service (ETS) and ten task force institutions--Antioch College, Community College of Vermont, El Paso Community College, Empire State College, Florida International University, Framingham State College, Minnesota Metropolitan State College, New College of the University of Alabama, Thomas A. Edison College, and San Francisco State University. Park (1975:243) explained that the project, Cooperative Assessment of Experiential Learning (CAEL), will attempt to measure, evaluate, and credential "learning that has taken place prior to and heedless of an institution of higher education, and learning that takes place under the guidance or sponsorship of a college or university."

This study would contribute to the data for both of these projects for it intended to relate assessment of experiential and noncollegiate sponsored instruction to the academic experiences and professional pursuits of the graduates of the master's degree program. Students in the adult education program at Federal City College were all admitted under an open admissions policy. This meant that proof of a baccalaureate degree automatically admitted an applicant without an assessment of previous academic achievement or the use of

standardized tests. Additional admissions flexibility was provided for students without the undergraduate degree through the recognition of experiential learning as well as noncollegiate sponsored instruction.

Additionally, this study would assist the faculty in future curriculum planning and program structuring and provide for fellow adult educators throughout the country a program model at the graduate level for the experienced, uncredentialed adult educator.

#### ASSUMPTION AND OBJECTIVES

This investigation was initiated based on the assumption that there were no significant differences between students with the undergraduate degree and those without the degree in the adult education master's program because experiential and non-traditional learning provided the degree equivalency.

Objectives of the study were to compare the two types of graduates in order to:

1. Determine motivation for higher education involvement.
2. Analyze similarities and differences in the graduates' demographic data.
3. Identify experiential and non-traditional learning activities.
4. Investigate non-student roles and their

relationship to experiential learning.

5. Gain insights about the relationship of experiential learning and non-traditional studies to academic achievement.

6. Analyze academic and professional achievements.

7. Determine the extent of continued academic pursuits.

8. Determine the extent of professional advancement.

#### DEFINITION OF TERMS

The terms below are defined to insure similar interpretations by the reader and the writer.

##### Non-degree Student

A non-degree student was one admitted to the Federal City College master's degree program without the undergraduate degree. This student had the equivalency of 0-4 years of college and had experiences working with adults.

##### Degree Student

The degree student in the adult education master's program had a baccalaureate degree.

##### Field Research and Grounded Theory

Field research is the process of working out inquiry within an area of study by observing, listening,

recording, and analyzing data. The refashioning of design goes on throughout most of the work as analysis is an ongoing process to discover significant linkages which categorize. Any method of inquiry may be used to obtain data; therefore, documents may be examined as secondary resources and considered equivalent to making critical observations through instruments devised by others. Field research is concluded when theories are formulated which represent accurate statements of the data studied.

Grounded theory is an inductive approach to field research which focuses heavily on the building of theory from data rather than the testing of theory. Grounded theory can be either substantive or formal. Substantive theory deals with a particular limited domain of inquiry, e.g. emergency room care, and is close to the real-world situation whereas formal theory deals with a general domain of social science, e.g. formal organization, and is more conceptually abstract.

Grounded theorists provide generalized explanations of social phenomena and, then through comparative analysis, produce the theory "grounded" therein. Glaser and Strauss (1967:287) reported that theory based on data cannot usually be completely refuted by more data or replaced by another theory and suggested that the use of comparison groups maximizes the credibility of the theory and builds replication into the research.

A characteristic that distinguishes grounded theory research from experimental research is that the former seeks explanations and theory verifications is subordinate to discovery, while the latter tests theory.

#### DELIMITATIONS OF THE STUDY

Several considerations tended to delimit this study.

A. The population consisted of students who graduated from the program between June 1970 and June 1974.

B. The study was not designed to produce a predictive instrument, rather criteria upon which such an instrument might be developed were isolated.

C. An evaluation system was not originally incorporated into the master's degree program; therefore, certain information was not available.

#### NATURE AND ORDER OF THE PRESENTATION

This study will be available to several audiences including the Office of Education of the Department of Health, Education and Welfare; the Adult Education Demonstration Center staff, the Adult Education faculty of Federal City College, the Federal City College administration, graduates of the program, adult educators staffing advanced degree programs elsewhere, and

prospective program designers in higher education. It was the intent of this study, through field research and grounded theory, to explicitly depict the graduate clientele and access those factors that make them distinct.

The review of the literature was included in Chapter II and was presented in three sections entitled Non-traditional Study, Grounded Theory Methodology and Studies Based on Grounded Theory.

Because field research is an umbrella of investigative procedures, the approach allowed the systematic generation of theory through data collected throughout the study. The varying strategies for collecting data were outlined in Chapter III. Variables or categories for further investigation were identified by the perusal of secondary resources and interviews. Data were collected until theories "grounded" therein were formulated.

The documents, correspondence, and notes collected or recorded throughout the research project provided the basis for reporting the findings in Chapter IV. Data were categorically analyzed and interpreted. A summary of the overall study, conclusions, and implications for further research were presented in Chapter V.

## Chapter 2

### REVIEW OF THE LITERATURE

The literature was reviewed on studies of (1) non-traditional post-secondary educational options--philosophies and programs, (2) grounded theory methodology, and (3) research that applied grounded theory and field research techniques.

#### Non-traditional Study

The last two decades have produced educational innovations which are still labeled "non-traditional" because of their slow acceptance by the masses. The Commission on Non-traditional Study was established in 1971 under the auspices of the College Entrance Examination Board and the Educational Testing Service with a grant from the Carnegie Corporation. The Commission Report (1973) defined non-traditional study as an attitude putting the student first and the institution second. This attitude concentrates more on the student's needs than the institution's convenience. Non-traditional study encourages diversity of individual opportunity rather than uniform prescription, and emphasizes time, space and even course requirements in favor of competence and performance.

The Ninety-second Congress of the United States incorporated these concepts into law when it passed the Educational Amendments of 1972 to the Higher Education Act of 1965. In Public Law 92-318, the amendments cited provisions for assistance to higher education institutions and agencies for these purposes: (1) reform, innovation and improvement of post-secondary education with equal opportunities for all; (2) creation of institutions and programs with new paths to career and professional training and new combinations of academic and experimental learning; (3) establishment of institutions and programs based on the technology of communications; (4) institutional change in internal structure and operations in order to clarify priorities and purposes; (5) design and introduction of cost-effective methods of instruction and operation; (6) institutional reforms designed to expand individual opportunities for entering and reentering institutions and pursuing programs of study tailored to individual needs; (7) reforms in graduate education, in the structure of academic professions, and in recruitment and retention of faculties; and (8) new institutions and programs for examining and awarding credentials to individuals and reforms in current educational practices. (June 23, 1972:93).

Continuing education is a principal path to mobility and an informed citizenry within a highly



technological society, therefore, societal pressures related to democratic and social developments and industrial and technological advancements have moved our educational process from an elitist to an equalitarian system. The Commission on Non-traditional Study recognized the competition on the educational scene of the alternative educational systems provided by business and industry, labor unions, proprietary institutions, the military and cultural agencies. Nevertheless, these systems were viewed as strengthening higher education by creating for their participants incentives for further involvements.

Barriers to traditional higher education which Crossland (1971:53) identified as tests, poor preparation, money, distance, motivation, and race have resulted in low occupational levels for ethnic minorities. Recent trends--population shifts to urban centers, legislative actions against de facto and de jure segregation, the emergency of public junior and community colleges--have increasingly encouraged higher educational involvements by such groups. Cross (1973:68) identified the new clientele as: (1) the low academic achiever who through open admissions enters the scene, (2) adults and part-time learners who gain access through non-traditional alternatives, (3) ethnic minorities, and (4) women. Both ethnic minorities and women have the

benefits of federal legislation and financing.

The Carnegie Commission favored universal access of, rather than universal attendance at, higher educational institutions. The Commission recommended the following:

1. Increasing equality of opportunity, especially for students in the lower half of the socio-economic scale.
2. The establishment of campus locations within commuting distance of 95% of a population.
3. Reducing the length of time obtaining a degree.
4. Dispersing opportunities beyond the conventional campus, i.e. open universities, external degree, utilization of the new technology. (1971:8-9).

The National Commission on the Financing of Post-second Education (NCFPE) recommended the adoption of objectives that included the following:

Each individual should be able to enroll in some form of post-secondary education appropriate to that person's needs, capability, and motivation.

Institutions of post-secondary education should have sufficient freedom and flexibility to maintain institutional and professional integrity and to meet, creatively and responsibly, their educational goals. (NCFPE, 1973:345-6).

Cross (1974:1), summarizing the aspects of the Commission on Non-traditional Study investigation,

discussed non-traditional study as recognition that education should be measured by what the student knows rather than how or when he learned it. Ferrin and Willingham (1970:42) concurred and reported on a study conducted to determine how institutions recognize knowledge that a student has acquired in non-traditional ways.

Several institutions use two College Entrance Examination Board (CEEB) instruments--the college Level Examination Program (CLEP) and Achievement Tests which measure secondary education accomplishments in fifteen subject fields. CLEP, the more popular of the two, was introduced in 1965 for the purpose of developing a national system of placement and credit by examination specifically directed to higher education. Arbolino (1968:87) Executive Director of the Council of College Level Exams, CEEB, indicated that CLEP was not intended to serve the traditional students who moved from secondary school to colleges, but "almost everyone else interested in continuing his education and getting formal recognition for it."

Resultingly, the United States Armed Forces Institute administered the College Level Examination Program to servicemen and reported the scores to colleges as a means of illustrating the exam's value in measuring continued growth and development of individual in military service. Additionally, a number of

organizations and agencies other than colleges and universities used the test to provide measures of college equivalency needed for technical positions or promotions to better jobs.

The only exemptive methods used by a large number of Black colleges and universities were departmental examinations developed within the institutions and the United States Armed Forces Institute (USAFI) correspondence and study group courses. Credit recommendations are analyzed, summarized and listed in the Guide to Evaluation of Educational Experiences in the Armed Forces.

Within the last decade, therefore, higher education generally and newer higher educational institutions particularly have felt the impact of the federal legislation and societal factors that advocated changes in institutional structures and goals; consequently, varying forms of non-traditional study have been introduced. The 1971 Carnegie Commission on Higher Education Report credited Prime Minister Harold Wilson with first suggesting the open university in Great Britain in 1963. The program was studied and developed during the sixties and the first courses offered in January 1971. The open university, an effort to enable full-time employees to obtain a degree, required no formal entrance qualifications (open admissions) and structured a program for the

individual leading to a bachelor's degree. Conversely, the "external degree" program of the University of London was designed for persons who had not completed or participated in regular, internal degree programs. The candidates qualified for a degree by examination, regardless of how they received their preparation--reading, correspondence courses or relevant experiences.

A third concept, the university without walls, was supported by the United States Office of Education which awarded planning and pilot grants totaling \$365,000 to seventeen colleges and universities. These universities intended to eliminate the fixed campus, a fixed age student body, and fixed enrollment at the institution, substituting instead large doses of non-campus learning experiences in such forms as internships with government/social agencies, travel, service abroad, independent study, field work and/or seminars. Concurrently, the adjunct faculty of these institutions might be government officials, businessmen, scientists, artists, and other professionals.

The Office of New Degree Programs of the College Entrance Examination Board (1974) listed non-traditional educational programs in the United States. The following degrees are some offered based on the open university concept: Bachelor of Independent Studies, Brigham Young University and the University of South Florida;

Bachelor of Arts, Adult Degree Program, Goddard College; Bachelor of Liberal Studies, Syracuse University and the University of Oklahoma; Master of Liberal Studies, University of Oklahoma and the University of Southern California. External degrees are awarded by Chico State College in California, Empire State College for the State University System of New York, Florida International University and the University of the Commonwealth, Massachusetts Board of Education.

The Union of Experimental Colleges and Universities which includes Antioch College, Goddard College, Howard University, University of Massachusetts, Morgan State College, New York University, and Shaw University, Raleigh, N.C. administers University Without Walls programs.

Relating the inherent philosophies and concepts of these programs to the adult education program at Federal City College, it is evident that "open university," "external degree," and the "university without walls" designs are implicit in that program's structure. The open admissions policy prevails; non-campus learning experiences are a viable part of the program and the policy of admitting students without the undergraduate baccalaureate degree, but with related work experiences, lends itself to the external degree concept. Trout (1971) listed the master of arts in adult education

program at Federal City College as a special degree program-- one largely directed to special clientele in special ways but through regular on-campus programs.

A non-traditional program that closely parallels the Federal City College program is the Diploma in Adult Education introduced at the University of British Columbia, Vancouver, Canada in July 1966. Niemi stated the rationale for the program in the "General Information Circular" as follows:

The Diploma Program in Adult Education is designed for persons of high scholastic aptitude who wish to acquire skill and knowledge related to organizing, conducting, evaluating, and administering programs of adult education, but who do not wish to pursue a graduate degree. (1973:1).

This alternative program is, nevertheless, an integral part of the graduate program and which students share many of the same academic experiences such as the core courses.

The Diploma Program in Adult Education proposed clientele included administrators and teachers in public and community colleges, administrators of adult programs in libraries, personnel in business and industry, community schools, vocational and technical schools, and correctional institutions; educational officers in unions, community development workers, program organizers in voluntary agencies, and district agriculturalists. Graduates of the program include a Director of Family Life

Education, Province of British Columbia; Associate Dean, Continuing Education, Malaspina College, Librarian, Correctional System, British Columbia Penitentiary; Religious Education Officer, United Church of Canada; Chairman, Department of Surveying, British Columbia Institute of Technology.

Niemi (1973) described the three broad categories of student enrollment as (1) degree students with experiences as adult educators who do not desire a graduate degree, (2) mature adults without a degree but with prior university study and extensive adult education experiences, and (3) degree students with little or no experience in adult education.

This UBC fifteen-unit program may be completed by full-time students in one year. It consists of four core courses in adult education and an elective from elsewhere in the university. Students are required to take one course dealing with adult instruction and may select the others from available course listings. Many of the graduates pursue advanced degrees and continue formal study.

The uniqueness of the non-degree participant in the Federal City College program is underscored by Niemi in the following statements:

An unusual case occurred when one graduate enrolled in and completed the Master's program in adult education, even though she had no university



education prior to the diploma program. Her success in the field won for her this recognition of her ability to pursue graduate work. (1973:10).

### Grounded Theory Methodology

In order to engage in an in-depth study of the graduates of the adult education program at Federal City College, literature was reviewed on grounded theory and field research and strategies developed for utilizing those techniques.

Glaser and Strauss (1961) introduced the concept of grounded theory as a method of systematically deriving theory from data. Theory is developed inductively through the constant comparison of data and is generated by the explanations of facts. Grounded theory is distinguished from experimental research in that the former seeks explanations while the latter verifies hypothesis by testing theory. Replication is considered the best means for validating facts and the use of comparative studies is to establish the establishment of facts.

Grounded theory is credible because the comparative analysis and the varying data correct the inaccuracies.

Darkenwald (1973) distinguishes between formal and substantive theory. Substantive theory deals with a limited domain of inquiry and is close to the real--world situation, e.g. graduate programs, emergency room care. Formal theory deals with a general domain of

social science such as organizational structure and is more general and abstract.

Grounded theory is intended to explain and predict human behavior and is used in fields such as adult education to improve professional practices.

#### Studies Based on Grounded Theory

Several studies employing these research methods assisted in the development of grounded theory strategies. For example, Glaser and Strauss (1965) engaged in a study for the National Institutes of Health concerned with the varied events which occurred in relation to awareness of a patient's death. The results of the studies were intended to make the management of dying--by patients, families, and the health profession--more rational and compassionate.

The theory was "grounded" in one substantive area--dying--and as the researchers attempted to find out who in the dying situation knows what about the probabilities of death for the dying patient, they described awareness contexts--closed suspicion, mutual pretense, and open suspicion--and identified structures which entered into the contexts. The tactics and counter-tactics of consequent interactions were observed and the consequences for interactants and the hospital staff reported.

The researchers used comparison groups, e.g.

premature babies and cancer patients, focusing initially on expectations about the certainty and timing of dying, to maximize the credibility of their theory in two ways. First, by detailing explicitly many similarities and differences of various comparison groups, the researchers knew under what sets of conditions their hypotheses were maximized and minimized and to what structures their theory was applicable. Second, by calculating where a given order of events or incidents was most likely to occur or not occur, the researchers provided a guide for others to yield more data in similar or extended research. Glaser and Strauss also related that multiple comparison groups permit and generate speedy development of analysis as the constant comparison of groups quickly draws the observer's attention to similarities and differences.

Grounded theory has been the research method used in several doctoral dissertations in adult education. MacNeil (1970) conducted an analysis to determine the characteristics of action groups, their projects, and the manner in which they involved non-members in action projects. Utilizing a selected definition of adult education, MacNeil assessed the functions performed through these involvements and supplied criteria for determining the point at which non-member involvement could qualify for the adult education label.

Theoretical leads taken from the literature were

starting points for data gathering. Principal sources of data for the study were representatives of volunteer action groups from fourteen projects in diverse community settings. Data were collected through unstructured interviews which afforded maximized opportunities to discover and describe the attributes, projects and action processes of these volunteer action groups.

Through constant comparisons, categories of information became evident and affected the selection of cases studied as cases were selected if they held promise as sources of comparative data for formulating and developing theoretical categories. As similar incidents from new cases emerged, these categories were reexamined resulting in the further development of existing categories, the formation of new categories, or the abandonment of others. Selecting cases, collecting and analyzing data were interdependent parts of the theory generating process.

Three types of voluntary groups, categorized by the degree of representativeness deliberately included in each group structure, were identified: Lobby, Alliance, Club. The key governing the group's choice to include non-members in the action process was their control over circumstances in the action involvement. Attributes emerged from the analyses of the characteristics of action projects were (1) action groups have certain and

uncertain goals and (2) projects are undertaken either to change policy or introduce a new service.

Cassara (1970) studied the first 187 students who graduated between 1963-1968 from the undergraduate adult education program at Goodard College. The kinds of success achieved by students and the various processes by which success was achieved were considered in the study. Historical background was obtained through interviews with the program's founder, as well as informal study of the institution over a three year period, a review of the literature of educators whose philosophies influenced Goodard and conversations with the faculty. Additionally, the data collection process involved a review of student folders and the use of questionnaires directed to graduates, selected drop-outs, and faculty.

The student questionnaire was used to identify experiences considered most valuable, obtain student definitions of success, and investigate changes in the student's life attributable to the successful completion of the program.

Case studies followed on ten graduates who returned the questionnaires and ten who did not, on five dropouts who returned the questionnaires and five who did not return the questionnaires.

The emerging typology related to the age, socio-economic status and goal orientation of the students.

Intellectual and psychological growth were revealed as being facilitated by extensive counseling, one-to-one relationship with the faculty, the wide choice of subject matter, the residential period, available resources and individual choice of instructors.

Beder (1972) used grounded theory strategies for his study of adult basic education programs. Using six selected cities of 100,000 or more, Beder described and analyzed community linkage relationships exhibited by the adult basic education programs in the public schools.

The main objectives of the study were to supplement theoretical knowledge in the category of organizational analysis and to contribute to the development of more effective ABE programs by demonstrating the relationship of program practices to community linkages. The study focused upon cosponsorship of classes and the use of community liaison personnel. Interviews with and observations of liaison personnel in the performance of their duties were the primary data collection methods.

Results of the study showed that linkages are purposefully established by both groups--ABE programs and community organizations. The adult education programs want to satisfy such organizational needs as enrolling and retaining students, cost reduction and supportive services for classroom instruction. Organizations linked to satisfy the needs for reduction of production costs

and the contribution to employee safety. A majority of the linkages were symbiotic as both linking groups derived benefits from the relationship.

Two field research investigations undertaken as doctoral dissertations and later published as texts were conducted by Liebow (1967) and Lincoln (1961, rev. 1973). Liebow collected data as a field worker for the National Institute of Mental Health (NIMH) research project on child rearing conducted by the Health and Welfare Council of the National Capital Area. The data were collected to gain clear, first hand pictures of the "streetcorner" Negro men as father, husband or family man rather than to test specific hypotheses.

The study centered around two dozen men, not consciously selected, from what was then the Second (Police) Precinct in Washington, D.C. These men were unskilled construction workers, day laborers, menial workers in retailing or service trades or unemployed. The researcher entered the field with no firm presumptions as to what was relevant or irrelevant and collected data through participant observation. A record of day-by-day routines and involvements were maintained. These routines of the streetcorner, alleys, hallways, poolrooms, beer joints and houses in the immediate neighborhood often led to adventures in jail, courtrooms, hospitals, dance hall, beaches and private homes in the greater metropolitan area.

To analyze the data, Liebow used as the "framework" the streetcorner man as breadwinner, father, husband, lover and friend and commented:

The simplicity of such framework is one of its principal advantages. Another...more important advantage is that materials fall quite easily, almost naturally, into such a framework. This "natural" fit grows out of the fact that in looking at the men as fathers, husbands, lovers, breadwinners ...we look at them in much the same way they look at themselves...we do have, in these categories of behavior, roles which are commonly recognized in our society, among the lower classes no less than among persons of higher socioeconomic status. (1967:13-14).

Organizing the materials around relationships common to a society also allows for comparisons with individuals in other segments of the same class or in another class.

Allport, in an introduction to Lincoln's book, cited The Black Muslims in America as one of the best technical case studies in the whole literature of social science. Lincoln, while teaching courses in religion and philosophy at Clark College in Atlanta, read a student's paper that extolled the Black Muslim doctrine and discussed the incompatibility of the Christian religion with the Negro's aspirations for dignity and equality in America. Not sharing these views, Lincoln was challenged to study the alternatives. His research investigations took him to major cities in the United States where he interviewed Muslims and persons who interacted with them. Lincoln additionally utilized "human documents"



which included typescript from television shows, newspapers, literature of the Muslims and unpublished notes of Alex Haley who assisted Malcolm X with his autobiography.

Whyte (1955) and Gans (1962) completed studies in Italian communities that paralleled Liebow's investigative procedures. Both lived in the communities involved and studied the life styles and culture of the people through participation observation. Whyte's study is considered a sociological classic by those in the sociological classic by those in the sociology field. When he graduated from Swarthmore, Whyte received a fellowship from the Society of Fellows at Harvard providing three years of support for any type of research he wished to undertake; he decided to study a slum district.

Reflecting on his own study, Whyte believed the method of field research was dependent upon the field situation and the research problem and he stated that he did not develop these basic ideas by any strictly logical process as they dawned on him out of what he was seeing, hearing, doing and feeling. Whyte suggested that students pursuing rigorously planned research will miss a great deal of data unless they are flexible enough to modify their plans. He summarized his efforts as the intent to determine the function and structure of a community through an intensive examination of some of its

parts in action. Through observed interpersonal activities, Whyte attempted to analyze a streetcorner society. Through the depiction of individuals and groups, he got his message across.

Gans' work, too, was supported by a National Institute of Mental Health grant. One of its initial purposes was to compare a low-income population with a middle class group. A significance of the book for the medical profession was that it provided insights about the West Enders' attitudes toward health and illnesses, perceptions about doctors and medical care and their inclinations to seek help from other than professional resources.

As a participant observer, Gans described the sociological and anthropological traditions of this Boston Italian peer group society. He concluded that the West End, where the study was conducted, was not a slum and that the West Enders' way of life was an independent working class subculture unconcerned with middle class values.

### Discussion

A different clientele that includes greater numbers of ethnic minorities, women, and mature adults has invaded institutions of higher education during the last decade. While some of these were first generation college students, others were continuing education

previously started at such institutions or spinoffs from noncollegiate-sponsored instruction which provided incentives for further pursuit of higher education. Because of the diversity in backgrounds, higher education has introduced diversity in its programs that provide such options as on-campus or off-campus instruction, continuing education or degree programs, independent or directed study, prescribed courses of study, contractual programs of study or credit by examination, multi-media instruction or the traditional lecture, open university, examining university or the university without walls.

Higher educators view the 1970s as the years when higher education will seek its identity through self-study and evaluation to attain unique and distinctive development. Interest will grow in educational innovation usually evident in the smaller and younger colleges rather than the other prestige models of the Harvards or Stanfords.

The master of arts program in adult education at Federal City College was designed to provide a model urban adult education graduate degree program. Its design encompasses many of the options described above.

Analysis of the literature on grounded theory and the related research studies indicated the applicability of field research and grounded theory techniques to the study of the adult education graduates. Such an approach,

while providing data on the characteristics and involvements of the graduates, would additionally contribute insights on the procedural postures assumed by this research approach.

Additional basic insights have been gained on non-traditional movements in higher education to recognize the total exposures of involvements of individuals as educative processes. The literature review has provided a foundation for this investigation.

## Chapter 3

### METHODOLOGY

While this study was not primarily historical, the events related to it spanned a five year period. The writer participated in the adult education demonstration project in two roles. One role was as a curriculum specialist and staff development instructor at the Adult Education Demonstration Center and the other role was as a faculty member in the master's degree program. Consequently, the writer has had occasions to communicate with graduates of the program as advisor, professor, professional colleague and friend.

It was as department chairperson that the writer designed this study. Darkenwald (1973:8) suggested that there are numerous topics in the field of adult education well suited to grounded theory analysis. These included literacy education in developing countries, adult education in the community college, program development in university extension and continuing professional education. The nature of this study, therefore, was conducive to the application of selected grounded theory and field research strategies. Data were collected through interviews, conversations, observations, survey and documents. These data were analyzed in simultaneous and continuous

processes; theories were generated rather than verified.

The Federal City College proposal was reviewed and conversations with Mrs. Mary G. Turner, Director of the Adult Education Demonstration Center (AEDC), Dr. Joseph C. Paige, former chairperson of the Adult Education Department, and Jules Pagano, former executive director of the Adult Education Association of the United States, confirmed the original philosophy and design of the graduate program. Conversations with members of the Commission of Professors of Adult Education at the 1974 annual conference in Miami Beach, Florida and a review of listings of graduate programs in adult education supported the fact that there was no other adult education master's degree program that admitted students who did not have the undergraduate degree. Subsequent conversations and interviews with faculty that spanned the program's operation contributed additional insights on the selection processes for the non-degree students and observations on student performances and achievements.

#### Population

A review of class rosters identified the program's initial sixty-nine participants as members of the Adult Education Demonstration Center staff--faculty, administrators, and paraprofessionals--and selected staff from the Community Education Division of Federal City College.

### Data Collection

The contents of all the students' folders were reviewed. These folders on file in the adult education department usually contained application forms, reference letters, departmental correspondence and registration forms. In cases where the information existed, demographic data, educational and employment experiences were reviewed.

As the data were collected from the graduates' folders, notes were recorded and subsequently arranged according to social security numbers. These numbers suggested that the graduates were residents of several localities other than Washington, D.C. since the first three social security numbers for District residents are usually 577 or 578. Because the place of birth and locale of secondary education involvement were not verified by the information in the folders, the latter information was sought on a questionnaire.

The folders were reviewed alphabetically on an average of fifteen per day. Significant patterns became discernible with the grouping and regrouping of data. For example, as notes on one group were recorded, it was observed that five out of six students had business degrees or were employed in the business field as computer specialist or secretary. As other folders and the transcripts were reviewed, observations on areas of under-

graduate preparation were recorded and observed.

### Questionnaire

Because of the inconsistency of the folders' contents on one hand the implications of characteristic patterns that emerged while perusing the folders on the other, a questionnaire intended to answer the following questions was structured to augment the data:

1. Were there apparent differences in the non-degree and degree student based on (a) age, (b) sex, (c) marital status, (d) motivation for program involvement, (e) adult-related work experiences, and (f) academic achievement?

2. Did alternative learning systems--self-learning, business, industry, religious and fraternal organizations, the military or community involvements--complement or supplement the students' higher education involvement?

3. What obstacles, if any, affected the pursuit of post-secondary or higher education?

4. What non-student roles did the students fulfill during graduate school enrollment and how did these roles impact upon the graduate student role?

5. What differences has the degree made professionally, economically, socially?

6. To what extent has study beyond the master's been pursued?



The students were grouped for comparison according to the program under which they entered--Spring 1969, Spring 1970, Winter 1971.

The questionnaire (Appendix A) was reviewed by two public school adult educators and was tested by six graduates, a non-degree and degraduate from each program. A minor modification was made in the directions for completing the questionnaire. One graduate was deceased. The questionnaire was mailed to the remaining 123 students.

The questionnaire itself spurred the data collecting process. Despite the fact that data were recorded by social security number and anonymity was suggested, some graduates wrote notes offering additional assistance or support, called or visited to relate recent experiences. This additional information was also recorded.

Data reported on the questionnaire were compiled. (See Appendixes B and C). Comparisons made between the non-degree and degree students in each group. The degree students were then compared with each other and the non-degree students were compared within the three groups. These multiple comparisons additionally served to validate the findings that emerged.

Requests from students for letters of recommendations were primary sources for identifying student interests and pursuits.

Several graduates entered the political arena

during the 1974 election year and the newspapers became another source of information. Graduates employed in public media were sources of information as well as resources.

Students transcripts supplied some demographic background also and were similarly grouped according to the program of study to compare grades in five foundational courses--Psychology of the Ghetto, Introduction to the Educational Sciences, Adult Learner, Minority History and Culture, and Trends in Continuing Education.

Other data collecting processes included incidental conversations and encounters. Graduates of the program are employed by the college, have been employed by other graduates of the program, have affiliated themselves with local and national adult education professional organizations and continue to utilize the resources within the adult education department; therefore, it was not unusual to encounter them in the Federal City College campus areas, at professional meetings, to be visited by graduates or to receive correspondence from them as they traveled, engaging in professional activities or pursuits.

The grounded theory and field research methodology allowed this wide variety of investigative techniques. As patterns developed, the writer was able to

pursue and peruse primary and secondary resources and continue the process until verifications occurred. The findings of this research are reported in Chapter IV.

## Chapter 4

### ANALYSIS OF DATA

This study was designed to compare basic demographic data and selected adult learning characteristics of the graduates of the Master of Arts in Adult Education Program at Federal City College. The learning characteristics included academic achievement, experience, motivations, non-classroom learning and non-classroom roles. Data compiled for the study were collected from both primary and secondary sources. Primary sources included interviews, conversations, personal correspondence, news media, a questionnaire, and the Adult Education Department's application forms and reference letters. Secondary sources were the college catalog and brochures, the program proposal, departmental evaluation reports and grade rosters. The Adult Education Department documents provided general information about the program and population of the graduates from the Master of Arts in Adult Education Program at Federal City College in Washington, D.C.

#### General Information About the Program

Although one of seven graduate programs at Federal City College with the bachelor's degree or its equivalency as an admission standard, the graduate Adult

Education Department has most consistently implemented this procedure. Actions admitting students without the undergraduate degree were held suspect by some evaluation teams and professional accrediting associations; therefore, only three graduates from other departments had been admitted with the bachelor's equivalency.

The nature of some of the other disciplines--Media Information Systems and Services, Teacher Education, Human Ecological Systems and Services, and Communication Sciences --mandate certain credentials for professional certification; therefore, an undergraduate degree is considered a prerequisite to advance study.

This point was substantiated by the following statement from the D.C. Public Schools' Program Evaluation Report on the Media Department:

In light of the existing, quite explicit Requirements for School Librarians currently in force, it is definitely not possible to accept those who have no bachelor's degree as sufficiently qualified as school librarians at any school in the District of Columbia (elementary, junior, senior, or vocational high school). This requirement is based on the bachelor's degree as the prerequisite for all teaching positions, and any exceptions in the case of school librarians would inflict serious harm on their professional status and on the quality of library services.

The Department itself should be well advised to insist in its admission standards upon a bachelor's degree (except perhaps in a very unusual, strictly evaluated set of circumstances) as a prerequisite for enrolling as a regular student. (1972).

The Adult Education Demonstration Center project was designed to utilize the experiences and skills of

individuals who had worked for years in adult education, yet had no certification. These staff members as para-professionals were an integral part of the staff and the Center's staff development program. They were also an integral part of the Federal City College master's degree program, as graduate students.

#### General Description of the Graduates

Basic demographic data emerged from a perusal of student documents. Information on sex, degree status, ethnic background, age, and marital status were recorded and provided the bases for comparison.

#### Degree Status and Sex

Between June 1970 and June 1974, 130 students graduated from the adult education program. Seventy-seven were admitted with an undergraduate degree; fifty-three were admitted without the undergraduate degree.

Fifty-five of the 130 students were female; seventy-five were male. Twenty-two or 42 percent of the fifty-three non-degree students were female and 31 or 58 percent were male.

Thirty-three or 43 percent of the seventy-seven students admitted with an undergraduate degree were female; 44 or 57 percent were male. Table 1 shows the sex of the population.

Table 1  
Sex of the Graduates

Sex	Number and Percentage of Graduates			
	Non-Degree		Degree	
	N	%	N	%
Male (N=75)	31	58	44	57
Female (N=55)	22	42	33	43
Total N=130	N=53	100	N=77	100

Sex of Graduates Within Programs of Study

Additionally, the sex of the graduates was considered within the programs of study. Thirteen non-degree male and fifteen non-degree female graduates enrolled under the Spring 1969 program of study. This enrollment represented 45 percent of the total number of non-degree graduates and 68 percent of the total number of female non-degree graduates. Under the 1970 program, however, male graduates outnumbered the females three to one. Twice as many males as females graduated under the Winter 1971 program of study.

A somewhat similar pattern prevailed for the degree

students. An equal number--seventeen male and seventeen female graduates enrolled during the first year. Male graduates doubled the number of female graduates who enrolled under the 1970 program; one-third more males than females graduated under the 1971 program. Enrollments according to sex, program, and status are in Table 2.

Table 2  
Program Enrollments

Status and sex	Program			Totals
	1969	1970	1971	
Non-degree female	15	3	4	22
Non-degree male	13	10	8	31
Degree female	17	4	12	33
Degree male	17	8	19	44
Total	N=62	N=25	N=43	N=130

Only under the Spring 1970 program did the non-degree graduates outnumber those who had undergraduate degrees.

#### Ethnic Background

Fifty of the non-degree students were Black; one was White; one, West Indian. Sixty-seven of the degree students were Black; six were White; one, West Indian;



one, West African; one, Black Cuban; one, Thai. Table 3 illustrates these comparisons.

Table 3  
Ethnic Background of Graduates

Background	Status		Total
	Non-degree	Degree	
Black	50	67	117
White	2	6	8
Other	1	4	5
Total	N=53	N=77	N=130

#### Ages of the Graduates

A consideration of ages at the time graduates entered the program indicated there was an age range of forty years within the group of graduates with the youngest enrollee being twenty when admitted and the oldest being sixty. The median age was thirty-eight for the non-degree student and thirty-two for the degree student. Mean age for the non-degree student was thirty-eight and thirty-four for the degree student. Almost half, 46 percent, of the graduates were between 26 and 35 years of age when admitted to the program. While non-degree and

degree graduates of similar age enrolled in equal numbers after age 45, 77 percent of the degree graduates enrolled before age 41 and 53 percent of the non-degree graduates enrolled before age 41. Table 4 shows the comparisons of the non-degree and degree students.

Table 4  
Comparison of Graduates' Ages at Program Entry

Age	Non-degree*	Degree	Total
16-20	1	0	1
21-25	3	7	10
26-30	9	28	37
31-35	11	13	24
36-40	4	12	16
41-45	12	5	17
46-50	7	7	14
51-55	4	4	8
56-60	1	1	2
Total	N=52*	N=77	N=129

\*1 unknown

Marital Status

The graduates' marital status was categorized as "Married," "Single," or "Other" which included separated, divorced or widowed. Seventy-nine graduates were married; thirty-two were non-degree; forty-five were degree students. Forty-one of the graduates were single; twenty-seven of these were degree students. Twelve--seven non-degree and five degree--were "other."

Table 5 indicates the marital status by degree status and sex.

Table 5

Marital Status of Non-degree and Degree Students

Status	Male		Female		Total
	ND	D	ND	D	
Married	20	30	12	15	77
Single	9	13	5	14	41
Other	1	1	6	4	12
Total	30	44	23	33	130

While there were twice as many married male degree graduates with the degree as married degree females, the single degree graduates were almost equal in number. The number of females in the "other" category was five

times the number of males.

These demographic data established the following facts;

- More males than females graduated from the adult education program between June 1970 and June 1974.

- Fifty-nine percent of the graduates were admitted with an undergraduate degree.

- Sixty-seven percent of the graduates enrolled before age 41.

- Sixty percent of the graduates were married.

- Ten percent of the graduates were other than Black.

#### Specific Characteristics of the Graduates

Further perusal of student documents saw the following categories for investigation emerge:

- Locale of secondary and post-secondary education.

- Nature of undergraduate preparation.

- Nature of adult education experiences.

- Student motivation.

- Second careers.

A questionnaire was then structured to obtain information on the following:

- Date and place of high school graduation.

- Past and present employment.

- Reasons for enrollment.

- Prior adult education and experiences.

- Reactions to program involvements.

- Student and non-student roles.

- Socio-economic/educational advancements.

- Organizational affiliations.

Thirty-two questionnaires were returned because of incorrect mailing addresses. Follow-up calls to business

numbers enabled the remailing of fifteen questionnaires. A total of fifty-eight graduates (54 percent) completed and returned the questionnaire. Twenty-five respondents were female and thirty-three were male.

The graduates were compared within the programs of study under which they enrolled. Capsule sketches of the respondents were used as bases of comparison. (See Appendixes B and C.) These initial analyses detailed explicitly the similarities and differences between and within the comparison groups.

#### Non-degree Graduates--1969

Fifteen non-degree graduates responded who enrolled under the 1969 program. Eight were male; seven were female.

Table 6 depicts characteristics of these non-degree graduates.

Five of the fifteen graduates were native Washingtonians. There was a thirty-three year range in the high school graduation dates and higher education involvement.

Only one had not been involved in undergraduate studies.

Credentialization and advancement were the foremost reasons for enrollment.

Previous adult education experiences were as community workers, apprenticeship trainer, part-time college instructor, educational media consultant, program

developers, nurse and teacher.

A third of the group reported no obstacles to higher education and involvement.

Work schedule and family responsibilities were the major obstacles reported. One graduate cited previous academic record as an obstacle. Another listed the re-development of study habits. A third found the death of her spouse an obstacle.

Two-thirds of the graduates had had on-the-job training. One identified volunteerism as a form of non-traditional study.

Advanced study took the form of courses in areas of interest for four individuals; however, three were pursuing the doctoral degree. Two were majoring in educational administration; the third was majoring in public administration. Another who had completed a second master's degree was enrolled and awaiting formal admission to a doctoral program.

Comparisons of this group are made in Table 6 on the following pages.

These graduates who enrolled during the first year of the program's operation completed their degree requirements within periods of one to four years.

Table 6

## Non-degree Graduates 1969

	Male	Female
High School graduation		
1931-1940	1	1
1941-1950	4	2
1951-1960	2	4
1961-1970	1	0
Undergraduate studies		
Business	4	1
Trade or Technical	2	0
Teacher Training	0	3
Other	2	3
Enrollment motivation		
Advancement	2	1
Credentialization	4	1
Retraining	1	4
Other	1	1

Table 6 (continued)

	Male	Female
Adult Education Experiences		
Community worker	5	4
Program developer	0	1
Teacher	2	1
Other	1	1
Non-traditional study		
On-the-job training	7	2
Military	2	0
Fraternal	2	0
Other	1	5
Advanced study		
Courses	1	3
Master's degree	1	0
Doctoral degree	2	1
None	4	3



### Support and Supportive Activities

Financial support was provided seven of the 1969 non-degree students. Three were supported by the Office of Education grant; two received support from their agencies; two were assisted by veterans benefits. All except one 1969 graduate identified the parent role as a non-student role. Other non-student roles were wife, volunteers (3), den mother, do-it-yourselfer, choir member, members of neighborhood associations, member of a tennis class. Organizational affiliations provide additional insights into non-student roles. Memberships included the following:

- American Society of Public Administrators
- Conference on Minority Public Administrators
- Coalition of Black Trade Unionists
- Council of Governments
- Council for Progress of Blacks in Government
- Disabled American Veterans
- National Association of College and University Business Officers
- National Rehabilitation Counseling Association
- National Society for Programmed Instruction

### Employment Changes

Six graduates in the 1969 group changed employment as indicated below:

<u>From</u>	<u>To</u>
Childbirth education nurse	Nurse Support Education Specialist
Program administrator	Program coordinator, Work Incentive (WIN) Program
Director, Apprenticeship	Chief, Job Finding

Media specialist	Associate Director of Library and Media Ser- vices; Director, Com- munity Video Center
Teacher aide	Teacher/counselor
Education assistant	School maintenance man- ager

In two somewhat unique situations, one student received a bachelor's degree from Antioch after receiving the M.A. and another retrained for certification in elementary education through courses at D.C. Teachers College.

#### Degree Graduates--1969

Fifteen degree graduates who enrolled under the 1969 program responded to the questionnaire. Eight were female; seven were male. This group is depicted in Table 7.

Four of the graduates were born in Washington, D.C. and completed high school there. There was a thirty year range in the high school graduation dates and enrollment in the master's degree program.

Two-thirds of the graduates had degrees in education; two had science majors and two had sociology majors. One majored in English.

All except one enrolled reported advancement as a motivation for enrollment.

Table 7  
Degree Graduates 1969

	Male	Female
High School Graduation		
1931-1940	1	1
1941-1950	1	1
1951-1960	5	3
1961-1970	0	3
Undergraduate studies		
Business	0	3
Trade or Technical	0	0
Teacher Preparation	5	3
Other	2	2
Enrollment motivation		
Advancement	4	7
Credentialization	1	0
Retraining	1	1
Other	1	0

Table 7 (continued)

	Male	Female
Adult education experiences		
Community worker	1	1
Program developer	0	0
Teacher	6	7
Other	0	0
Non-traditional study		
On-the-job training	2	4
Military	0	1
Fraternal	2	0
Other	3	3
Advanced study		
Courses	3	4
Master's degree	0	0
Doctoral degree	4	4
None	0	0

Teaching was a previous adult education experience for all of these graduates. Additionally, five, including a recreation worker and a program developer, had had experiences as community workers.

Family responsibilities and work schedules were most frequently cited as obstacles to higher education.

Non-traditional study included fraternal, military, volunteer, on-the-job and in-service training.

All had had course work beyond the master's degree. One had applied for doctoral study; six were enrolled in doctoral programs.

#### Support and Supportive Activities

Eight degree graduates had financial assistance during their studies--six from the Office of Education grant and two from the Veterans Administration.

Non-student roles were parents and volunteers. Eight graduates belonged to some adult education association. Other affiliations included the following:

- American Association of College Registrars and Admission Officers
- American Federation of Teachers
- Association of Gerontology in Higher Education
- D.C. Council of Administrative Women
- Maryland State Teachers' Association
- National Black Caucus on the Aged
- National Council of Teachers of English

#### Non-degree Graduates--1970

Six non-degree graduates--one female and five males--who enrolled in the Spring 1970 program responded.

Twenty-two to thirty-four years elapsed between their high school graduation dates and their higher education involvements.

All had been involved in undergraduate studies.

Retraining or training was the motivation for enrollment for four; one enrolled for certification; one enrolled for credentialization.

Prior adult education experiences were as program directors, community organizer, community worker, lab trainer, and teacher.

Work schedule and family responsibilities were cited as obstacles to learning by four graduates; two indicated there were none.

Five of the six were products of on-the-job training. Two had military training.

Only one had applied for an advanced degree and had been accepted at the University of Massachusetts. One had completed additional course work at the U.S. Department of Agriculture Graduate School.

Table 8 on the following page shows comparisons of these graduates.

#### Support and Supportive Activities

None of these graduates received financial support for their higher educational pursuits. Only one of the six belonged to an adult education professional organization. Organizational affiliations included those listed

Table 8  
Non-degree Graduates 1970

	Male	Female
High school graduation		
1931-1940	1	0
1941-1950	4	1
1951-1960	0	0
1961-1970	0	0
Undergraduate studies		
Business	1	0
Trade or Technical	1	0
Teacher Preparation	0	1
Other	3	0
Enrollment motivation		
Advancement	0	0
Credentialization	1	0
Retraining	3	1
Other	1	0

Table 8 (continued)

	Male	Female
Adult education experiences		
Community worker	2	0
Program developer	2	0
Teacher	1	1
Other	0	0
Non-traditional study		
On-the-job training	5	1
Military	2	0
Fraternal	0	0
Other	0	0
Advanced study		
Courses	1	0
Master's degree	0	0
Doctoral degree	1	0
None	3	1



below:

- American Society for Training and Development
- Deaf Pride, Inc.
- D.C. Citywide Consumer Council
- D.C. Council on Clothing for Kids
- Lamont-Riggs Civic Association
- Maryland Advisory Council on Vocational  
Education
- Prince George's County Advisory Board for  
Housing Rehabilitation
- Professional Photographers of America

Four made the following changes in positions after graduation:

<u>From</u>	<u>To</u>
ABE teacher	ABE Teacher/administrator
Executive Director, Community Action Commission	Executive Director, Human Relations Commission
Professional Photographer	Education specialist
Training Specialist	Assistant branch chief

Degree Graduates--1970

Five degree graduates who enrolled under the 1970 program responded. Three were female; two were male.

Table 9 shows the comparisons of these graduates.

From six to thirty-three years had elapsed between high school graduation dates and enrollment in the master's degree program.

Three had education degrees--special education, business education and physical education. One had a degree in political science; one had a degree in vocational agriculture.

Table 9  
Degree Graduates 1970

	Male	Female
High school graduation		
1931-1940	1	1
1941-1950	0	0
1951-1960	0	2
1961-1970	1	0
Undergraduate studies		
Business	0	0
Trade or Technical	1	0
Teacher Training	1	2
Other	0	1
Enrollment motivation		
Advancement	1	1
Credentialization	1	1
Retraining	0	0
Other	0	1

Table 9 (continued)

	Male	Female
Adult education experiences		
Community worker	0	0
Program developer	0	0
Teacher	2	1
Other	0	1
Non-traditional study		
On-the-job training	1	2
Military	0	0
Fraternal	1	0
Other	0	1
Advanced study		
Courses	1	1
Master's degree	0	0
Doctoral degree	0	1
None	1	1

Four of the five graduates were employed by the District of Columbia Public Schools. Two worked in adult education; two females were business teachers; two were high school teachers who needed the master's degree for credentialization to teach on that level.

Advancement was the motivational force that caused two of the five to enroll.

Only one had had no prior adult education experience.

Only one student indicated an obstacle to higher education involvement and it was the work schedule.

Only one had not been involved in non-collegiate study. Three had had on-the-job training; one, fraternal training.

Additional course work had enabled two to receive increments for the "master's degree plus thirty" (hours) teaching category. One had applied for admission to a doctoral program in higher education administration.

#### Support and Supportive Activities

One of the adult education teachers received financial assistance during two quarters of her enrollment.

Four retained their positions after graduation and the ABE teacher became unemployed and accepted a position as a management analyst with the federal government.

None of these degree graduates belonged to adult educational professional associations; however, affiliations

included the American Federation of Teachers, National Capital Area Federation of Garden Clubs, and National Council of Negro Women.

Non-degree Graduates--1971

Seven non-degree graduates responded. Four were male and three were female. Comparisons of the graduates are shown in Table 10 on the following page.

A seven to nineteen year period spanned the high school graduation dates and enrollment in the master's degree program.

Four of the five who graduated from Washington, D.C. high schools were native Washingtonians.

All had had training or undergraduate experiences.

Credentialization and advancement were cited most often as motivations for enrollment.

All except one had adult education experience either as a community worker or teacher.

While three indicated there were no obstacles to learning, work schedule and family responsibilities posed problems for others.

On-the-job training was the common experience of all. Three additionally benefitted from military experiences.

Only three have not pursued advance study. One completed a second master's in public administration at the University of Southern California; one enrolled for a

Table 10  
Non-degree Graduates 1971

	Male	Female
High school graduation		
1931-1940	0	0
1941-1950	0	0
1951-1960	3	2
1961-1970	1	1

Undergraduate studies

Business	0	1
Trade or technical	2	0
Teacher training	0	2
Other	2	0

Enrollment motivation

Advancement	2	0
Credentialization	0	2
Retraining	1	1
Other	1	0

Table 10 (continued)

	Male	Female
Adult education experiences		
Community worker	2	2
Project developer	1	0
Teacher	0	1
Other	1	0
Non-traditional study		
On-the-job training	3	3
Military	3	0
Fraternal	0	0
Other	0	0
Advanced study		
Courses	0	0
Master's degree	2	0
Doctoral degree	1	1
None	1	2

second master's at Federal City College; two enrolled in Ph.D. programs at Howard, but lack of funds caused the withdrawal of one of these; one has enrolled at Virginia Polytechnic Institute and State University to pursue the Ed.D.

#### Support and Supportive Activities

Five of the students received financial assistance while enrolled in the program through the following sources; VA benefits, stipend, government agency and student aid.

Two hold memberships in adult education associations. Other affiliations include the American Federation of Government Employees, National Education Association, Parent-Teacher Association, Small Business Administration Professional Women's Association, and the Urban League.

#### Degree Graduates--1971

Ten graduates who enrolled under the January 1971 program and had undergraduate degrees responded to the questionnaire. Three were females; seven, males. Table 11 shows this group of graduates.

Seven to thirty years passed between high school graduation dates and enrollment in the master's program.

Patterns of degree concentrations emerged in analyzing these graduates. Three male students had majored in sciences at the undergraduate level. Four--two male and two female were business majors and a third male, whose degree was in another discipline, was a computer



Table 11  
Degree Graduates 1971

	Male	Female
High school graduation		
1931-1940	0	0
1941-1950	2	0
1951-1960	3	3
1961-1970	2	0
Undergraduate studies		
Business	2	2
Trade or technical	0	0
Teacher training	1	0
Other	4	1
Enrollment motivation		
Advancement	1	2
Credentialization	2	1
Retraining	0	0
Other	4	0

Table 11 (continued)

	Male	Female
Adult education experiences		
Community workers	1	3
Program developer	3	0
Teacher	2	0
Other	1	0
Non-traditional study		
On-the-job training	4	2
Military	1	1
Fraternal	1	0
Other	1	0
Advanced study		
Courses	0	0
Master's degree	1	0
Doctoral degree	4	0
None	2	3

specialist and had had 1700 hours of related courses. Two had community-oriented degrees--community education and community planning and development.

Those four with the business degrees had 12-16 year lapses between high school graduation and the bachelor's degree.

Advancement and credentialization were reasons cited for program enrollment.

All but one had adult education experiences either as community worker, program director, program developer or teacher.

Work schedule was cited by five students as obstacles to higher education involvement. Two of these additionally listed family responsibilities as an obstacle.

On-the-job training was experienced by six of the ten. Two had military training. One received training through his fraternal membership.

#### Support and Supportive Activities

Financial assistance was available to six of the students. Four including one female, received veterans' benefits. Two quarters of enrollment for one student was paid by D.C. Public Schools and one student acquired financial aid.

Five of the students were single and their non-student involvements were as volunteers, tutors, choir

member, fashion show coordinator and model, and member of a bowling league. The others cited being a parent as a non-student role; nevertheless, they served as volunteer, consultants and members of advisory boards.

One graduate had two applications for advanced study rejected because Federal City College was not accredited at the time. One graduate earned a second master's in management; four are enrolled in doctoral programs.

All had organizational affiliations. Five of the group belonged to some adult education association and four additionally belonged to the American Society of Public Administrators. Other memberships included the following:

- Afro-American Bicentennial Commission
- American Camping Association
- American Marketing Association
- Appointments Committee, Commission on the Status of Women
- District of Columbia Bicentennial Assembly
- Kiwanis Club
- Masons
- Mission for Community Concern
- National Alliance of Businessmen's Youth Motivation Task Force
- National Association of Science Teachers
- National Council of Mathematics Teachers
- Smithsonian Associates
- Urban League

Job changes listed below related to the completion of the degree.

<u>From</u>	<u>To</u>
Assistant Director of Housing (University)	Coordinator of Undergraduate Adult Education
Equal Employment Opportunity (EEO) Specialist	Contract Compliance Officer and Instructor in Contract Compliance
Secretary	Educational Research Assistant

### Program Observations

How the student performed in the master's program was another consideration for this study. Five foundation courses required of all students were used as the basis for comparison of the academic achievement of the non-degree and degree students. Other comparisons were made of the number of quarters the graduates enrolled in the program and the length of time taken to complete the program. Student responses to their most and least satisfying experiences are reported.

### Academic Achievement

Patterns of academic achievement were similar in the five foundation courses--Adult Learner, Introduction to the Educational Sciences, Minority History and Culture, Psychology of the Ghetto and Trends in Continuing Education. The grades "High Pass" and "Pass" were considered passing grades for graduate courses. Table 12 shows the comparisons of the grades for the five courses.

Table 12

Comparison of Graduates'  
Grades in Five Courses

Courses	Percentage receiving Grades			
	High Pass		Pass	
	ND	D	ND	D
Adult Learner	84	89	16	11
Educational Sciences	82	78	18	22
Minority History	75	79	25	21
Psychology of Ghetto	68	66	32	34
Trends	53	59	47	41

The degree students achieved higher grades in three courses. The academic achievement of the non-degree students in the Educational Sciences' and Psychology of the Ghetto courses surpassed that of the degree students. Of the three graduates who completed the program with a 3.0 average (all High Pass), two were admitted to the master's program without a bachelor's degree.

#### Enrollment Patterns

The average number of quarters spent in the program was similar in two of the three programs. Non-degree and degree students enrolled in the 1970 program averaged

seven quarters enrolled. Graduates in the 1971 program averaged six quarters of enrollment. Degree graduates enrolled in the 1969 program averaged six quarters while the non-degree graduates averaged seven quarters.

The time span for involvement for the graduates was from one to five years. All of the graduates who completed the program in one year were in the 1969 program who were not limited to the maximum course load of nine hours. The average time frame for program completion was two years.

#### Classroom Experiences

Course content provided the most satisfying experience for both non-degree and degree students. References were made to its "immediate applicability," "sound issues," and "minority viewpoint." Peer relationships ranked second and student-faculty relationships, third. Individuals cited freedom of expression, small group study and the variety of experiences through community research as most satisfying experiences.

The least satisfying experience was access to resources. The decentralized campus or lack of campus and parking problems were added comments to underscore this area of dissatisfaction. Course content "in certain classes" ranked second; lack of resources ranked third. Individuals listed lack of study time, lack of course options, lack of time for involvement in student activities as

least satisfying experiences.

### Summary of Findings

The research questions that guided the structuring of the questionnaire were used to summarize the basic findings from the data collected.

- (1) Were there apparent differences in the non-degree and degree students based on the items below?

#### Age

The non-degree student was older than the degree student. The median age for the non-degree student was thirty-eight; the median age for the degree student was thirty-two.

#### Sex

There were no apparent differences between the degree and non-degree students based on sex. Forty-two percent of the non-degree students were female; forty-three percent of the degree students were female. Fifty-eight percent of the non-degree students were male; fifty-seven percent of the degree students were male.

#### Marital Status

A larger percentage of non-degree students were married than degree students. Sixty-one percent of the non-degree students were married; fifty-eight percent of the degree students were married.

#### Adult-Related Work Experiences

Teaching was the adult related work experience



most frequently reported by degree students. It more than tripled the second ranking response--community worker.

The community worker was the experience most frequently reported by the non-degree student. This response tripled the second ranking response which was teacher. The two groups reversed their preferences or experiences.

As program developers and program directors, however, the non-degree and degree students had equal involvements.

#### Academic Achievement

The grading patterns were similar. In the Educational Sciences and Psychology of the Ghetto courses the non-degree students had slightly better grades than the degree students. The grades varied, however, only by two to six percentage points.

(2) Did alternative learning systems--self-learning, business or industry, religious and fraternal organizations, the military or community involvements--complement or supplement the students' higher educational involvement?

Military and on-the-job training particularly provided specialized training and experiences that allowed many of the non-degree students to qualify for enrollment in the master's program. These students worked in either community based programs or government agencies where the training received allowed them to perform in supervisory

and/or administrative positions.

The non-degree students were those most often involved in community work.

Religious training was cited by only three graduates; two of these were active ministers. Fraternal training was the sole postgraduate involvements for three male graduates.

(3) What obstacles, if any, affected the pursuit of post-secondary or higher education?

Family responsibilities and work schedules were cited by two-thirds who responded. Tuition was a third obstacle.

(4) What were non-student roles during the matriculation period?

The chief non-student role was that of parent. Students worked as volunteers, den mothers, members of neighborhood associations, members of professional organizations, consultants, tutors, and members of advisory councils. (See Appendix B.) Additionally, the students had the non-student roles of full-time employees.

(5) What differences has the degree made professionally, economically and socially?

Ten of the graduates reported that the degree had made no difference for them. The other 44 graduates reported that the degree had improved their income and provided professional flexibility. Many of the degree

graduates who were D.C. Public School teachers were enrolled for certification. The master's degree enabled individuals to move from junior high school to senior high school teaching assignments.

Non-degree graduates were more inclined to change occupations based on the master's degree, as the degree provided the missing credentialization.

(6) To what extent has study beyond the master's degree been pursued?

Twenty of the respondents have applied and/or have been admitted to doctoral programs. Seven were non-degree graduates and thirteen were degree graduates. Four graduates completed second master's degrees.

#### Findings from Other Sources

Graduates of the adult education department were in the forefront during the 1974 elections as active candidates and as members of political teams. Two non-degree graduates ran for the City Council in the District of Columbia; one was elected. The other was recently elected to an office in the D.C. Bicentennial Assembly. A third non-degree student ran for assemblyman in a neighboring county.

Mayor Washington recently appointed a Chief of Police. A non-degree graduate was one of the three finalists on the selection panel. While he was not appointed Chief, he continued as a deputy chief.

The majority of the students remained in the metropolitan Washington area; however, three returned to their home states for employment. Two went to Florida; one went to Illinois.

Only two of the graduates were unemployed. They had been employees of programs that lost their funding.

## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

#### Summary

This study was undertaken to compare students who entered with the baccalaureate degree and students who entered without the baccalaureate degree who completed the master's degree program in adult education at Federal City College, Washington, D.C. between June 1970-June 1974.

The purpose of the study was to compare the two types of students--non-degree and degree--to determine why the students entered the program, what the students brought to the program, how the students performed in the program, and how they were affected by the program.

The investigation was initiated based on the assumption that there were no significant differences between the students with the undergraduate degree and those without the degree in the adult education master's program because experiential and non-collegiate learning provided the degree equivalency. Objectives of the study were to compare the two types of graduates in order to: (1) determine motivation for higher education involvement; (2) analyze similarities and differences in the graduates' demographic data; (3) identify non-traditional learning

experiences; (4) investigate non-student roles; (5) gain insights about the relationship of non-traditional learning and academic achievement; (6) analyze academic and professional achievements; (7) determine the extent of continued academic pursuits.

The population included 130 graduates of the adult education program. Seventy-seven entered the program with the baccalaureate degree and fifty-three entered the program without the degree. Seventy-five were male; fifty-five were female.

### Findings

The populations of non-degree and degree students were similar. Forty-two percent of the non-degree students were female; forty-three percent of the degree students were female. Fifty-eight percent of the non-degree students were male; fifty-seven percent of the degree students were male.

Fourteen percent of the graduates were native Washingtonians while eight-six percent were born elsewhere. Ninety percent of the graduates were Black. Non-degree students who enrolled under the 1970 program outnumbered the degree students.

Sixty-seven percent of the graduates enrolled before they were age 41. The median age for non-degree graduates was 38; the median age for degree graduates was 32.

A larger percentage of the non-degree students was married than the degree students. There were five times as many women who were divorced, widowed or separated than the number of men in those categories.

Two of the three students who maintained a straight High Pass or A average were non-degree students.

Teaching was the experience most degree students had had working with adults. Working with adults in the community was the experience most frequently reported by non-degree graduates.

Non-student roles--the roles that graduates engaged in other than being students--included parent, employee, employer, volunteer, den mother, Scout master, and members of advisory boards.

Graduates belonged to professional, fraternal and religious organizations that provided a combined listing of over seventy-five groups. (See Appendix D.)

Twenty respondents had applied and/or had been admitted to doctoral programs. Seven of these were non-degree graduates.

The non-degree students in the Federal City College program were admitted because of experiences they had working with adults and/or because of experiences they had acquired in their occupations. The students were expected to have had at least three years of adult-related experiences and an expressed interest in the

adult education field. Employment at the time of application for admission was a third consideration for program admission.

The degree students were admitted upon verification of the undergraduate degree. Thirteen had bachelor's degrees in elementary and secondary education. Secondary education included special education, business education, physical education, English, mathematics and science. Four had science degrees; four had business administration or management degrees; two had sociology degrees. The remaining degrees were in community education, secretarial sciences, political science, vocational agriculture, history, community planning and development.

More males than females graduated from the adult education program between June 1970 and June 1974 although more females initially enrolled.

### Discussion

Within the last decade higher education has attempted to provide greater options for diverse and expanding populations. Technological advancements, knowledge explosions, the rapid obsolescence of knowledge and global mobility have advanced the concept of education as a swinging door with individuals moving in and out periodically over a lifetime. Recognition of alternative learning systems such as the open university, the external degree and the university without walls are steps toward



providing higher educational options. More recently, recognition has been given to non-collegiate learning provided by the government, business or industry, religious or private organizations and to experiential or non-sponsored learning. It is ironic that the credibility of non-collegiate learning is challenged because, prior to the establishment of institutions of higher learning, knowledge was transmitted through the family, religious institutions and apprenticeships.

The master's degree program in adult education at Federal City College incorporated the concepts of the external degree and the open university in its admission policy that provided a higher education option not only for students with an undergraduate degree, but also for students whose experiences and exposures provided the equivalency of the undergraduate degree. The master's degree program focused on adults and their education at two levels. Graduate students were seeking upward mobility and specialized training through an advanced degree to enter the rapidly expanding professional field of adult education. The undereducated adults in the metropolitan area who were additionally seeking upward mobility through employability in an effort to enhance their socioeconomic conditions were the clientele the graduate students were being trained to serve. Grier (1973) identified 190,000 adults in Washington, D.C. over twenty-five years old who

were not enrolled in school and who had not completed a high school education. The preparation of the students in the master's degree program was designed to service this clientele as teachers, administrators and curriculum designers.

The graduate program was originally the staff development component of the Adult Education Demonstration Center. Because the Center was a demonstration center and because Federal City College had an open admissions policy, the acceptance of students without the undergraduate degree in a master's program was facilitated.

The non-degree students brought a wealth of knowledge and experiences to the program. Their positions and tenure indicated that they were well trained for their current employment; they were well traveled; they were politically astute. Several were veterans and had used the military training and the veterans preference system to acquire federal employment. Through on-the-job training, they had advanced to supervisory and administrative positions. Prior to enrolling in the adult education program, these students had had their additional preparation and training recognized only in their immediate situations. Their enrollment in and completion of the master's degree program validates the foundation provided by their non-traditional learning situations.

Institutions of higher education are institutions

of tradition where innovation is viewed with suspicion. Higher educational institutions are too often controlled by accrediting associations and governing boards. The master's degree program in adult education is now completing its sixth year of operation, yet the admission of students without the undergraduate degree remains a controversial issue.

Data were assembled on the graduates of adult education in an effort to accurately detail what the students brought to the program and how they performed in the program. This information should provide the basis for any further review of admission policy for this graduate program.

This study revealed limited participation of native District residents in this program. Demolition in the federal government has been an acceptable alternative to higher education for many Washingtonians. The success of graduates who entered without the degree and who gained viable experiences working for the government may encourage others to pursue further studies and a new career.

### Conclusions

The following conclusions were drawn from the data generated through the study:

1. The non-degree students were as successful as the degree students in completing the master's degree in adult education.

2. The non-degree students were motivated by credentialization to complete the master's degree.

3. The degree students were motivated by certification to complete the master's degree program.

4. Experiences working with adults prior to enrollment in the program complimented the adult education theories presented in the classroom and provided the foundation requisite to academic achievement for the non-degree student.

5. The non-degree students who had functioned primarily as community workers in social action programs, community settlement houses, recreation centers, churches, and social welfare agencies were viable candidates for admission to the master's program in adult education based on their administrative, supervisory, teaching and program developing involvements.

6. The master's degree fostered upward mobility.

7. The master's degree provided the opportunity for second careers.

### Theories

The study and its conclusions generated the following theories which may be tested in future studies:

1. The master's degree student who has no undergraduate degree but has had experiences teaching, counseling, developing or administering programs or providing support services for adults can successfully complete a

degree program.

2. Differences in the non-degree and degree students cannot be related to sex, locale of post-secondary educational experiences, nature of undergraduate training, and academic achievement.

3. The agencies of the federal and local governments as well as business and private industry provide non-collegiate learning experiences in specialized fields comparable to the baccalaureate degree.

4. Vocational motivation is a greater incentive for the completion of the degree than social motivation.

#### Implications

The study of the graduates from the master's degree program in adult education at Federal City College has several implications for higher education administrators and adult educators.

1. This study provides a typology of the graduate adult education students for the Federal City College administration and documents the performance of these students who are admitted under an open admissions' policy.

2. The findings should provide supportive data for the continued implementation of the bachelor's equivalency as admission criterion for the master's degree. Similarly they should suggest to other graduate schools that consideration be given students with a bachelor's equivalency. This equivalency should not be evaluated

solely on the basis of collegiate experiences, but should include a review of work experiences related to the field of study, on-the-job training and other experiential learning.

3. The Federal City College master's degree program was designed for the urban educator. Adult educators in other urban communities may wish to examine the content and policies of the Federal City College adult education master's degree for possible adaptation or adoption.

4. Non-degree graduate students could be valid data sources for the Cooperative Assessment of Experiential Learning Project and the Project on Non-collegiate Sponsored Instruction which are attempting to assess non-traditional types of learning. Data on what these students looked like when they entered the program would contribute to these projects.

#### Recommendation for Further Research

This study was concerned only with the students who graduated between June 1970 and June 1974. The comparison of the non-degree and degree graduates should be continuously researched as means of evaluating the program's effectiveness for the two types of students and as an assessment of students' performances. Additionally, research should be initiated on students who did not complete the program to determine the reasons for their withdrawals.

Investigators interested in replicating this research should concentrate more intensively on the field aspect and personally interview each of the graduates to gain deeper insights about their involvements, experiences and exposures after receiving the degree.

The higher education opportunity for residents of the District of Columbia prior to 1968 was limited to teacher preparation. It is to be assumed that because of this, a segment of the population did not enter higher education. An investigation of the potential higher education population in the Washington community over thirty-five years old might lead to the identification of potential adult educators.

There are many instruments and techniques now used to assess non-traditional learning. Future research might assess the achievement of students whose admission graduate programs was based on the use of these instruments or techniques.

The College Level Examination Program (CLEP) is the instrument used by the military and some states to assess accomplishment in fifteen fields at the secondary level. This evaluation is usually designed for college admission at the undergraduate level or to provide measures of college equivalency needed for technical positions or on-the-job promotions.

Consideration for admission to graduate programs at other colleges and universities should be given these students and as a means of further verifying the theories of this research, a comparative study of these students and students admitted with the undergraduate degree could be conducted.



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## Appendix A

## THE GRADUATES

Please respond to each item below as FULLY AS POSSIBLE.  
The success of this study depends on your invaluable  
input.

THANK YOU.  
jl

PERSONAL DATA

Social Security Number \_ \_ \_ \_ \_

Place of birth \_\_\_\_\_

Secondary education

High School \_\_\_\_\_  
Name Graduation Date

GED \_\_\_\_\_  
Completion Date

Postsecondary education

Undergraduate studies

0-2 years  3-4 years  other \_\_\_\_\_

Employment (while in program)

Adult educator Specify \_\_\_\_\_

Other Specify \_\_\_\_\_

BASIC INSIGHTS

Why did you enroll in the Master of Arts Program in Adult Education? (e.g., retraining, certification, credentialization, advancement, etc.)

What were your adult education experiences prior to program entry? (e.g., teacher, program director, community worker, etc.)

## Appendix A

## THE GRADUATES - 2

Was there support for your higher education enrollment? (e.g., stipend, VA benefits, financial aid, etc.)

Were there obstacles to your higher education enrollment? (e.g., tuition, work schedule, family responsibilities, previous academic record, etc.)

What would you cite as most satisfying about your experiences as a student in the adult education program? (e.g., course content, access to resources, peer relationships, student-faculty relationships, etc.)

What would you cite as least satisfying about your experiences as a student in the adult education program? (e.g., course content, access to resources, peer relationships, student-faculty relationships, etc.)

To what extent was training in a non-academic setting a part of your experiences? (e.g., military, on-the-job, religious, fraternal, etc.)

How would you describe your student roles? (e.g., leader, follower, initiator, coordinator, resource persons, advisor, etc.)

In what non-student roles did you engage while enrolled in the program? (e.g., parent, choir member, volunteer, member of bowling league, etc.)

Appendix A

THE GRADUATE - 3

Have you engaged in graduate study beyond the master's?  
If so, in what discipline? Where? If not, why?

How has the degree made tangible differences for you?  
(e.g., improved income, employment advances, social  
advancements, political pursuits, etc.)

What is your present job title? Describe the position  
briefly.

In what organizations are you now an active member?

NO SIGNATURE IS NECESSARY. IDENTIFICATION WILL BE MADE  
BY SOCIAL SECURITY NUMBER. OTHER COMMENTS MAY BE WRITTEN  
ON THE BACK OF THIS SHEET.

## Appendix B

## NON-DEGREE GRADUATES

M<sup>1</sup> was born in Harrisburg, Pennsylvania and was a graduate of Harrisburg High School in 1957. An A.S. degree in business administration was earned at Harrisburg City College. Additional courses were taken at Thompson Institute, Pennsylvania State University Center, Howard University and the University of Maryland (Germany). He was employed as a systems accountant. He is now a financial advisor.

M<sup>2</sup> was born in Winston-Salem, North Carolina. A graduate of Atkins High School in 1937, he completed three years of undergraduate work at Winston-Salem College and was employed as a property manager with the Re-development Land Agency. He is now a property management specialist with the same agency.

M<sup>3</sup> was born in Memphis, Tennessee, and graduated from Booker T. Washington High School in 1942. He attended Cortez Peters Business School in Washington and Howard University. He was employed as a community worker with People's Involvement Corporation (PIC). He is currently a community consultant at PIC.

M<sup>4</sup> was born in Washington, D.C., and graduated from Cardozo High School in 1946. He was employed as the administrative assistant to the Chief of the Division of Work Experience Program at the Department of Labor and continued in that position.

M<sup>5</sup> was born in Winnsboro, South Carolina and graduated from Washington's Armstrong High School in 1941. He completed courses at the U.S. Department of Agriculture Graduate School and the Bureau of Business Practices Institute. He was Director of Apprenticeship, Department of Labor. He is now Chief, Branch of Job Finding, Department of Labor.

M<sup>6</sup> was born in Washington and graduated from Spingarn High School in 1954. He completed two years in trade and industrial schools and was employed as a media specialist. He is the Director of the Community Video Center at Federal City College.

## Appendix B

M<sup>7</sup> was born in Philadelphia and graduated from New York City's Washington High School in 1945. He completed courses in electrical engineering at a technical school and was employed as a staff development specialist. He is an educational consultant.

M<sup>8</sup> was born in Queens City, New York and graduated from D.C.'s Dunbar High School in 1967. He was an education aide at the Adult Education Demonstration Center. He is a school plant manager.

M<sup>9</sup> was born in Williamson, West Virginia and graduated from a North Carolina high school in 1948. He completed three years of college at Livingston and Morgan Colleges and the University of Maryland. Employed as Executive Director of the Southern Maryland Tri-County Community Action Commission, Inc., the student also worked as a lab (sensitivity) trainer. He is now Executive Director of the Prince George's County Human Rights Commission.

M<sup>10</sup> was born in North Carolina Carolina and graduated from a North Carolina high school in 1936. He attended a Baptist seminary. In addition to being a minister, he was employed by the Organization of American States. He continues in those positions.

M<sup>11</sup> was born in Wrightsville, Arkansas and graduated from an Arkansas high school in 1948. He completed Dunbar Junior College in Arkansas and attended Philander Smith College and Howard University. He worked as a professional photographer. He is an educational training specialist at Fort Belvoir.

M<sup>12</sup> was born in Asheville, North Carolina and graduated from a Washington, D.C. high school in 1942. He had "many courses inside and outside the (federal) Government" and was employed as a training specialist in photography and visual aids. He is assistant branch chief and a part-time adult education teacher.

M<sup>13</sup> was born in Wagner, South Carolina and graduated from D.C.'s Dunbar High School in 1946. He graduated from Cortez Peters Business School, earned a diploma in Real Estate Accounting and a certificate in business. The latter was gained during summer sessions at the University of Wisconsin. He was Head, Community



## Appendix B

Services for the United Planning Organization (UPO) and continues in that position.

M<sup>14</sup> was born in New York City and graduated from Cardinal Hayes High School in 1964. After four years military duty, he attended broadcasting school. He was employed as a radio news reporter. Currently, he is a newscaster and enrolled in the Media Department for a second master's at Federal City College.

M<sup>15</sup> was born in Washington, D.C. and graduated from Spingarn High School in 1957. He was employed as a cartographer and was a former Peace Corps worker. After graduation, he pursued a second master's in public administration at the University of Southern California. He is a public information officer at the Defense Fuel Supply Center of the Army Map Service.

M<sup>16</sup> was born in Washington, D.C. and graduated from Spingarn High School in 1954. He was employed as Director of Audio Visual Technology at D.C. Teachers College and as a radio announcer and disc jockey. He is manager of the educational television laboratory at D.C. Teachers College.

M<sup>17</sup> was born in Washington and graduated from Anacostia High School in 1958. A Vietnam veteran, he was employed at Federal City College in the Veteran in Education (VIE) intern program. He is an education specialist at the National Portrait Gallery of the Smithsonian Institute.

F<sup>1</sup> was born in Pittsburgh, Pennsylvania and graduated from Taylor Alderdice High School in 1959. She earned a diploma in nursing and worked for one year on a bachelor of nursing degree. She was a part-time child-birth educator. He is now a nurse support education specialist.

F<sup>2</sup> was born in Washington, D.C. and graduated from Sampson High School in Sampson, Maryland in 1952. She was a program administrator at the Department of Human Resources. She is program coordinator for the Work Incentive (WIN) Program, Department of Human Resources.

F<sup>3</sup> was born in Washington and graduated from Dunbar High School in 1954. She completed two years at

## Appendix B

D.C. Teachers College and was employed as a business teacher at the Adult Education Demonstration Center. She continues in that position.

F<sup>4</sup> was born in Washington and graduated from Dunbar High School in 1934 and later did course work at D.C. Teachers College. She was employed as a teacher aide at the Adult Education Demonstration Center. She is now a teacher/counselor.

F<sup>5</sup> was born in Cheraw, South Carolina and graduated from Washington's Cardozo High School in 1944. She attended Miner (now D.C.) Teachers College and Federal City College. She was self-employed as a cosmetologist and Program Director at Hospitality House. She is now an elementary school teacher.

F<sup>6</sup> was born in Leesburg, Virginia where she graduated from Douglass High School in 1944. She attended Hampton Institute. She was employed as a private elementary school teacher. She is now a senior media specialist at Federal City College.

F<sup>7</sup> was born in Washington and graduated from Sacred Heart Academy in 1959. She completed three years at Howard University. She was employed as an associate producer at WRC-TV and continues in that position.

F<sup>8</sup> was born in New York City and graduated from a New York High School in 1943. She did course work at George Washington, Georgetown and Maryland Universities. She was employed as an adult basic education (ABE) teacher. She is currently an adult basic education teacher/administrator.

F<sup>9</sup> was born in North Carolina and graduated from Charles Perry High School in 1961. She attended North Carolina A & T and was a teaching intern in Baltimore City Public Schools. She taught six grade in Baltimore for two years and was employed as an administrative Assistant. She is now Director of Education.

F<sup>10</sup> was born in Washington, D.C. and graduated from Spingarn High School in 1954. She was employed as a secretary at the Department of Health, Education and Welfare. She is now a personnel staffing specialist for the Small Business Administration.

## Appendix B

F<sup>11</sup> was born in Greenwood, South Carolina and graduated from Dunbar High School in Washington, D.C. in 1952. She was employed as staff assistant at the Department of Health, Education and Welfare. She engaged in course work at the U.S. Department of Agriculture. She is now a staff specialist at the Department of Health, Education and Welfare.

## Appendix C

## DEGREE STUDENTS

F<sup>12</sup> was born in Washington, D.C. and graduated from Dunbar High School in 1934. Her degree from Howard in 1939 was in education and she was employed as an Intake Counselor at the Adult Education Demonstration Center (AEDC). She is now a school community coordinator.

F<sup>13</sup> was born in Cannonsburgh, Pennsylvania and graduated from Chartiers-Houston High School in 1962 and the University of Pittsburgh with the degree in sociology in 1967. She was employed as an adult basic education (ABE) teacher at AEDC and continues in that position.

F<sup>14</sup> was born in Stanford, West Virginia and graduated from Franklin County High School in 1955 and Virginia Union University in 1959 with a degree in business education. She was employed as associate registrar at Federal City College. She will become registrar at a New Jersey community college in July 1975.

F<sup>15</sup> was born in North Carolina and graduated from Williston High School in 1961. Her A.A. liberal arts degree was from Mt. Aloysius Junior College in Cresson, Pennsylvania and her business education degree was from North Carolina College in 1965. She was a teacher in a manpower training program, D.C., Public Schools. She is an assistant professor of business at Federal City College.

F<sup>16</sup> was born in York, S.C. and graduated from Davison, N.C. High School in 1954. Her business education degree was from Winston-Salem Teachers College in 1958. She was employed as a master teacher at AEDC. She is the assistant director at AEDC.

F<sup>17</sup> was born in Columbia, S.C. and graduated from Booker T. Washington High School in 1949 and Allen University in 1953 with a degree in English. She was employed as a junior high school teacher. She continues in that role and serves as department chairperson.

F<sup>18</sup> was born in D.C. and graduated from Holy Trinity High School in 1964 and Howard University in 1968 with a sociology degree. Additional work was done at D.C. Teachers College. She was employed as an ABE teacher at AEDC. She is an assistant professor of adult education

## Appendix C

at Federal City College.

F<sup>19</sup> was born in Jacksonville, Florida and graduated from Stanton High School in 1956 and Morris Brown in 1961 with a secretarial science major. She was employed as staff assistant for the Center for Continuing Education at Federal City College.

F<sup>20</sup> was born in Philadelphia, Pennsylvania and graduated from Western Night High School. She completed three years of nursing study and earned a degree in special education from D.C. Teachers College in 1968. She was a business teacher and is now a shorthand instructor for the federal government.

F<sup>21</sup> was born in Creswell, North Carolina and graduated from Washington County High School in 1959. Her degree in business education was earned at Elizabeth City State College in 1965. She was a public school business teacher. She worked with military dependents in Germany after graduation and has now returned to the D.C. school system.

F<sup>22</sup> was born in New York City and graduated from Elizabeth Seton High School in Yonkers in 1960. Her history and political science degree was awarded in 1964 from Rosemont College, Pennsylvania. She was an ABE teacher. She is now a management analyst.

F<sup>23</sup> was born in Washington, D.C. and graduated from Cardozo High School in 1956 and Federal City College in 1971 with a degree in Community Education. The only female veteran who has graduated from the program, she was employed as a community educator for Cooperative Extension Service. She is currently unemployed.

F<sup>24</sup> was born in Washington, D.C. and graduated from Spingarn High School in 1960 and Federal City College in 1972. Her business administration degree had a marketing and accounting major. She was employed as Assistant Executive Director of the Business Trade Association. She continues in that position.

F<sup>25</sup> was born in Washington, D.C. and graduated from Spingarn High School in 1960 and Federal City College in 1972. She majored in business administration. She was employed as a secretary in a federally funded D.C. Public

## Appendix C

School community based program. She is now an education research assistant in the same program.

M<sup>18</sup> was born in D.C. and graduated from Cardozo High School in 1951 and Howard in 1956 with an education major. He was Director of Student Services, Federal City College. He is the associate dean for student services at Federal City College.

M<sup>19</sup> was born in Richmond, Virginia and graduated from Maggie Walker High School in 1957 and Virginia Union in 1965 with a degree in chemistry. He was employed as a junior high school teacher in the D.C. Public Schools. He is a senior high school teacher.

M<sup>20</sup> was born in New York City and graduated from T.C. Cooper High School in 1952 and N.C. College in 1956 with a physical education degree. He was director of the Institute of Gerontology and continues in that position.

M<sup>21</sup> was born in Orlando, Florida and graduated from Cardozo High School in 1946. His physical education degree was from Maryland State College at Princess Anne in 1954. He was employed as a driver education teacher in D.C. Public Schools and continues in that position.

M<sup>22</sup> was born in Columbia, South Carolina and graduated from Fairmont Heights High School in 1953 and Bowie State College in Elementary Education in 1966. He was Director of Remedial Education, Project BUILD and is now a manpower project supervisor.

M<sup>23</sup> was born in D.C. and graduated from Armstrong High School in 1938 and Miner (now D.C.) Teachers College in 1942 with a mathematics/science major. He was a community school coordinator. He is now an assistant principal in a community school.

M<sup>24</sup> was born in Kingston, Jamaica and graduated from Wolmer's Boys School in 1957 and Howard in 1964 with a degree in zoology. He was an ABE teacher at AEDC. He is now a student in dental school.

M<sup>25</sup> was born in North Carolina and graduated from Atkins High School in 1937. His undergraduate degree in Vocational agriculture was awarded in 1941 from North Carolina A & T College. He was a teacher in adult

## Appendix C

evening school. He now teaches day and evening school.

M<sup>26</sup> was born in Athens, Georgia and graduated from D.C.'s Roosevelt High School. His degree in physical education was earned at Morgan College. He was a teacher and athletic coach. He is now an acting assistant principal.

M<sup>27</sup> was born in Tiffin, Georgia and graduated from Wilson High School in 1963. His 1967 degree from Howard University was in microbiology. He was Assistant Director of Housing at Howard. He is now coordinator of undergraduate adult education at Coppin State College.

M<sup>28</sup> was born in Monroe, Louisiana and graduated from Little Flower Academy in 1958 and Xavier University in 1963 with a biology degree. He was a junior high school mathematics teacher. He is now a senior high school teacher and department chairperson.

M<sup>29</sup> was born in Saint Louis, Missouri and graduated from Sumner High School in 1941 and the University of Illinois in 1947 with a degree in bacteriology. He was Deputy Director of Finance at Federal City College. He is now an assistant to the vice president for business and finance at Federal City College.

M<sup>30</sup> was born in Honolulu, Hawaii and graduated from the Hawaiian Mission Academy in 1964. His degree in business administration was from Columbia Union College. He was employed as an accountant. He is now a systems accountant.

M<sup>31</sup> was born in Washington, D.C. and graduated from Cardozo High School in 1952. His degree in management was from Southeastern University in 1968. He was employed as an Equal Employment Opportunity (EEO) Specialist in the federal government. He is now a contract compliance officer.

M<sup>32</sup> was born in Dillon, South Carolina and graduated from Dillon High School in 1950 and received the undergraduate degree in history from Johnson C. Smith. He was employed as the Associate Director of Cooperative Extension Service and continues in that position.

## Appendix C

M<sup>33</sup> was born in Covington, Virginia and graduated from Watson High School in 1956. He received the degree in Community Planning and Development in 1970 from Federal City College. He was employed as a computer specialist and was also a Baptist minister. He continues as a minister and is also a computer programmer.



## Appendix D

## AFFILIATIONS OF GRADUATES

Adult Education Association Commission on Adult Basic  
 Education  
 Adult Education Association of Metropolitan Washington  
 Adult Education Association, USA  
 Afro-American Bicentennial Commission  
 American Association of College Registrars and Admission  
 Officers  
 American Camping Association  
 American Educational Sciences Association  
 American Federation of Teachers  
 AFL-CIO  
 American Marketing Association  
 American Society of Public Administrators  
 American Society for Training and Development  
 Appointments Committee, D.C. Commission on the Status  
 of Women  
 Area B Mental Health Advisory Board  
 Black Child Development Institute  
 Capitol East Community Organization  
 Catholic Charities Commission on the Aging  
 Catholic Youth Organization (CYO)  
 Coalition of Black Trade Unionists  
 Coalition of Minority Workers  
 Conference on Minority Public Administrators  
 Council of Churches Camping Committee  
 Council of Governments  
 Council for Progress of Blacks in Government  
 Deaf Pride, Inc.  
 Disabled American Veterans  
 D.C. Association for Public Continuing and Adult  
 Education  
 D.C. Bicentennial Assembly  
 D.C. Citywide Consumer Council  
 D.C. Council of Administrative Woman  
 D.C. Council of Teachers of English  
 Eastern Star  
 Family and Child Services  
 Federal City College Alumni Association  
 Fort Dupont Civic Association  
 Gamma Phi Fraternity  
 Government Employees United Against Racial  
 Discrimination  
 Greater Washington Central Labor Council  
 Iota Phi Theta Fraternity  
 King Solomon Grand Lodge

## Appendix D

Kiwanis  
Knights of Templar  
Lamont-Riggs Civic Association  
Maryland Advisory Council on Vocational Education  
Maryland Association of Adult Education  
Maryland State Teachers Association  
Masons  
Mission for Community Concern  
National Academy of Television Arts and Sciences  
National Alliance of Businessmen's Youth Motivation  
Task Force  
NAACP  
National Association of College and University  
Business Officers  
National Association of Human Rights Agencies  
National Association for Public Continuing and Adult  
Education (NAPCAE)  
National Association of Science Teachers  
National Association of Urban Adult Administrators  
National Baptist Convention  
National Black Caucus on the Aged  
National Council of Mathematics Teachers  
National Council of Teachers of English  
National Education Association (NEA)  
National Rehabilitation Counseling Association  
National Society for Programmed Instruction  
Omega Psi Phi Fraternity  
Operation Heritage Art Center  
Parent-Teacher Association (PTA)  
Phi Beta Sigma  
Presbyterian Men's Club  
Prince George's County Advisory Board for Housing  
Rehabilitation  
Professional Photographers of America  
Shriners  
Small Business Administration Professional Women's  
Association  
Smithsonian Associates  
Urban Coalition Task Force on Education  
Urban League  
Virginia Polytechnic Institute and State University  
Alumni Association  
Washington Area Construction Industry Task Force  
Young Men's Christian Association (YMCA)

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A STUDY OF THE GRADUATES OF THE MASTER OF ARTS  
PROGRAM IN ADULT EDUCATION AT FEDERAL CITY COLLEGE

by

Jeanne Evans Lea

(ABSTRACT)

Introduction

In this study graduates who entered the master's program in adult education at Federal City College without the undergraduate degree were compared with graduates who entered the program with the undergraduate degree to determine why the students entered the program, what the students brought to the program, how the students performed in the program, and how they were affected by the program. The population was 130 students who graduated between June 1970 and June 1974. Fifty-three were non-degree students and seventy-seven were degree students.

The Master of Arts in Adult Education Program was initially a staff development activity for the Adult Education Demonstration Center faculty and staff. The project was sub-contracted to Federal City College and became the first graduate program in adult education in the United States to admit participants who did not have the undergraduate degree.

## Procedures

Selected strategies of grounded theory and field research were used to inductively generate theories about the program and its graduates. Interviews, conversations, personal correspondence, a questionnaire, and the Adult Education Department's application forms and reference letters were used as primary sources. Secondary sources were the college catalog and brochures, the program proposal, departmental evaluation reports and grade rosters. Student documents were perused to collect data on the sex, degree status, ethnic background, age and marital status. After significant similarities emerged concerning the locale of post-secondary education experiences, the nature of undergraduate preparation, the nature of adult education experiences, and student motivation, a questionnaire was structured to further validate data collected.

The information that was solicited on the questionnaire included the date and place of high school graduation, past and present employment, reasons for enrollment, prior adult experiences, reactions to program involvements, student and non-student roles, socio-economic/educational advancements, and organizational affiliations.

Fifty-eight students responded to the questionnaire. Thirty were degree students; twenty-eight were non-degree students. Twenty-five were female and thirty-

three were male. The graduates' responses were compared initially within the program of study under which they entered during the Spring 1969, Spring 1970 or Winter 1971 quarter. The three groups of non-degree students were furthered compared with the three groups of degree students.

### Findings

The findings were as follows:

1. The non-degree student was older than the degree student; the median ages were thirty-eight for the non-degree student and thirty-two for the degree student.
2. There were no apparent differences between the degree and non-degree students based on sex.
3. A larger percentage of the non-degree students were married.
4. Teaching was the experiences most degree students had had working with adults; the majority of the non-degree students had worked with adults as community workers.
5. Both groups of students had equal involvements with adults as program developers and program directors.
6. Military and on-the-job training provided the specialized training and experiences that allowed many non-degree students to qualify for admission to the program.

7. Family responsibilities were obstacles for two-thirds of the graduates.

8. The degree had improved the income and provided professional flexibility for ninety percent of the graduates.

9. Twenty of the fifty-eight respondents had applied and/or had been admitted to doctoral programs. Seven were non-degree graduates and thirteen were degree graduates. Four graduates completed second master's.

10. The non-degree students received slightly better grades in two of the courses.

11. The master's degree fostered upward mobility.

12. The master's degree provided the opportunity for second careers.

### Theories

The study generated the following theories which may be tested in future studies:

1. The master's degree student who has no undergraduate degree but has had experiences teaching, counseling, developing or administering programs or providing support services for adults can successfully complete a degree program.

2. The differences in the non-degree and degree students cannot be related to sex, locale of post-secondary educational experiences, nature of undergraduate



training and academic achievement.

3. The agencies of the federal and local governments as well as business and private industry provide non-collegiate learning experiences in specialized fields comparable to the baccalaureate degree.

4. Vocational motivation is a greater incentive for the completion of the degree than social motivation.