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Andrews University

School of Education

FACTORS RELATED TO ADULT DEGREE PROGRAM  
COMPLETION AT ATLANTIC UNION COLLEGE

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Corina Polanco Parris

April 2006

UMI Number: 3213129

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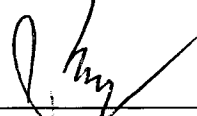
FACTORS RELATED TO ADULT DEGREE PROGRAM  
COMPLETION AT ATLANTIC UNION COLLEGE


A dissertation  
presented in partial fulfillment of the  
requirements for the degree of  
Doctor of Philosophy

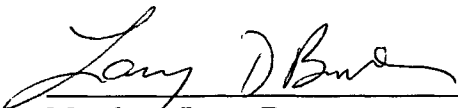
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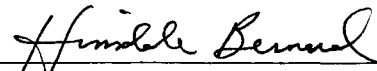
Corina Polanco Parris

APPROVAL BY THE COMMITTEE:

  
Chair: Jimmy Kijai

  
Dean School of Education  
James Jeffery

  
Member: Larry Burton

  
Member: Hinsdale Bernard

  
External: Linda Thorman

4/26/06  
Date approved

ABSTRACT

FACTORS RELATED TO ADULT DEGREE PROGRAM  
COMPLETION AT ATLANTIC UNION COLLEGE

by

Corina Polanco Parris

Chair: Jimmy Kijai

## ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: FACTORS RELATED TO ADULT DEGREE PROGRAM COMPLETION AT  
ATLANTIC UNION COLLEGE

Name of researcher: Corina Polanco Parris

Name and degree of faculty chair: Jimmy Kijai, Ph.D.

Date completed: April 2006

### Problem

The Adult Degree Program at Atlantic Union College has for the past 34 years instituted innovations and practices, following new trends in adult education, to make it more accessible and viable in helping students grow intellectually and professionally and to complete their educational goals. This study was done to examine the extent to which institutional, personal, and family factors are related to adult degree program completion at Atlantic Union College.

### Methodology

A survey research method was used in this study. A questionnaire was designed

and administered to 365 adults: 160 alumni, 45 withdrawals, and 160 current students. Useable responses from 134 participants were included for analysis. Descriptive statistics, Chi-Square test of association, and analysis of variance were used to analyze the data.

## Results

Generally, there were no significant differences among alumni, current students, and dropouts with regard to 'triggers' for enrolling in the Adult Degree Program (ADP). Completing a degree and fulfilling an educational dream were two factors that ultimately influenced participants to enroll in the ADP at Atlantic Union College. Compared to those who withdrew from the program, alumni and current students had significantly higher levels of intrinsic motivation, but lower levels of a-motivation. In addition, they were more satisfied with administrative services and supervision, and found mentoring to be more beneficial. Resolution to complete the program was stronger for alumni and current students than for those who withdrew from the program. Suggestions for strengthening the program included expanded marketing, addition of faculty, and improved communication.

## Conclusion

Most adults felt the need to reinitiate the pursuit of formal studies and obtain a degree. Significant differences between completers and dropouts, however, do exist, particularly with respect to motivation and satisfaction with the program. Adult programs should strengthen services to aid students in persisting and completing their studies.



Dedicated to my husband, Dr. Erick Parris, with love; the person who rubbed my back whenever I was tired, encouraged me whenever I felt discouraged, kept my company and watched over me whenever I stayed up late at night working hard, and prayed for and with me whenever I felt like giving up. He deserves this and much more.

## TABLE OF CONTENTS

LIST OF FIGURES . . . . .	vii
LIST OF TABLES . . . . .	viii
ACKNOWLEDGMENTS . . . . .	ix
Chapter	
I. INTRODUCTION . . . . .	1
Background and Description of Adult Education . . . . .	1
Statement of the Problem . . . . .	4
Purpose of the Study . . . . .	5
Conceptual Framework . . . . .	5
Significance of the Study . . . . .	12
Limitations of the Study . . . . .	13
Delimitations of the Study . . . . .	13
Definitions of Terms . . . . .	14
Summary . . . . .	15
II. LITERATURE REVIEW . . . . .	16
Introduction . . . . .	16
Historical Perspective on Adult Education . . . . .	16
Structure of the Adult Degree Program at AUC . . . . .	20
Factors Related to Adult Learners . . . . .	22
Institutional Factors . . . . .	23
Administration . . . . .	23
Academic Supervision . . . . .	25
Scheduling and Way of Delivery . . . . .	26
Mentoring . . . . .	27
Personal Factors . . . . .	31
Motivation . . . . .	31
Intrinsic Motivation . . . . .	32
Extrinsic Motivation . . . . .	35

Family Factors . . . . .	36
Family Support and Encouragement . . . . .	36
Triggers . . . . .	38
Summary . . . . .	39
 III. METHODOLOGY . . . . .	 40
Introduction . . . . .	40
Design of the Study . . . . .	40
Population and Sample . . . . .	41
Instrumentation . . . . .	42
Description . . . . .	42
Development . . . . .	44
Pilot Study . . . . .	44
Procedure . . . . .	45
Research Questions . . . . .	45
Analysis of Data . . . . .	46
Summary . . . . .	47
 IV. PRESENTATION OF FINDINGS . . . . .	 48
Introduction . . . . .	48
Findings and Characteristics of the Sample . . . . .	48
The Research Questions . . . . .	52
Question 1 . . . . .	52
Question 2 . . . . .	54
Question 3 . . . . .	57
Intrinsic Motivation . . . . .	59
A-motivation . . . . .	62
Question 4 . . . . .	62
Administrative Services . . . . .	64
Academic Supervision . . . . .	67
Mentoring . . . . .	70
Topics Discussed During Mentoring Session . . . . .	72
Usefulness of Topics . . . . .	72
Benefits of Mentoring . . . . .	75
Question 5 . . . . .	77
Data Analysis of Open-Ended Questions . . . . .	81
Themes and Patterns of Responses . . . . .	82
Question 1 . . . . .	83
Question 2 . . . . .	85
Question 3 . . . . .	87
Summary of Major Findings . . . . .	89
Conclusion . . . . .	92

V. SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS . . . . .	93
Summary . . . . .	93
Problem . . . . .	93
Purpose . . . . .	94
Methodology . . . . .	95
Findings and Discussions . . . . .	96
Open-ended Research Questions . . . . .	104
Conclusion . . . . .	107
Recommendations . . . . .	108
Recommendations for the Adult Degree Program . . . . .	108
Recommendations for Future Research . . . . .	109
Appendix	
A. HISTORY OF THE ADULT DEGREE PROGRAM . . . . .	111
B. ADP BULLETIN (2006-2008) . . . . .	116
C. IMPLEMENTATION OF THE INNOVATIONS AND CHANGES . . . . .	141
D. QUESTIONNAIRE SAMPLE . . . . .	157
E. OPEN-ENDED QUESTIONS TABLE OF DATA . . . . .	170
F. CHARTS OF GROWTH AND ENROLLMENT . . . . .	194
REFERENCE LIST . . . . .	197
VITA . . . . .	203

## LIST OF FIGURES

1. Adult Students Enrollment and the Percentages Over the Last Three Decades from 1970 to 2000 .....	4
2. Conceptual Framework of Factors That Impact Students' Decision Toward Degree Completion .....	7

## LIST OF TABLES

1.	The Motivations to Learn.....	33
2.	Demographic Characteristics of the Sample.....	50
3.	Demographic Characteristic by Group.....	51
4.	Factors That Triggered Decision to Enroll in ADP vs. a Traditional Program.....	53
5.	Factors That Influence Final Decision to Enroll in ADP.....	55
6.	To What Extent Were Students Motivated to Complete the ADP at AUC?.....	58
7.	To What Extent Were Students Intrinsically Motivated to Complete the ADP at AUC?.....	60
8.	To What Extent Were Students A-Motivated to Complete the ADP at AUC?.....	63
9.	Administrative Services.....	65
10.	Academic Supervision.....	68
11.	When, How and Frequency of Mentoring Involvement.....	71
12.	Topics Discussed During Mentoring.....	73
13.	Usefulness of Topics Discussed.....	74
14.	Benefits of Mentoring Session.....	76
15.	Factors That Hindered or Strengthened Their Resolve to Complete ADP.....	78

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## CHAPTER 1

### INTRODUCTION

*The aim of adult education is to inspire grownups to be something more than they are now and to do their work better than they now do it.*

James E. Russell

#### **Background and Description of Adult Education**

Adult education has become a prominent enterprise in American society. From its humble beginning, when it was indistinguishable from traditional college programs geared mainly towards educating college-age students, it has developed into a complex independent entity in today's educational scene. The obvious reason for this prominence, among other important things, is that the number of adults returning to school to increase their knowledge, learn new skills, and complete a course of study has grown rapidly over the years (Aslanian, 2001, p. 3; MacKinnon-Slaney, 1994, pp. 268-275).

Not unexpectedly, this growth has created numerous challenges for both adult learners and educational institutions. Among the challenges to learners are family, personal and institutional factors. Adult learners have had to juggle the many responsibilities of an adult person, including the tasks of taking care of a family and working full-time, while keeping up with the demands and requisites of a program of study. On the other hand, there are the institutional factors, challenges many educational institutions face constantly. Many have had to make rigid decisions to adjust to the influx of adult learners. For these reasons



colleges and universities, and other educational agencies across the U.S., have allocated major portions of their financial and other resources to meet the demands of this population (Aslanian, 2001, p. 5; Maehl, 2004, p. 6; Perraton, 2000, p. 2).

Many institutions developed programs with creative and innovative ways of delivery, increasing students' access to courses of study and to support. Others have kept their focus on traditional ways of teaching and student services. Nevertheless, most institutions have felt the need at some point to expand in order to accommodate the growing number of adult students (Beder, 1991, p. 151).

As early as the mid-20<sup>th</sup> century, adult educators from colleges and universities were very pleased with the development and direction of adult education. Maehl (2004) states, "Access to higher education became easier for adults through the postwar community college movement. Meanwhile, Psychologists and social scientists began to see adulthood as a developmental period that may entail change and growth through new learning" (p. 6).

In such an environment, adult education grew rapidly and decisively and took on an identity of its own. Glowacki-Dudka and Helvie-Mason (2004) suggest what President Harry S. Truman recognized in 1947 about adult education:

Historically, adult education trends reflect changes in society, from the social action movement of the 1920s to federal sponsored programs in the 1930s, from the GI Bill in the 1940s to the civil rights movements in 1960s. The term *lifelong learning* emerged in the 1960s with intentions to integrate adult education into the wider public society. (p. 8)

Nevertheless, adult education faced many hurdles and difficult times, but persisted decisively. The 60s and 70s, with the Vietnam War, domestic turmoil, scandals, inflation and depression, the deep uncertainty about the years ahead, and budget cuts at federal, state, and city levels were difficult, and troubling years for everyone (Maehl, 2004, p. 6).

The very low income earned by many working adult parents was barely enough to cover basic needs, obviously placing undue strain on families. The increasingly complex characteristics of modern life, caused in part by the technological age, also placed great demands on every working adult (Aslanian, 2001; Garrison & Shale, 1990).

As a result, adults saw the need to return to school to gain the appropriate knowledge and skills either to advance to a higher position at their present jobs or to opt for better jobs. The reasons were obvious: Adults were aiming at higher pay and job security. It meant that working/studying adults would need all the support and encouragement they could garner from their families and friends and from the institution where they planned to enroll as students (Aslanian, 2001, pp. 15-17).

Adult education fared well, however, showing gains in status and enrollment. Knowles in 1962 predicted that as adult education becomes increasingly reorganized as a discrete activity, enrollments would increase and program offerings and structures diversify. Adult educators would unite in a national struggle for recognition, power, and financial support (Glowacki-Dudka & Helvie-Mason, 2004).

During the 1980s and 1990s distance education came to mean delivering instruction to a population away from campus without the face-to-face interaction. This was accomplished by using radio, television, satellite, and videos, just to mention four (Paulson, 2002, p. 36). In addition, recently, online learning has become a very popular medium of delivery for the college level. The International Data Corporation and the Information Technology research firm in Framingham, Massachusetts, predicted that from 710,000 in 1998, up to 2.2 million college students would be enrolled in online courses by the year 2002 (Palmer, 2002, p. 52).

Figure 1 shows the increasing demands for service and knowledge acquisition across adult education programs. It illustrates the percentages pattern of students age 25 and older enrolled in higher education over the last three decades, from 1970 to 2000.

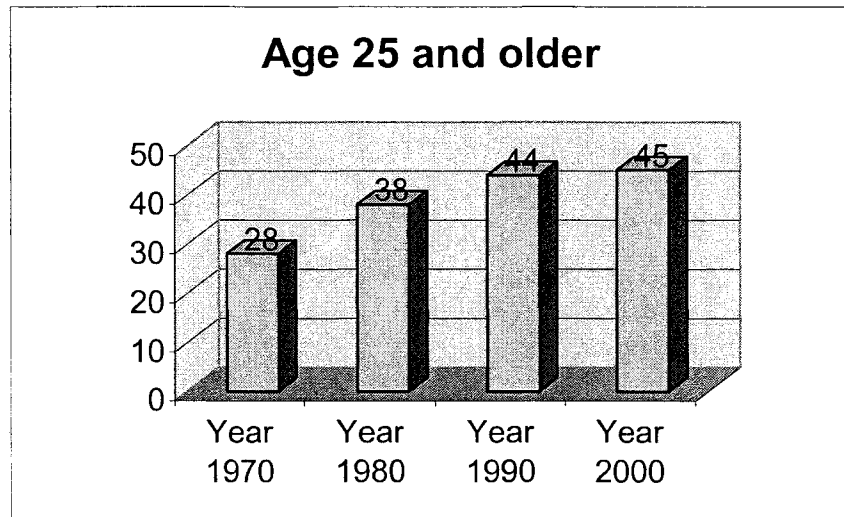


Figure 1. Adult student enrollment and the percentages over the last three decades from 1970 to 2000.

### Statement of the Problem

Maehl (2004) suggests that colleges have instituted innovations and practices in adult education that have made adult learning programs much more accessible and viable to students as they pursue their educational goals (p. 5). Responding to the demands of adult learners and in keeping with the trend and innovations at educational institutions across the country, in 1972 Atlantic Union College started its Adult Degree Program (ADP), an external distance program geared toward adults 25 years and older. (See Appendix C.) During its 34 years of service as a beacon of professional and intellectual growth and development to more than 850 students, a comprehensive study has yet to be conducted to

ascertain what factors have impacted adult learners toward goal completion in ADP. Neither has a significant study been done to see and understand the impact that innovations and practices instituted by the college have had on the program and its accessibility and viability for its students. Thus, this study is important since relevant information is unknown.

### **Purpose of the Study**

The purpose of this study was to examine institutional, personal, and family factors related to goal completion within the undergraduate Adult Degree Program at Atlantic Union College (AUC). Research questions include:

1. What factors triggered students' decision to enroll in the ADP at AUC versus a traditional program?
2. What factors strongly influenced students' final decision to enroll in the ADP at AUC?
3. To what extent were students motivated to complete the ADP at AUC?
4. What institutional factors were related to ADP completion at AUC?
5. What factors hindered or strengthened students' resolve to complete the ADP at AUC?

### **Conceptual Framework**

In developing a framework within which to focus the study and analyze the data, I examined the impact of three important factors, among many, working tightly together (as shown in Figure 2), to influence adult learners to persist in a course of study and complete their educational goals. This concept was based particularly on Beder's (1991) view and

ideas which propose that there are forces that impact decisions adults make to move in a desired direction, in this case to return to college and complete an educational goal.

Unfortunately, at times, the decision could be contrary to a desired goal that may result in students dropping out of school.

Beder (1991) indicates that it is a difficult task for adult learners to improve study skills, especially reading and writing, to the point where they can be successful. In addition, finding the time and energy to take part in class and individual study is difficult for people who also have the responsibilities of family and work (p. 37).

Moreover, Beder (1991) indicates that although education can never be easy, the effort could be more manageable if programs had the resources to fit the instructional needs (i.e., creating access that would cater to the needs and learning styles of adults). Finally, he suggests that intrinsic or extrinsic motivation acts as a force that helps adults overcome the many barriers to participation and completion. Therefore, education programs must change their recruiting and instructional practices to be congruent with the motivational and life contexts of adult learners (pp. 62-64).

Reflecting on Beder's view and the cogent information from the literature, and analyzing several data, I consider it necessary that institutional, personal, and family factors be closely connected and of the same intensity and equal impetus if learners are going to persist and complete their goals. In other words, in order to be successful in a program of study, these three factors must be tightly interwoven, all sources working together to create a synergistic effect to drive students to complete project after project, and in the end complete their educational goals successfully and in a timely fashion. It is clear from the literature that the three factors are connected and show the potential for reinforcing and informing each

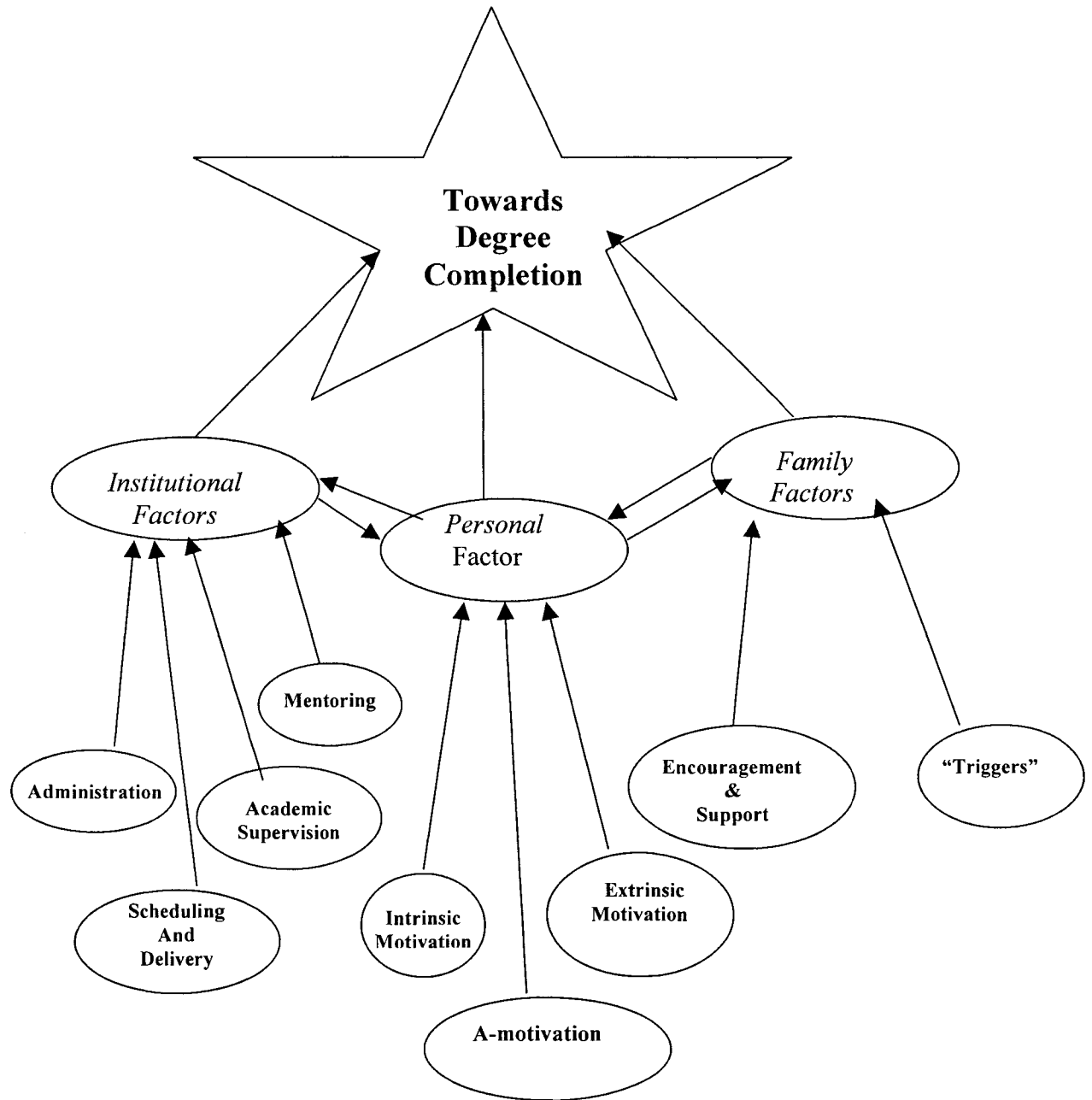


Figure 2. Conceptual framework of factors that impact students' decision toward degree completion.

other, thus creating the balance necessary for continued focus and direction for the adult learner.

The institutional factors selected for this study are *peer mentoring*; innovative and creative *ways of delivery* and *study schedules*; thoughtful and effective administration and institutional *policies and practices*; and *academic supervision*.

With regard to mentoring, McQuillan (as cited in Gagnepain & Stader, 2000) states, "There is little doubt that students have a tremendous influence on one another and that peer relationships are extremely important to them." In addition, Gagnepain and Stader (2000) point out that a comprehensive peer-mentoring program can significantly improve students' interpersonal relationships as well as give them support, coaching, guidance, and encouragement. As a result students remain in the program and persist until completing their education (pp. 31-32). Sharing personal experiences or stories with classmates in an open and collaborative way serves to enrich the learning process for both parties.

Two other institutional factors, which are important for adult learners, are *scheduling* and *form of delivery*. Adult students prefer courses that are short, compressed, and intensive, those that accommodate their busy schedules (Aslanian, 2001, pp. 61, 75). Therefore, for schedules to become more accessible, modes of delivery will need to be adjusted to facilitate the learning process.

*Administration* is an important factor that deals with policymaking, implementation, and procedures. In formulating and implementing policies, administrators should keep in mind that programs for adults should be short-term, have manageable objectives, and focus on assisting students actively to remain in and complete the program. Tracy-Mumford

(1994) suggests that a program commitment to retention “sends a strong message to [adult] students that the program is there to help them reach their goals” (pp. 22-33).

With regard to *academic supervision*, it is necessary for faculty to know that if they are not required to become professional adult educators they must realize that adult students cannot be treated as traditional or day students. It is expected that faculty know the basics and to get acquainted with the many challenges and responsibilities adult learners have to deal with (Jerman & Pappas, 2004, p. 95). Desmarais (2000) states: “Tutors [study supervisors] who are informed that a participant profile indicates that he or she is more likely to drop [a unit] could intervene more directly with one-on-one communication, which would provide encouragement for the participant to persist” (p. 30).

Tracy-Mumford (1994) observes that since student goals change, administrators and academic supervisors must be willing to make the necessary adjustments to their programs as well. The program should have a set of criteria for measuring persistence and defining strategies that reduce dropouts, incompletes, or extensions, and increase attendance at classes, seminars, and workshops, thus improving achievement and completion rates (pp. 16-17).

The personal factors in this study are *intrinsic* and *extrinsic motivation*. Beswick (2002) defines “intrinsic motivation [as a] process of arousal and satisfaction in which the rewards come from carrying out an activity rather than from a result of the activity” (p. 1). Beswick adds that when people are intrinsically motivated they are more aware of the wide range of phenomena. Taylor (as cited in Kawachi, 2000) points out that a person can be motivated in one of four ways: vocationally, academically, personally, or socially (pp. 47-48). Even though motivation can be dampened by the many challenges in the adult’s life,



most adult students are proactive learners, and if highly motivated will complete their education.

With regard to extrinsic motivation or rewards, Beswick (2002) states, “This tends to focus attention more narrowly and to shorten time perspectives, which may result in more efficient production of predefined or standardized products” (p. 1). This type of motivation or rewards may dampen intrinsic motivation, although not in all circumstances (Beswick, 2002).

Two important factors of extrinsic motivation in this study are career transition and social interaction. Carol Aslanian states that, for adults, career transition outweighs all other motivational elements, since the major purpose of their learning is to acquire career skills (Aslanian, 2001, p. 16). Second, social interaction is also important since it has a significant positive effect on retention; this interaction takes place in adulthood, whether as worker, parent, and/or citizen (Ashar & Skenes, 1993, pp. 90-100). Motivation to participate in adult education, therefore, comes from a need to fulfill an adult role. Interaction is sometimes what creates the motivation to participate in an educational pursuit. In addition, the feeling of being isolated without peer support has been, in distance education, a major hindrance for students to succeed academically (Kawachi, 2000).

Family factors include *support and encouragement* from friends and family. A study done in 1987, where the participants described positive emotions such as feelings of pride, confidence, and pleasure, indicated that persistence in any given program was a direct result of the support they received from family, co-workers, and friends (Carre, 1999, pp. 227-258). In addition, Tinto (1993), in his model on student attrition, addresses these

external factors, stating, “Both parental encouragement, and support from family and friends are paramount in creating a positive effect of goal commitment or persistence” (p. 12).

*Triggers*, as they relate to adult education, are forces that influence an adult student to make a decision to study and complete his/her education. These “*triggers*,” in essence, Carol Aslanian indicates, are the specific events in an adult’s life that move him/her to decide on the appropriate time to learn. Thus, although adult students have the need, opportunity and desire to learn, this is not enough; “something must happen to convert this litany into an active learner” Aslanian explains (2001, pp. 15-16).

A program committed to seeing students persist and accomplish their educational goals will harness institutional, personal, and family factors to work together. Since the major reasons for adults returning to school are job transition, family demands, or both, administrators must ensure that policies and procedures are made and executed with these things in mind (Aslanian, 2001).

Administrators should focus on such policies and procedures as:

1. Recruitment material providing information for potential students to make informed decision about enrollment. This material should include information on events that trigger adult learners’ interest in returning to school, along with the usual course requirements, fees, and policies.
2. Information should also be included for spouses and children explaining factors that help adult students persist in school, or dropout, along with pointers on how they can support and encourage the family member pursuing a degree to achieve their educational goals.

3. After a student enrolls, school programs should provide peer mentoring, advising, counseling, and orientation to assist him/her in understanding his/her role within the program, to maintain high motivation by setting realistic learning goals, and how to persist in and complete the program successfully.

4. Administrators and faculty should become aware of the importance of career transition in the adult learners' life and take advantage of unique forms of delivery.

5. A system of peer mentoring (including tele-mentoring strategies) and student contact, which provides follow-up and improves services, should be in place.

6. Non-instructional activities (social interaction) should take place often if possible, to help student, family, and friends bond while in the program.

7. Programs must find ways to congratulate and provide additional information to families for present and continued support.

8. The schedule should often be made flexible and should offer workshops or mini courses on factors affecting goal completion and persistence of adult learners (Tracy-Mumford, 1994, pp. 24-26).

### **Significance of the Study**

I hope that administrators of adult education programs will consider the findings of this study relevant in developing policies and procedures, preparing promotional and recruiting materials, structuring curricula, creating schedules and formulating modes of delivery. It should assist them in creating innovative program design, carefully detailed to reflect the development and advancements of our days, space, clientele, and expectations for students and institution.

Moreover, the findings could provide suggestions to institutions to modify their existing programs, creating more flexibility and providing information to students. It may also highlight the many factors that assist in or deter students from reaching their educational goals.

Although this study may have information useful to institutions with adult degree programs, this is particularly relevant for Atlantic Union College in that the result of this study could impact the Adult Degree Program in the following ways:

1. Increasing enrollment
2. Creating innovative governance and administration strategies
3. Providing recruitment and retention strategies
4. Providing more flexible schedule and mode of delivery
5. Producing a much more effective and viable program.

In a broader context, this study may augment, support and, in some cases, contrast extant literature on adult education. This study takes into consideration the fact that the ADP at Atlantic Union College enrolls student from many countries around the world.

### **Limitations of the Study**

Correspondence by mail, with a student population that lives off campus mostly in developing countries, is slow; therefore completed questionnaires did not return in a timely fashion.

### **Delimitations of the Study**

1. I consider institutional, personal and familial factors to be significant in addressing the immediate needs of students. I am fully aware, however, that many other factors impact adult learners in completing their goal.

2. The survey was administered to people who have been enrolled in the ADP and not to their family members, even though family factors are considered in the study.

3. The survey was limited to people who at one time or another were enrolled in the ADP and not to adult students in the regular AUC day program, Continuing Education program, or to alumni of these programs. Data pertain to the years 1997 to 2004 only.

### **Definitions of Terms**

Terms that are used in this dissertation are defined as follows:

**Adult Degree Program:** A non-traditional program specifically designed to meet the teaching and learning needs of adults 25 years old and older, who are desirous of obtaining a college degree. The program may have degree requirements similar to or different from the traditional regular college program, but significantly modified administrative and academic practices to meet the specific needs of adults, especially those who already have families and employment responsibilities.

**External Degree Program:** A program that permits students to complete their degree by spending little time on campus. It has few or no residence requirements, and may or may not vary in course requirements. The emphasis is on the off-campus nature of the program, and may include correspondence courses, examination programs like CLEP or TOEFL (for foreign language speakers) or other programs permitting accumulation of college credit for off-campus educational activities.

**Academic Success:** When a student feels he/she has successfully accomplished the learning objectives placed before him/her, can demonstrate learning in practical forms, and has gotten a grade comparable to his/her achievement.

**Mentoring:** The one-to-one relationship that evolves through reasonable interaction between the tutor and the protégé.

**Tele-Mentoring:** A virtual mentoring program; a mentoring program via e-mail or phone.

**Goal Completion:** Completion of a level or degree of study.

**Prior Learning Credit (PLC):** Credits earned from evaluation of prior learning experience.

**Triggers:** Specific events that happen in the lives of adults that gear them to make serious decisions to complete their educational goals.

### Summary

Adult education has become an important topic for research at colleges and universities across the United States. However, educational practices, innovations, patterns, and concerns for the Adult Degree Program at Atlantic Union College, as they relate to student retention, academic success, and goal completion, have not yet been fully explored. As an ADP student I gained first-hand experience as I faced many hurdles while studying in the program in 1990-1992. The opportunity arose for me to inquire into the question of this study during the spring of 2001. As I prepared for and eventually ran the administrative phase of the July 2002 seminar, I was thrilled to see the high interest that faculty and students had in the program and units of studies they were engaged in. By assessing and interpreting students' perceptions through the fall and winter, the present study seeks to add to the knowledge base of the factors and practices that influence students' successful completion of the Adult Degree Program.

## CHAPTER 2

### LITERATURE REVIEW

#### **Introduction**

This chapter presents a review of the related literature with a focus on establishing a conceptual framework for the study of adult education. It also presents two major areas related to the study being undertaken: first, the characteristics of, and practices in adult education; and, second, the impact that institutional, personal, and family factors have had throughout the years on the goal completion by adult learners.

#### **Historical Perspective on Adult Education**

Adult education spans many centuries. It has taken place in monasteries, churches, homes, and wherever possible in many regions of the world. In the 17<sup>th</sup> century it spread from Great Britain to the United States where it first began with the settlers and, over the next two and half centuries, spread to cities and towns in many different areas of the country (Houle, 1992, pp. 5-7; Keane & Stubblefield, 1994, pp. 4-16).

Formal adult education at the undergraduate level began during the 19<sup>th</sup> century at colleges and universities. It started and flourished in many European countries, with the assistance of educational institutions, such as Oxford University in England, “folk” high

schools and local schools of agriculture in Denmark, the advisory councils in Germany, and many others. It spread from Great Britain to the United States, where it took place in the New England town meetings and the lyceums in Massachusetts in 1826. This event marks the beginning of the adult education movement in the United States (Houle, 1992, pp. 8-9).

At this time, many adult learners started going to American colleges as traditional students. Even after the Civil War, adults enrolled with younger students to be part of a standard degree program. New educational programs such as summer sessions, evening programs, correspondence courses, and extensions were created to accommodate adults as part-time students (Keane & Stubblefield, 1994, pp. 135-145).

After several more decades, from approximately 1900-1930, adult education flourished and was connected mostly with institutions and organizations, which had helped foster its survival. Glowacki-Dudka and Helvie-Mason (2004) state:

Pressures on teachers to support vocational education and to carry the work of the university into the work place, took shape in formal courses of study beginning in 1918 with adult education methodologies taught at Columbia University. In 1930 Columbia established the first department of education, and since that time adult education has grown as a field of study. (p. 18)

The term *adult education* was first used in 1924 in connection with a Carnegie Corporation grant of \$3,000,000. As a result of this effort, in 1926 the American Association of Adult Education was established. As an offshoot, the *Adult Education Bulletin*, a publication of the American Association for Adult Education (a department of the National Education Association, now known as the Adult Education Association of the United States), became the main journal that helped turn the attention of many in the direction of the characteristics and practices of adult education (Glowacki-Dudka & Helvie-Mason, 2004, p. 4; Keane & Stubbkefield, 1994, pp. 291-296).



Soon after World War II, many important cities in the north organized special education centers to address particular needs of adult students. Several organizations, together with Congressional Acts and Bills, provided the necessary assistance and funds to sponsor more adult learners in returning to college (Houle, 1992, pp. 17-21). Maehl (2004) states:

The General Education Development (GED) examination enables those who lack high school completion to meet the basic threshold for college entry. The Serviceman's Readjustment Act of 1944, or the GI Bill, brought a flood of veterans into higher education, where they astonished academics with their maturity, goal directedness, and academic ability. (p. 6)

Thereafter, adult education took a much more solid direction as it catered even more to adults' challenges and needs. Maehl (2004) indicates that "by the end of the 1960s, American higher education was in a state of flux, even turmoil, which made it ripe for innovation. Many changes in their behalf also gave more flexibility. Some innovators looked for ways to address adult needs. The number of institutions offering extensions or evening college degrees increased" (p. 6).

Over the next two decades, the 1970s and 1980s, adult programs experienced several programmatic changes as a result of increasing enrollment as they searched for a more steady and permanent place in higher education. Adult programs were given certain names such as external degree program, alternative, adult degree completion program, etc. All, however, Maehl explains, "focused on the need of the adult learner rather than the convenience of the institutions" (Maehl, 2004, p. 7). The different models, examination, validation, and complex systems were channels through which learning became the focus of the degree award rather than the fulfillment of normal requirements. Many institutions saw the need to implement innovations to meet the new demands of an increasing adult

enrollment. One mode was the prominent adult degree completion program (ADCP). A second mode was the bachelor's degree available in 2 years or less of continuous enrollment. A third was the organization of cohort programs (Maehl, 2004, pp. 7-12).

During the 1990s, globalization and communications technology developed rapidly, affecting many aspects of adult education. According to Maehl, "U.S. tax concessions and financial aid provisions encouraged adult participation in adult education" (p. 12). The first recommendation from The Commission for Lifelong Learning and the America's Position in the global economy was to acknowledge and promote the link between the two.

At the same time an increase in numbers of institutions and in enrollments in for-profit degree-granting institutions was taking place. Kelly (as cited by Maehl, 2004) indicates that there are three major types of for-profit institutions that cater to adult education: "small 'enterprise' colleges serving local needs, publicly traded 'super systems' operating nationally or even internationally, and inter-based institutions using electronic delivery both within and beyond the United States" (p. 13). Despite differences in characteristics, these groups offer similar degrees, are career-oriented, use financial aid assistance, etc.

Moreover, several for-profit institutions started to use technology for instruction and to communicate with students studying off campus. As a result of this initiative, more and more institutions started offering courses in a distance learning setting. Maehl (2004) states, "Fifty-six percent of institutions that offer distance education courses had degree or certificate programs completely available in distance education." He continues, "Technology pervaded the distance education delivery system. Nineteen percent reported using asynchronous computer-based instruction over the Internet as the primary mode of

instruction. Eighty-eight percent of institutions planned to increase or initiate use of technology in future delivery” (pp. 12-14).

Presently, adult education in America has developed into a highly organized and structured educational enterprise with teachers, students, administrators, programs, courses, facilities, etc. Adult education is considered a “movement” that has made headway in our society at a rapid pace, and gives every indication of staying around for a very long time. Moreover, since 1970, adults have constituted approximately half of the college student population, presenting great challenges not only to administrators, counselors, and teachers, but also to the entire higher education enterprise (Aslanian, 2001, pp. 3-5).

### **Structure of the Adult Degree Program at AUC**

In keeping with the new developments and trends occurring in the United State, in adult education, Atlantic Union College decided, in 1972, to introduce in its curricula a program geared specifically for adult learners. From its inception it was organized as an external program to offer bachelor degrees in the liberal arts (see Appendix A).

The program is designed for adults 25 years of age and older who would like to grow intellectually by pursuing a bachelor’s degree, but are unable to attend regular college classes on a full-time basis. The nature of the study is self-directed and independent. Therefore, students must demonstrate intellectual maturity, excellent reading and writing skills, the ability to work independently, and evidence of ability to undertake self-directed work. A minimum study schedule of 20 hours weekly is normally required to keep up with reading and assignments.

The structure of the academic program is both thematic and subject based, as is a regular college program. Students usually complete a unit in a period of 6 months. Each

full unit is equivalent to 16 semester credits. Depending on the content and nature of the subject being studied, a student may ask for his/her unit to be up to 18 semester credit hours. For the thematic approach, students combine related areas into one study or unit, instead of studying seemingly disconnected segments, as in traditional courses.

In order for entering students to register for a unit, they must spend two weeks on campus. After their first 6 months in the program and with one unit completed, continuing students are required to come only for 1 week every 6 months. The seminar time is spent in workshops, mini-courses, group or formal presentations, social activities, and in planning the general content of the unit to be studied for the following 6 months. The ADP committee assigns a study supervisor to each student. The study supervisor is responsible for assisting, guiding, advising, and mentoring the student, and evaluating and grading the final work of the unit.

Students are expected to complete units in four basic general education areas: Humanities, Math-Science, Social Science, and Religion. Since students are the ones to make decisions on the area they want to study, some of them develop interdisciplinary units, as mentioned before, whereas others develop only units in single areas of general education. There are cases, however, in which a number of specific courses must be included within a single interdisciplinary unit. Examples of this are in the education and music departments, where students have to list the courses for state licensure and/or professional accreditation purposes.

Finally, in order for students to graduate from this program they must complete eight units totaling 128 credit hours. Besides completing units, students may advance rapidly in the program by transferring credits from another college or university or by

submitting a prior-learning life-experience portfolio, or both. In either case, students must complete a minimum of two ADP units of study to qualify for graduation, and one-half of unit must be in their major area to ultimately qualify for graduation (*ADP Bulletin*, 2006-8, pp. 1-8, see Appendix B).

### **Factors Related to Adult Learners**

As a solution to some of these challenges presented in adult education nowadays, colleges and universities have implemented innovations and practices (see Appendix C) to broaden access for adult learners toward goal completion. According to Rao and Rao (1999):

Access means not only providing physical access to important instructional programs, information, or technology, but also creating a host of supporting factors [refining services and instituting significant innovations] that contribute to the use of this instructional technology. (p. 24)

A study of how adult students progressed toward goal completion reveals several supporting factors to be considered more deeply throughout the chapter.

1. Institutional factors play a key role in academic success, such as administrative services, academic supervision, mentoring, scheduling and delivery.
2. Personal factors, such as extrinsic and intrinsic motivation, have a positive or negative effect on goal completion.
3. Family factors, such as family encouragement and support, and triggers, play a discrete, but interesting part in “motive declaration” among adult learners.

## **Institutional Factors**

### **Administration**

Administrators play a key role in assisting adult learners to enroll in, persist in and complete a course of study. With regard to enrollment, Beder (1991) suggests that in order for adult learners to enroll in adult education programs, administrators must change their recruitment and instruction practices to be congruent with the expectations and challenges adults face from day to day (pp. 17, 133). Moreover, he continues, “if recruitment messages and media were different to appeal to specific group [adult learner] needs and motivation, recruitment would be enhanced. Likewise, if instruction were focused on specific needs and motivations greater numbers would participate and persist” (p. 145).

Henry, Ntiri, and Schindler (2004) argue that the increasing adult student population creates a need for changes.

The average of college students has been increasing over the past three decades. The National Center for Educational Statistics (2000) informs us that roughly 50 percent of the nation’s student population is over the age of twenty-five, with a significant number over age thirty-five. (This is an increase of almost 250 percent of students over age thirty-five over the past three decades). (p. 43)

In addition, in order for adult students to persist in a program of study, according to Tracy-Mumford (1994), it is the administration’s responsibility to provide manageable resources to fit instruction to the needs and learning styles of adults and at the same time to make adult programs more like an activity for adult participation, not merely school (pp. 24-26).

Furthermore, a program that promotes retention will help students to reach their goals. Changes should take place as necessary, according to students’ needs. Every adult program should have a set of criteria to measure persistence and defined strategies that reduce dropout rates, increase students’ hours of attendance, increase achievement and

personal goal attainment, and improve completion rates (Tracy-Mumford, 1994, pp. 22-23).

Chute, Thompson, and Hancock (1999) state:

Learner satisfaction is an important factor in the effectiveness of a distance learning program and for that reason should be a focus of program evaluation. Satisfaction with the media and processes that make up the learning environment is a major component in a student's willingness to continue in a program or participate in further distance learning activities. (p. 166)

Moreover, recognizing that adult learners may have vast experiences and skills, institutions with non-traditional programs should offer innovative practices such as prior-learning portfolio preparation and assessment to help students arrive at the meaning and importance of their experiences, and to help them succeed. As Mandell and Michelson (1990) explain, "Compiling a portfolio using this approach allows students to reflect on their own learning and schooling experiences within a clearer philosophical and historical context" (p. 25). Ludden (1996) supports this finding:

To speed up the process of earning a degree, many adult students enroll in colleges and universities that have some program of prior learning assessments. Prior learning assessment is a fair, systematic way of recognizing learning outside the academic classroom. In addition, the student gains a feeling of self-worth by getting college credit for individual learning. (p. 101)

Finally, Pearson (2000) indicates, "Completers of the prior learning assessment portfolio (PLA) process increase their estimated probability of persistence dramatically." He further states, "Few interventions by adult educators can have as dramatic effect on persistence as the PLA portfolio process. Three-fourths of eligible students who completed [a] PLA graduate versus 39% of those who did not" (Abstract, p. 1).

## **Academic Supervision**

Most faculty realize that contact, effective communication, and adequate and timely feedback to adult learners are necessary ingredients for them to persist and excel in their education. With regard to contact and feedback, Husson and Waterman (2002) state: “Faculty members are required to show an understanding of presence in on-line teaching; i.e. in distance learning; students need to know that faculty are consistently responsive to their emails, to the Forum, and to their work in a course” (p. 255). Reddy and Srivastava (2000) add that “the need to prepare and have information and materials and carefully thought-out pre-planned and prepackaged teaching/learning materials available for those in need of education and training is paramount” (p. 11).

With regard to communication, research done on students abandoning their studies shows that

far too many were poorly informed about what they were in for and had little awareness of how to cope with the quite typical difficulties faced by home-study students’ time management and self-motivation. The difficulties included having to work independently with the support of fellow students, working in non-supportive home environment, or simply lacking the basis skills (reading, writing, mathematical, and study skills) to cope with the quantity and levels of work expected. (Paul, 1990, pp. 79-80)

To avoid miscommunication or lack of communication, Henry et al. (2004) state, “We address this concern by providing reassurance and support [by study supervisors] through adequate counseling, positive reinforcement of their academic work and guidance and engagement for their ideas” (p. 48). They continue by arguing that in order to bring them into the program and prepare them to hold on with their ideas and survive, these measures must be applied.



### **Scheduling and Way of Delivery**

“It is clear that adults look for quality [flexibility] and convenience when selecting a college,” said Aslanian (2001, p. 21). In general, even though most distance education programs fail to provide “quality” education, they appear to be convenient for most adult learners. Beard and Harper (2000) support this idea by saying, “This is true since it has helped to bring the classroom from the university setting to the home, allowing students the privilege of pursuing a college degree without the inconvenience of actually traveling to campus to take courses” (p. 658). A recent study done by the National College Board with undergraduate adult students shows that 5% of adults take courses solely through a distance-learning delivery method; 15% take it through both classroom and distance courses in the same term. In total, 20% of adult students are engaged in taking distance-learning courses; this numbers will most likely increase over the years (Aslanian, 2001, pp. 25-26). Recently, the National Center for Education Statistics reported that “distance education appears to have become a common feature of many postsecondary education institutions and that it will become only more common in the future” (p. 25). In addition, most often, distance-learning courses are delivered online over the Internet (40%), followed by videotapes (35%), by correspondence (30%), by computer disks (25%), and by audiotapes (15%). Nevertheless, 87% report that they prefer taking courses in the classroom (Aslanian, 2001, p. 26).

With regard to flexibility, the same report indicates also that about 50% engage in courses of standard length, which meet for 15 to 16 weeks, whereas the other 50% enroll in shorter courses. About 20% enroll in courses that last 8 weeks or less and about 30% in courses that last 9 to 14 weeks. Undergraduate adult students prefer courses that are shorter

than the traditional 15 weeks. An equal number of adults (about 30%) prefer courses that meet either once or twice a week, where the typical (median) length of class is 3 hours. They prefer more intensive, more compressed courses, thereby requiring fewer trips to campus. Colleges that want to attract adults need to accommodate their rigorous schedules (Aslanian, 2001, p. 22). Colleges and universities have responded to the special needs of adult learners with alternative delivery options such as accelerated degree programs, flexible scheduling, off-campus sites, shorter courses, and weekend college (Maehl, 2004, p. 6). Kiely, Sandman, and Truluck (2004) propose a reworking or adjusting of the schedule to accommodate the adult learner, along with the creation of a unique mode of delivery in keeping with the proposed schedule and the adult learners' external responsibilities and lifestyle (pp. 17-21).

### **Mentoring**

Mentoring is a key strategy for helping students, especially those studying in non-traditional learning programs, to persist and complete their educational goal. It is defined as a dynamic and interactive process that occurs within phases of an evolving experience for the mentees and mentor. A mentoring relationship has been defined as a “‘transactional process’ and a ‘tool to enhance learning, [which] can be found in a variety of settings’” (Galbraith & Zelenak, 1991, p. 126).

The benefit of mentoring can be seen in organizations across the country that have implemented mentorship programs to address the various needs of their personnel. Two important practices are to mentor new workers who are beginning to find their way around the organization and older workers as a motivational tool toward career success. Cohen (1995) explains, “During the evolving mentoring relationship, the mentor and mentees will

mutually formulate the plan necessary for achieving the mentees' expressed educational and professional goals" (p. 108).

In today's turbulent business environment, mentorship relations and programs that are well organized and targeted to assist new employees can be a key strategy for enhancing employees' individual growth and learning, for developing confidence in and knowledge of the goals and mission of the enterprise, and for helping them to adapt to needed changes (Allen & Poteet, 1999, p. 59). Cohen (1995) points out that many organizations are using methods to implement formal mentoring programs in order to foster career development. These organizations have noticed the many benefits, thus, one third of the major companies have a formal mentoring program (p. 152).

Colleges and universities have also seen the need to establish formal mentoring programs for their new faculty, but more importantly, for the unique and diverse population of adult learners. It has been researched and proven that a formal mentoring program is effective in fostering retention, improving academic success, and helping students' progress in a timely fashion towards completion of their many goals, including graduation (Campbell & Campbell, 2000, pp. 16-17). With regard to retention, Pascarella and Terenzini (1991) point out:

Freshman-to-sophomore persistence was positively and significantly related to total amount of student-faculty non-classroom contact with faculty to discuss intellectual matters. They further concluded that those non-classroom interactions with faculty that combine the student's classroom and non-classroom experiences are very important mentoring strategies for retaining students. (p. 394)

In addition, Lee (1999) reports: "Student interaction with faculty is essential to student retention. This interaction not only includes formal, structured experiences in academic settings (classrooms, labs, work groups), but also informal contact with faculty

outside of these settings” (p. 61). Beatty-Guenter (1994) observes that, according to studies on attrition, students at community colleges usually drop out as a result of the everyday challenges (pp. 113-129). These are issues that a trained mentor will be equipped to deal with in assisting students. Stromei (2001) further explains, “Well-designed school-based mentoring program provides the social and academic integration and involvement that are critical to ensuring the retention and academic achievement of students at risk” (p. 57).

Furthermore, mentoring improves academic success. Cohen (1995) suggests, in general, that by helping students advance successfully towards goal completion, the mentor becomes fully aware of the mentees’ expectations for achievement; thus he or she can help mentees clarify goals to the extent to which they visualize themselves as capable of educational success (pp. 113-114). In addition, Campbell and Campbell (2000) state, specifically, “[Mentoring] facilitates personal contact between faculty and students. The purpose of such contact is to provide assistance to students to help them succeed in reaching their academic goals and in graduating from the university” (p. 18).

Finally, with regard to the relationship between mentor and mentee, a one-on-one relationship evolves through distinct phases between the mentor and the adult learner. The role of the mentor may be such that it allows the student to interact with faculty (any classmates), especially important opportunities during the crucial first year of college (or as entering students in the adult degree program) (Lee, 1999, p. 30). Cross-gender mentoring, however, may have its limitations; at times working to the detriment of the relationship.

Broadshaw, Deck, and Schwiebert (1999) warn of the

risk of romantic and sexual involvement, the power inequities between men and women, and the possibility that cross-gender protégés are less likely than same-gender protégés to socialize or network with their mentors after work. Also, relationships, in which women are mentored by men that

are based on career development, lack the relational element important to many women, and do not offer role models with which women can identify. (pp. 243-244)

The frequency of the mentoring session and the nature of the topics discussed are two important elements in mentoring. Research indicates that the frequency of mentors mentee contact makes mentoring effective. A co-relational study of undergraduate students who were involved in a formal mentoring program at a public community college in New Jersey dealt with such issues and procedures especially, (a) mentee's academic persistence during the course of the mentoring experience, (b) mentee's reenrollment the semester subsequent to the mentoring experience, (c) mentee's academic performance (GPA), and (d) mentee's academic work self-concept (Perri Petruolo, 1998, Abstract).

In her study Perri Petruolo (1998) found that frequency and quantity in a relationship help students persist,

The quality of mentoring was not related to a student's academic persistence, reenrollment, GPA, academic, or work self-concept. Instead, quantity of mentoring was found related significantly to a student's academic persistence and academic work self-concept. The results of the study indicate that frequency and quantity of informal student-faculty [student – student] contacts increased a student's academic persistence. (p. 2)

On the other hand, referring to the topic discussed in the mentoring session, Campbell and Campbell (2000) indicate, "Students in a mentoring program are primarily interested in getting assistance with academic matters. It is understandable that students would maintain a primary focus on their course requirements, class assignments, and personal problems that interfere with academics progress" (pp. 21-22). Moreover, a focused mentoring program assists students in making the necessary projections that are important at times. One of the many roles of a mentor is to guide the mentees through anxiety-producing decisions and experiences so that appropriate risk-taking actions are

developed as solution-focused adaptive behaviors, especially if there has been some history of lack of academic or career success (Cohen, 1995, p. 98).

If a mentor works with mentees to have them think less of their feelings and problems, “to fixate less on ego defense and more on personal growth potentials, then the mentoring relationship can be a vital source of reflection which enhances the mentees' ability to pursue life-long learning” (Cohen, 1995, p. 81). The effective mentorship program, then, is one wherein the mentor shares important and necessary information for success, providing guidance and support to enhance the member’s chances of success at the college or university. In this role, mentors help restore self-confidence that is already eroding because of the difficulties and nature of reaching goals.

In conclusion, caring and conscientious institutions are concerned about the quality and nature of the assistance and services they offer students during their residency and about the academic and (most times) social outcome of their students. Perri Petruolo (1998) argues that a strong mentoring program may foster and strengthen the entire academic enterprise of institutions, especially as these are able to retain students enrolled in a course of study and help them progress towards completion of their studies. This is also important since students may later contribute as alumni to the financial and academic stability and governance of the institutions (p. 1).

## **Personal Factors**

### **Motivation**

In general, motivation is referred to as a “natural” human capacity to direct energy in the pursuit of the goal. Learning shown by students is indicative of some sort of motivation being experienced. Wlodkowski (1999) points out that “engagement in learning

is the visible outcome of motivation. Our emotions are a part of and significantly influence our motivation” (p. 2). Therefore, motivation is a factor that moves an adult to make a decision; this could be to enroll and persist in a program of study or to commit to any activity in other aspects of life. Wlodkowski (1999) indicates that, in general:

One of the problems with understanding motivation is that we cannot see it or touch it. It’s what is known in the social sciences as a hypothetical construct, an invented definition that provides a possible concrete causal explanation of behavior. Therefore, we cannot observe motivation directly nor measure it precisely. We have to infer it from what people do. So, we look for signs such as effort, persistence, and completion. (p. 1)

Kitayama and Markus (1994) further clarify motivation as an experience that highlights the fact that our emotions are socialized through culture, thus triggering responses. For example, they imply that a person working on a particular task can feel frustrated and stops, while another person feels joy and continues. On the other hand, a person, although frustrated from working on a similar task, continues with increased determination, because he/she is intrinsically motivated (pp. 94-98).

### **Intrinsic Motivation**

Intrinsic motivation is a key to student learning. Kawachi (2000) explains: “Students’ can take control, and their tutors can help them take control and become highly motivated to learn if they understand and attribute their learning success or failure to their own effort or lack of it” (p. 47). On the one hand, most adults are intrinsically motivated to acquire skills, pursue intellectual interest, work on self-improvement, and develop face-to-face interaction.

Table 1 shows four types of intrinsic motivation that spark decision making to learn, and the explanation for each of the four types (Kawachi, 2000, pp. 32-33).

Table 1

*The Motivations to Learn*

Intrinsic Motivation	Coverage
1. Vocational	Acquiring skills for own future desires
2. Academic	Pursuing own intellectual interests
3. Personal	Desire for self improvement
4. Social	Face-to-face interaction

*Note.* Adapted from “Interaction Between Personality and Cultural Differences Among Learners in Global Distance Education,” by P. Kawachi, 2000, *Journal Open University*, 9(1), 32-33.

On the other hand, most adults are intrinsically motivated vocationally; they are known to choose vocational over other training (Wlodkowski, 1999). Adults, most of the time, are looking for opportunities to improve skills on their jobs or for the future. Second, they are motivated academically. Whenever an adult presents poor aptitude in learning, not pursuing their own intellectual interest, it can be the result of several educational factors, such as insufficient life experience, insufficient language skills, and insufficient proficiency in technology skills or institutional or cultural barriers. Otherwise the adult is ready and motivated to pursue his/her own intellectual goals (O’Hara & Sellen, 1997, pp. 1-8).

Personal, intrinsic motivation is the most effective and desirable educationally. When shared with all members in a group acting as one, without extrinsic competition to prove oneself to others in the group, this personal intrinsic challenge drives group cooperative learning. In addition, personal motivation is fueled by the students’ desire towards self-improvement. This type of motivation inspires challenge, curiosity, and fantasy, according to Piaget (Kawachi, 2000, pp. 41-62). Finally, adults are motivated



socially. Phillips (1990) indicates that social motivation may reduce feelings of isolation and develop a sense of community for learning. An example of this is that students enjoy their learning experience more when a class lecture is supplemented with an activity where other students are involved (p. 332).

In many different ways adults have shown great potential for learning, especially when certain conditions exist. They learn best when there is a strong desire to do so. Many go to the extreme of learning all they can, with the feeling that this will give them a sense of security and success, whereas others learn only what they need to know in order to be successful. The important thing to note here, however, is that learning takes place when adults perceive that there will be a reward or personal satisfaction, among other things (Kawachi, 2000, pp. 45-55). Knowles (1980) defines andragogy and offers five assumptions that serve as its bases

Andragogy is the name given a teaching and learning process designed for the adult learner and the adult teacher. The process is predicated on beliefs that the adult is capable of self-direction, has unlimited learning potential, and possesses ever changing learning needs. (p. 28)

These five assumptions include:

1. A person at adulthood perceives himself or herself as capable of self-direction and self-motivation.
2. The experiences one brings to an educational setting are a rich resource for learning.
3. Learning should be related to the various developmental needs of an adult (spouse, parent, retired person, etc.).
4. A problem-centered orientation to learning is necessary for the adult student.

5 The adult learner wishes to immediately apply much of the new learning acquired. (p. 29)

### **Extrinsic Motivation**

Extrinsic motivation is also a key factor that can support or interfere with learning. Wishniewsky (1996) states, “[Extrinsic] motivation for enrollment in distance learning includes career advancement, enhanced job performance, change of employer and knowledge acquisition” (p. 1). In addition, Aslanian indicates, “More than half of adults’ transitions pertain to their careers,” and the major purpose for adult learning is to acquire career skills. Most adults learn because they want to use the knowledge they have acquired, and because they want to be successful in their new status or job appointment. Even though learning may not be their only reward, and sometimes they do not enjoy the process or what they are learning, their career is an extrinsic motivation that impels their learning (Aslanian, 2001, p. 16).

Furthermore, although most adult students are proactive learners, Wlodkowski (1999) points out that they are often under pressure to comply with life’s numerous and varied expectations. Most are successful because they are adaptable and highly motivated to complete their tasks. Nevertheless, motivation can be dampened by many challenges, such as a demanding job, a highly dependent or unsupportive family, and personal needs (pp. 1-2). In a study conducted in France between 1997-99, based on adult motivation for education and training, it was found that “activity status—working and unemployed, level of qualification, professional status, type of training, course duration and organization had noticeable and combined effects on motives” for enrollment in distance learning (Carre, 1999, p. 3).

Social interaction is seen as a potential force of extrinsic motivation that has a positive effect on retention, enabling goal completion. Naretto (1995) suggests, “Socialization, in connection with the campus community, is very important. Persisters responded positively high about their interaction among classmates” (p. 96). Feelings of isolation without peer support have been, in distance education, a major hindrance to academic success (Abrahamson, 1998, pp. 33-43). Sharing personal experiences with other students in an open and collaborative way serves to enrich the learning process first for oneself and then for one’s peers.

Recently, researchers indicated that graduates reported that personal satisfaction is the most important benefit gained as a result of having earned a degree. They also reported that family commitments and a dislike for independent study are major influences on decisions to withdraw. Between associate and bachelor’s completers, marriage had a limited effect on withdrawal, and those who had a child during enrollment were more likely to complete (Ashar & Skenes, 1993, p. 95). Finally Beder (1991) indicates that the adult learner not only feels the need of learning but they must want it.

Conceiving motivation as demand recognizes that perceived need alone is insufficient to produce participation. Indeed, for demand for adult literacy to be positive, not only must potential learners perceive the needs, but they must also want the education, believe that the provider can effectively supply it, and prefer the offering to any of its competitors. (p. 52)

## **Family Factors**

### **Family Support and Encouragement**

Family factors such as encouragement and support are necessary for adult learners to persist and complete their education. In his models on students’ attrition, Tinto (1993) addresses these external factors, stating, “Both parental encouragement, and support from

family and friends are paramount in creating a positive effect of goal commitment on persistence” (p. 12). Tinto (1993) also suggests, “Membership in a supportive community was an important factor in explaining persistence. Those who persist in their studies indicate they felt equally supported by both external communities (home, work, and local communities) and their college community” (p. 104). Brown (2004) points out that most of the adult students who study at Indiana University enroll part-time because of the competition between family and work commitment, even though the desire to earn a degree is latent (p. 55).

On the contrary, the same factors that help adults may also impede them from completing their educational goals. Adult learners are more likely to have numerous responsibilities that divide their time in many different directions: work, family, and other personal variables. In addition, having school responsibilities may further divide their time and interest, leaving little opportunity to socialize with study mates. This could eventually work against them in detriment of career goals, since most of the time they would have to work alone with little support from friends, family, or associates (Ashar & Skenes, 1993, p. 91; Naretto, 1995, p. 22). Bialek (1998) furthermore states:

Older students and students with clear educational goals were least likely to drop out. The researchers were surprised that external environmental variables did not directly affect drop out. Neither employment demands nor family responsibilities were significant in predicting drop out. However, these external variables did influence the variable intent to leave that as noted above was the second best predictor of drop out. (p. 13)

Bialek (1998) further supports this idea by indicating that “when explaining their continuous enrollment challenges posed by their family interrupters made few references to other influences that might have assisted them in negotiating this challenge” (p. 64). Beder (1991) continues by suggesting:

The family may well be the most important social institution of all; . . . If adult literacy education was found to have positive impact on social participation in general and on family relationship in specific, a strong rationale for the [adult] program would be provided. (p. 112)

### **Triggers**

“Triggers” for this study are family factors that either enhance or deter completion among adult students. Aslanian (2001) defines triggers as factors that “sparked a learning need because of some identifiable life event. These triggers as they relate to adult education are factors that influence an adult student to make a decision to study and complete his/her education” (p. 30). Aslanian (2001) gives examples of how triggers work.

When an adult has moved, is moving, or plans to move from one role in life to another, the learning of new skills, new knowledge, and/or new attitudes or values becomes a necessity. This is true from adults moving from one employment level to another, from being single to being married, from being a wife to being a mother, from being employed to being retired. (p. 15)

*Triggers* represent the kick-off elements, in essence, the specific events that move the adult to decide that this is the time to learn in a particular way. Aslanian (2001) describes their importance as follows: “We have gone on to conclude that the need, and the opportunity and even the desire [to learn] are necessary but not enough. Something must happen to convert this latent learner to an active learner” (p. 16).

According to Sewall (cited in Bialek, 1998) adults enroll in college for the following three reasons: (a) to develop a new career, (b) to have the satisfaction of having a degree, and (c) simply to learn. It is obvious here that career-oriented objectives were the primary motivation for their return. Sewall continues, indicating from a study of adult learners that the three most frequently mentioned triggers for enrollment were (a) “job dissatisfaction, (b) encouragement from others, and (c) availability of financial resources” (pp. 18-19).

Adult learners constantly make decisions to advance in or move upward in their careers. A desire to make a career transition may be presented, but the elements that push them to make the final move have been identified as *triggers*. Bialek (1998) in his study asserts:

Tradeoffs and responsibilities, rather than encouragement and support, characterized the family situations of interrupters. Their family situations were similar to continuers—at least on the surface. They were single and married, in committed relationships and rebounding from break-ups, parents and non-parents. However, family situations, specifically providing childcare, were different for interrupters. (p. 69)

Pearson (2000) supports this idea by saying that “life changes (such as divorce, childbirth, death or illness, and job change) influence the decision to enter higher [non-traditional] education and the decision to leave” (Abstract).

### Summary

There is general agreement in the literature that institutional, personal, and family factors impact students’ decisions to enroll, persist, and complete a degree in a non-traditional program. Several studies have found that such factors as administrative services, academic supervision, scheduling and delivery, mentoring, motivation (intrinsic or extrinsic), support and encouragement from family, and life changes play an important role in the students’ experience.

## CHAPTER 3

### METHODOLOGY

#### **Introduction**

This present study examined institutional, personal, and family factors that may be related to goal completion within the Adult Degree Program at Atlantic Union College. In this chapter, the design, population, and sample are explained; the instrument used to collect the data is described, and the procedure for data collection and analysis is explained.

#### **Design of the Study**

The design used for this study was a survey research methodology, in which participants were asked to respond to a questionnaire designed specifically for this study. The use of a survey research method for conducting educational research is quite common. Airasian and Gay (1996) point out that a survey research is an attempt to collect data from members of a population with respect to one or more variables (or factors) and that educators have used surveys to gather information to make decisions (p. 277). Parker and Rea (1997) state that it is common for researchers to utilize questions to elicit opinions, attitudes, perceptions, and preferences of people (p. 4). In this study, I wanted to investigate the perceptions and attitudes of current and former students of the Adult Degree Program at Atlantic Union College. Specifically, I was

interested in how certain institutional, family, and personal variables may influence enrollment and completion of the ADP at the College, to that end, I developed a questionnaire.

### **Population and Sample**

My target population for this study was former and current students of the Adult Degree Program at Atlantic Union College. Specifically, the population included former and current students enrolled between January 1997 and January 2004. During this time frame, there were 160 who had graduated (Alumni), 45 who had dropped out (Withdrawals), and 160 who were still enrolled (Current). Thus, the population for this study was composed of 365 former and current students of the ADP at Atlantic Union College.

Students from the time period between January 1997 and January 2004 were chosen for the following reasons:

1. This 7-year period saw an increased number of enrollees. (See Appendix F.)
2. This period was a time of major changes in the college and ADP

Administration: a new President hired for the college, a new Associate Dean for Alternative College Education appointed to oversee this area, and a new Program Director put in place.

3. It was also a period of increased use of technology and electronic media communication, due to their proliferated use, but also as a means of communicating quickly with students from around the world, where regular mail is slow, costly, and unreliable.

4. The number of people, 365, constitutes a significant pool from which to



draw the necessary and pertinent information.

On the choice of survey population, Patten (2000) states, “The use of purposively selected participants requires the researcher to have access to particular types of participants who are likely to help [the researchers] in gaining an understanding of the phenomenon” (p. 29).

## **Instrumentation**

### **Description**

The instrument used for this study consists of fixed and open-ended items contained in six sections (see Appendix D). For fixed responses I used a Likert-type scale and Checklist type.

Section 1 elicits information on demographic characteristics of and about the respondents, such as (a) region of the world they reside in, (b) gender and age, (c) marital status, (d) number of children, (e) primary provider, and (f) status of enrollment in the ADP.

Section 2 consists of three major questions designed to determine (a) factors that influenced final decision to enroll in the Adult Degree Program, (b) ‘triggers’ that influenced enrollment in an adult degree program rather than the more traditional on-campus program, and (c) factors that influenced persistence in the ADP once they were in the program at AUC.

Section 3 deals with mentoring. It seeks information about (a) when mentoring took place and through what means, (b) frequency of mentoring, (c) the topics and the usefulness of the topics being discussed during mentoring, and (d) the ways that mentoring has benefited mentors and mentees. Section 4 consists of two major

questions designed to elicit perceptions of students about administrative services and academic supervision of the Adult Degree Program. Subjects were asked to respond to the items using a 5-point Likert scale.

In Section 5, participants were asked why they returned to college. To accomplish this, the Academic Motivation Scale (Vallerand et al., 1992) was used. The Academic Motivation Scale (AMS) consists of 28 items measured along a 7-point Likert Scale. Twelve items measure intrinsic motivation, 12 items measure extrinsic motivation, and 4 items measure a-motivation. According to Cokley (2000) and Vallerand et al. (1992), intrinsic motivation in the Academic Motivation Scale (AMS) is defined as doing something for the pleasure and satisfaction of learning new things, accomplishing something, or doing something to experience stimulating sensations due to being engaged in an activity. Cokley (2000) defines extrinsic motivation as behaviors being performed as means to an end. These include behaviors that are performed due to external reward or threat; behaviors performed due to pressures that one place on oneself; or behaviors that are valued and therefore one has decided to do those activities without external pressures. A-motivation is the state of behavior that lacks intentionality. The individual believes his or her behavior is being caused by forces outside of his or her control (Cokley, 2000; Deci & Ryan, 2000; Vallerand et al., 1992).

Section 6 consists of three open-ended questions designed to elicit responses about the program's strength and weakness as well as suggestions for improving the adult degree program.

## **Development**

I developed the questionnaire for this study using guidelines from Alreck and Settle (1995). For assessing academic motivation, I used the Academic Motivation Scale developed by Vallerand et al. (1992). Items were largely generated from a comprehensive literature review on adult degree programs, adult learners, and distance education using the conceptual framework (see chapter 1) for this study. Once the items were generated, the pool of items was given to a panel of judges who were familiar with the Adult Degree Program at Atlantic Union College as well as the general literature on adult learners. The judges included five members of the ADP committee at AUC as well as members of my dissertation committee. Each judge was asked to evaluate independently the appropriateness of each item as a measure of family, personal, or institutional factors that may influence completion of the ADP program at AUC. Items where less than 80% of the judges agree to their appropriateness were either discarded or revised. Generally, the judges agreed that the items focused on the primary variables in this study.

## **Pilot Study**

Following revisions based on input from the panel of judges, I sent the questionnaire to a small group of 16 ADP students. They were asked to answer the questionnaire and comment on (a) how clear the instructions and items are; (b) how 'friendly' the survey is; and (c) how long it took for them to complete it. All comments were considered and used to refine the final form of the questionnaire.

## **Procedure**

After I was given IRB clearance, I mailed the survey to all 365 former and current students of the ADP at AUC in April of 2004. After a month, I mailed reminder cards to the participants, and 2 weeks later I sent an email (to the distribution list), reminding them again to answer and return the survey.

Upon receiving the majority of the questionnaires back from the participants, I entered the data using the Statistical Packages for the Social Sciences (SPSS). At the end of the month in September 2004, once I was satisfied that I had received all the questionnaire that I would ever get, I cleansed the data for out-of-range information. Between September and December 2004 I performed a series of analyses based on my research questions.

## **Research Questions**

Research questions included are:

1. What factors triggered students' decision to enroll in the ADP at AUC vs. a traditional program?
2. What factors strongly influenced students' final decision to enroll in the ADP at AUC?
3. To what extent were students motivated to complete the ADP at AUC?
4. What institutional factors were related to ADP completion at AUC?
5. What factors hindered or strengthened students' resolve to complete the ADP at AUC?

### **Analysis of Data**

The questionnaire was the principal source of data, but I also made quick use of information from the program's archives. For the research question, What factors triggered students' decision to enroll in the ADP at AUC vs. a traditional program? a one-way analysis of variance was conducted to evaluate the relationship between factors that triggered the decision to enroll in the ADP and status (Alumni, Current Students, and Withdrawals), the dependent variable. For the research question, What factors strongly influence students' final decision to enroll in the ADP at AUC?, again the one-way analysis of variance was conducted to evaluate the relationship between factors that strongly influenced the final decision to enroll in ADP and status (Alumni, Current Students, and Withdrawals).

For the question, To what extent are students motivated to complete the ADP at AUC? I conducted a one-way analysis of variance to evaluate the relationship between three types of motivation (intrinsic, extrinsic, and a-motivation) and status (Alumni, Current Students, and Withdrawals). For the question, What institutional factors are related to ADP completion at AUC? a one-way analysis of variance was conducted to evaluate the relationship between administrative services, academic supervision, and usefulness of topic discussed during mentoring and the dependent variable, the status (Alumni, Current Students, and Withdrawals).

For mentoring involvement, percentages were considered among the status; for topics discussed during mentoring session and benefits of mentoring, a one-sample chi-square test was conducted to compare the distribution between these and the status. For the question, What factors hindered or strengthened students' resolve to complete the

ADP at AUC? a one-way analysis of variance was conducted to evaluate the relationship between factors that hindered or strengthened the resolve to complete the ADP and status.

### **Summary**

In this chapter, the research methodology used was presented and explained. The results of the demographic information, the one-way analysis of variance, and the one-sample chi-square test are presented in chapter 4.

## CHAPTER 4

### PRESENTATION OF FINDINGS

#### **Introduction**

The purpose of this study was to examine institutional, personal, and family factors related to completion of the Adult Degree Program at Atlantic Union College. Specifically, first, this chapter presents findings on how these factors have impacted the students' progress toward degree completion. Second, it also presents the demographic characteristics of the sample and other significant information derived from inferences and comparison of the data. Tables with appropriate numerical references and descriptive narratives are presented.

#### **Findings and Characteristics of the Sample**

There were 134 respondents in this study. Their age range was 25 to 75. Sixty-three (47.01%) were between the ages of 40 and 54, and 57 (42.53%) were between 25 and 39. Eighty-two (61.19%) were female. One hundred and six (79.10%) were married. One hundred and four (77.61%) were from the United States, whereas 28 (20.90%) were from foreign countries such as Antigua, Bermuda, Canada, Cayman Islands, Ivory Cost, Jamaica, Saudi Arabia, Singapore, and Trinidad/Tobago.

A total of 116 (86.57%) had children, and 107 (79.85%) had children attending school in combined levels. Seventy-two (53.73%) were primary providers. Table 2 presents demographics data of the sample.

Of the 134 respondents, 69 (51.49 %) were Alumni, 55 (41.04%) were Current Students, and 10 (7.46%) were Withdrawals. Forty-eight (69.57%) of the respondents among Alumni were female. Thirty-nine (56.52%) ranged in age from 40 to 54. Fifty-four (78.26%) were married. Fifty-five (79.71%) lived in the United States; 14 (20.29 %) lived in foreign countries. Thirty-six (52.17%) had one or two children. Thirty (43.48%) had children in school from Pre-K to Grade 12. Thirty-two (46.38%) were primary providers.

About half (50.90%) of the respondents among Current Students were female. Thirty-eight (69.09%) ranged in age from 40 to 54. Forty-five (81.81%) were married. Forty-two (76.36%) lived in the United States, whereas 11 (20%) lived in foreign countries. The majority, 25 (45.45%), had at least two children, and 29 (52.72%) had children in school from Pre-K to Grade 12. Thirty-two (58.18%) were primary providers.

Most of the respondents among Withdrawals (60%) were female, whereas 6 (60%) ranged in ages from 40 to 54. Seven (70%) were married. The same number lived in the United States, whereas 3 (30%) lived in foreign countries. Seven (70%) had one or two children, and 8 (80%) had children in school from Pre-K to Grade 12. Eight (80%) of them were primary providers. Table 3 presents demographics characteristics by groups.



Table 2

*Demographic Characteristics of the Sample (N=134)*

Topics	Number	%
<b>Age Group</b>		
25-39	57	42.53
40-54	63	47.01
55-75	11	8.20
<b>Gender</b>		
Male	35	26.12
Female	82	61.19
<b>Marital Status</b>		
Single	10	7.46
Married	106	79.10
Other	16	11.94
<b>Country of Residency</b>		
USA	104	77.61
Other (Foreigners)	28	20.90
<b>Number of Children</b>		
One & Two	68	50.75
Three & Four	42	31.34
Five or More	6	4.48
<b>Children &amp; School Levels</b>		
Preschool - 12	67	50.00
Undergrad & Grad	19	14.18
Other	21	15.67
<b>Primary Provider</b>		
Yes	72	53.73
No	60	44.78

Table 3

*Demographic Characteristic by Group*

Topics	Alumni (n = 69)		Current (n = 55)		Withdrawals (n = 10)	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Gender</b>						
Male	15	21.74	16	29.09	4	40.00
Female	48	69.57	28	50.90	6	60.00
<b>Age Group</b>						
25-39	13	18.84	8	14.55	2	20.00
40-54	39	56.52	38	69.09	6	60.00
55-75	17	24.64	6	10.90	2	20.00
<b>Marital Status</b>						
Married	54	78.26	45	81.81	7	70.00
Single	5	7.25	5	9.09	0	00.00
Widowed	1	1.45	0	0.00	0	00.00
Divorced	9	13.04	3	5.45	3	30.00
<b>Country of Residency</b>						
USA	55	79.71	42	76.36	7	70.00
Foreign Countries	14	20.29	11	20.00	3	30.00
<b>Number of Children</b>						
One & Two	36	52.17	25	45.45	7	70.00
Three & Four	24	34.78	17	30.90	1	10.00
Five or More	2	2.90	3	5.45	1	10.00
<b>Children &amp; School Levels</b>						
Preschool – 12	30	43.48	29	52.72	8	80.00
Undergrad. & Grad	16	23.19	2	3.64	1	10.00
Other Combinations	10	14.49	10	18.18	0	00.00
<b>Primary Provider</b>						
Yes	32	46.38	32	58.18	8	80.00
No	36	52.17	22	40.00	2	20.00

## The Research Questions

### Question 1

*What factors triggered students' decisions to enroll in the Adult Degree Program at Atlantic Union College versus a traditional program?*

Table 4 shows the many factors that may have triggered students' decisions to enroll in the Adult Degree Program versus a traditional one. It also shows the results of a series of one-way analysis of variance tests (ANOVA) conducted to examine differences, if any, in rating, among the three groups—Alumni, Current Students, and Withdrawals—related to factors that triggered their decisions.

Respondents were asked to indicate whether such factors had triggered their decisions or not. To rate the responses, a 5-point Likert scale was used: 1—did not trigger my decision; 2— somewhat triggered my decision; 3—moderately triggered my decision; 4—strongly triggered my decision; 5—very strongly triggered my decision. A more rigidly controlled level of statistical significance was set:  $\alpha=0.01$ , in order to reduce somewhat the inflation of Type I error, since there were numerous Univariate tests done.

For the purpose of this study, items with means of 3.5 or higher were considered as 'triggers'. Based on this criterion, it appears that 'having less demands on family time' may be the single factor that triggered these students' decisions to enroll in the Adult Degree Program.

The ANOVA results show that there was a significant difference among the three groups in the level of agreement on 1 of 11 factors that triggered their decision to enroll

Table 4

*Factors that Triggered Decision to Enroll in ADP vs. a Traditional Program*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Having “less demands” on family time	68	3.50	1.53	51	3.45	1.50	9	2.89	1.53	.646	.526
Transferring credits from other colleges	63	2.92	1.61	48	2.46	1.64	7	1.86	1.22	2.089	.128
Receiving prior learning credit experience	68	2.87	1.70	50	2.24	1.55	9	1.22	0.67	5.375	.006*
Having demands from children on time	67	2.84	1.64	48	2.81	1.57	9	3.22	1.72	.254	.776
Financing my education in the program	68	2.62	1.60	51	2.67	1.73	9	2.33	1.50	.157	.854
Receiving spousal support	68	2.40	1.59	50	2.20	1.54	9	1.33	0.71	1.960	.146
Having constant travel demands	65	1.82	1.41	50	2.02	1.56	9	1.56	1.01	.522	.595
Changing marital status	67	1.22	0.78	49	1.20	0.61	9	1.00	0.00	.423	.656
Receiving a scholarship	67	1.18	0.65	49	1.41	0.86	9	1.22	0.66	1.369	.258
Having demands from elderly parent	68	1.16	0.73	49	1.31	0.85	9	2.00	1.50	3.965	.021
Coping with the death of a loved one	67	1.03	0.24	49	1.06	0.43	9	1.11	0.33	.297	.743

*Note.* 1—did not trigger my decision; 2—somewhat triggered my decision; 3—moderately triggered my decision; 4—strongly triggered my decision; 5—very strongly triggered my decision

in ADP versus a traditional program ( $F_{2,124}=5.37, p<0.01$ ), this was “Receiving prior learning credit experience.” A Post Hoc Multiple Comparison Test using the Student-Newman-Keuls (SNK) procedure showed that Alumni ( $M=2.87, SD= 1.70$ ) and Current Students ( $M=2.24, SD= 1.55$ ) reported significantly higher ratings than did Withdrawals ( $M=1.22, SD= 1.67$ ).

## Question 2

*What factors strongly influenced students' final decision to enroll in the ADP at Atlantic Union College (AUC)?*

Table 5 shows the many factors that are thought to have influenced decisions to enroll in ADP, and the results of a series of the ANOVA tests. Respondents were asked to indicate whether such factors had strongly influenced their decisions or not. To rate the responses, a 5-point Likert scale was used: 1—not a factor; 2—weak factor; 3—moderate factor; 4—strong factor; 5—very strong factor. Since there were numerous Univariate tests done, a more rigidly controlled level of statistical significance was set at  $\alpha=0.01$ , in order to reduce the inflation of Type I error.

In the study, items with means of 3.5 or greater were considered important factors influencing students' decisions to enroll in the Adult Degree Program. Based on this criterion, regardless of status (alumni, current students, or withdrawals), ‘completing a degree’ and ‘fulfilling an educational dream’ were considered strong factors that influenced their decision to enroll in the ADP.

The ANOVA results show that there was a significant difference among the three groups in their ratings of “Receiving prior learning credit” ( $F_{(2,123)}=4.76, p<0.01$ ). To

Table 5

*Factors that Influence Final Decision to Enroll in ADP*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Completing a degree	67	4.70	0.91	51	4.61	0.87	10	3.80	1.55	3.893	.023
Fulfilling an educational dream	67	4.36	1.11	53	4.40	1.21	10	3.60	1.35	2.033	.135
Preparing to live a life of greater service	65	3.20	1.64	51	3.63	1.70	10	3.20	1.55	1.009	.367
Transferring credits from other colleges	66	2.85	1.60	50	2.70	1.49	10	2.60	1.57	.196	.822
Receiving Prior Learning Credit	68	2.82	1.67	48	2.00	1.32	10	1.00	1.44	4.763	.010*
Satisfying a job requirement	67	2.78	1.63	50	2.78	1.62	9	2.67	1.41	.020	.980
Changing careers	67	2.28	1.62	48	2.31	1.49	9	2.56	1.23	.122	.885
Getting a job promotion	67	2.27	1.59	49	1.98	1.44	9	1.44	1.01	1.441	.241
Financing my education in the program	57	2.07	1.45	41	2.22	1.48	10	2.10	1.29	.129	.879
Changing marital status	66	1.32	0.96	50	1.28	0.73	9	1.00	0.00	.566	.569
Being laid off	66	1.32	0.90	48	1.83	1.52	9	1.22	0.67	2.987	.054
Coping with the death of a love one	66	1.20	0.73	51	1.45	1.20	9	1.33	1.00	.995	.373
Retiring	66	1.18	0.63	49	1.51	1.19	9	1.11	0.33	2.168	.119

Table 5—Continued

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Getting a job promotion	67	2.27	1.59	49	1.98	1.44	9	1.44	1.01	1.441	.241
Financing my education in the program	57	2.07	1.45	41	2.22	1.48	10	2.10	1.29	.129	.879
Changing marital status	66	1.32	0.96	50	1.28	0.73	9	1.00	0.00	.566	.569
Being laid off	66	1.32	0.90	48	1.83	1.52	9	1.22	0.67	2.987	.054
Coping with the death of a loved one	66	1.20	0.73	51	1.45	1.20	9	1.33	1.00	.995	.373
Retiring	66	1.18	0.63	49	1.51	1.19	9	1.11	0.33	2.168	.119

Note. 1—not a factor; 2—weak factor; 3—moderate factor; 4—strong factor; 5—very strong factor

indicate the difference between the groups, a Post Hoc Multiple Comparison test was done by using the Student-Newman-Keuls (SNK) procedure. Withdrawals ( $M=1.00$ ,  $SD=1.44$ ) indicated a significantly lower rating on “Receiving prior learning credit” as an influence in their final decision to enroll in ADP compared to Alumni ( $M=2.82$ ,  $SD=1.67$ ) and Current Students ( $M=2.00$ ,  $SD= 1.32$ ). No significant group differences were found for the other statements related to enrollment.

### Question 3

*To what extent were students motivated to complete the ADP at AUC?*

To answer this question, I examined three types of motivation: intrinsic, extrinsic, and a-motivation. For this particular question, all implied null hypotheses were tested at  $\alpha= 0.05$  level of significance. Table 6 shows the analysis of variance results for the three types of motivation. Motivation was measured along a 7-point Likert scale where 1 does not correspond at all; 2 to 3 corresponds a little; 3 to 4 corresponds moderately, 5 to 6 corresponds a lot, and 7 correspond exactly.

The ANOVA results show that there were significant differences among the three groups in intrinsic motivation ( $F_{(2,126)} = 8.46$ ,  $p < 0.05$ ) and a-motivation ( $F_{(2,122)} = 4.63$ ,  $p < 0.05$ ). According to the Student-Newman-Keuls multiple comparison procedure, Current Students ( $M=5.35$ ,  $SD=1.29$ ) and Alumni ( $M=5.05$ ,  $SD=1.40$ ) had significantly higher levels of intrinsic motivation to pursue college studies than Withdrawals ( $M=3.38$ ,  $SD=1.75$ ). In addition, Current Students ( $M=1.21$ ,  $SD=0.64$ ) and Alumni ( $M=1.11$ ,  $SD=0.36$ ) had significantly lower levels of a-motivation than Withdrawals ( $M=1.69$ ,  $SD=0.87$ ).



Table 6

*To What Extent Were Students Motivated to Complete the ADP at AUC?*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Intrinsic Motivation	66	5.05	1.40	54	5.35	1.29	10	3.38	1.75	8.482	.000*
Extrinsic Motivation	65	4.66	1.23	54	4.68	1.38	10	3.71	1.76	2.351	.099
A-motivation	63	1.11	0.36	53	1.21	0.64	9	1.69	0.87	4.626	.012*

*Note.* 1—does not correspond at all; 2—and 3—corresponds a little; 4—corresponds moderately; 5—and 6—corresponds a lot; 7—correspond exactly

No significant differences among groups were found for extrinsic motivation. Since group differences were found at the scale level for both intrinsic motivation and a-motivation, item-level analyses were conducted for these two variables. This was not done for extrinsic motivation as there were no statistically significant group differences at the scale level. To reduce inflation of Type I error, all implied hypotheses were tested at  $\alpha=0.01$ .

#### Intrinsic motivation

Table 7 shows to what extent students were intrinsically motivated to complete ADP, and the results of a series of ANOVA tests conducted to examine if there were group differences on items related to intrinsic motivation. Respondents were asked to indicate the extent to which the statements corresponded to their reasons for being in college. At  $\alpha=0.01$  level, there were statistically significant group differences on 3 of the 12 statements related to intrinsic motivation. These were (a) “Because my studies allow me to continue to learn about many things” ( $F_{(2, 123)}=6.15, p<0.01$ ), (b) “Because college allows me to experience personal satisfaction in my quest for excellence in my studies” ( $F_{(2,124)}=8.60, p<0.01$ ), and (c) “For the pleasure I experience while surpassing myself in my studies” ( $F_{(2,119)}=6.14, p<0.01$ ).

The SNK Post Hoc Multiple Comparison procedure indicated that Withdrawals from the program ( $M=4.43, SD=2.00$ ) were significantly lower on ‘continuing to learn about many things’ than Alumni ( $M=5.91, SD=1.43$ ) and Current Students ( $M=6.11, SD=1.27$ ). Similarly, Withdrawals ( $M=3.56, SD=2.35$ ) rated themselves significantly

Table 7

*To What Extent Were Students Intrinsically Motivated to Complete the ADP at AUC?*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Because I experience pleasure and satisfaction while learning.	66	6.00	1.26	52	6.35	1.22	10	5.50	1.35	2.460	.090
Because my studies allow me to continue to learn about many things.	64	5.91	1.43	53	6.11	1.27	9	4.43	2.00	6.145	.003*
For the pleasure that I experience in broadening my knowledge.	65	5.74	1.53	53	6.11	1.20	8	5.00	1.85	2.525	.084
Because college allows me to experience personal satisfaction in my quest for excellence in my studies.	65	5.62	1.65	53	5.94	1.38	9	3.56	2.35	8.597	.000*
For the satisfaction I feel when I am in the process of accomplishing difficult academic	64	5.53	1.59	52	5.50	1.50	8	4.25	2.19	2.363	.098
For the pleasure I experience when I discover new things never seen before...	65	5.35	1.88	52	5.83	1.52	9	4.00	1.80	4.469	.013

Table 7—Continued

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
For the pleasure I experience while I am surpassing myself in one of my personal accomplishments.	63	5.30	1.82	52	5.37	1.63	9	3.78	1.79	3.337	.039
For the pleasure I experience while surpassing myself in my studies.	65	5.09	1.75	49	5.65	1.44	8	3.50	2.20	6.141	.003*
For the intense feelings I experience when I am surpassing myself in my studies.	64	4.94	1.69	53	5.53	1.53	9	3.89	2.03	4.531	.013
For the pleasure I experience when I read interesting authors.	63	4.57	1.76	52	4.90	1.86	9	3.33	1.94	2.925	.057
For the “high” feeling that I experience while reading about various interesting subjects.	64	4.28	1.96	52	4.79	1.87	8	2.88	2.23	3.641	.029
For the pleasure that I experience when I feel completely absorbed by what certain authors have written.	63	3.92	1.97	53	4.38	1.99	8	2.50	2.27	3.240	.043

Note. 1—does not correspond at all, to 7—Corresponds exactly

lower than the Alumni ( $M=5.62$ ,  $SD=1.65$ ) and Current Students ( $M=5.94$ ,  $SD=1.38$ ) on allowing 'me to experience personal satisfaction in my quest for excellence in my studies'. Following the same pattern, Alumni ( $M=5.09$ ,  $SD=1.75$ ) and Current Students ( $M=5.65$ ,  $SD=1.44$ ) had significantly higher ratings on 'the pleasure I experience while surpassing myself in my studies' than withdrawals ( $M=3.50$ ,  $SD=2.20$ ).

#### A-motivation

Four items were used to measure a-motivation. Table 8 shows group means and standard deviations for each of the four statements related to a-motivation. As the analysis of variance results show, group differences were statistically significant only for "I once had good reasons for going to college; however, I wonder if I should continue" ( $F_{(2,120)}=15.99$ ,  $p<0.01$ ). This statement appears to correspond much more to the feelings of Withdrawals ( $M=3.75$ ,  $SD=2.25$ ) than the Alumni ( $M=1.25$ ,  $SD=0.88$ ) and Current Students ( $M=1.58$ ,  $SD=1.27$ ).

#### Question 4

*What institutional factors were related to adult degree completion at Atlantic Union College?*

To answer this question, three institutional factors were examined: administrative services, academic supervision, and mentoring. For this section, all implied null hypotheses were tested at  $\alpha=0.01$  level of significance. A smaller level of significance was used in order to somewhat control the inflation of Type I error since numerous Univariate analyses were being conducted.

Table 8

*To What Extent Were Students A-Motivated to Complete the ADP at AUC?*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
I once had good reasons for going to college; however, I wonder if I should continue.	63	1.25	0.88	52	1.58	1.27	8	3.75	2.25	15.992	.000*
I can't see why I go to college and frankly, I couldn't care less.	63	1.17	0.85	49	1.16	0.90	8	1.13	0.35	.013	.987
I don't know; I can't understand what I am doing in school.	63	1.03	0.18	52	1.10	0.45	8	1.50	1.07	4.519	.013
Honestly, I do not know; I really feel that I am wasting my time in school.	63	1.02	0.13	52	1.19	.742	9	1.11	.333	1.795	.170

*Note.* 1—does not correspond at all; 2—and 3—corresponds a little; 4—corresponds moderate; 5—and 6—corresponds a lot; 7—correspond exactly

### Administrative services

Table 9 shows the services the Adult Degree Program provided to students and a series of ANOVA tests conducted to examine the differences, if any, in rating, among the three groups. Respondents were asked to indicate their level of agreement or disagreement. To rate the responses a 5-point Likert scale was used: 1—strongly disagree, 2—disagree, 3—neither disagree nor agree, 4—agree, 5—strongly agree.

The ANOVA result shows that there were significant differences ( $p < 0.01$ ) between groups in the level of agreement or disagreement on six of the services provided by the administration. These were:

1. Communicated with you in a timely fashion.
2. Notified you of actions and decisions taken by the committee through official correspondence.
3. Ensured that relevant concerns are considered
4. Kept track of unit progress between you and your study supervisor.
5. Ensured that all faculty were involved in the academic aspects of the seminar.
6. Ensured that you are satisfied with the program.

To indicate the differences among the groups, a Post-Hoc Multiple Comparison test was done by using the Student-Newman-Keuls (SNK) procedure. Generally, Withdrawals indicated significantly lower levels of agreement with all six statements of administrative services mentioned above than did Alumni or Current Students.

For example, Withdrawals ( $M=2.90$ ,  $SD=1.37$ ) rated a significantly lower level of agreement ( $F_{(2,129)}=5.65$ ,  $p < 0.01$ ) on “communicated with you in a timely fashion” than

Table 9

*Administrative Services*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Communicated important scheduled events	65	4.11	0.92	53	4.23	0.97	10	3.30	1.49	3.663	.028
Advised on enrollment requirements	67	4.03	1.06	54	4.04	1.01	10	3.40	1.17	1.690	.189
Has taken requests to the ADP committee	64	4.02	0.95	55	4.22	1.03	10	3.40	1.07	2.864	.061
Provided relevant mini-course during the seminar	66	4.02	0.92	54	4.17	1.01	9	3.11	1.54	4.251	.016
Advised on graduation requirements	66	4.00	1.04	48	3.56	1.20	9	3.22	1.20	3.317	.040
Communicated w/u in a timely fashion	67	3.99	0.84	55	3.95	1.03	10	2.90	1.37	5.650	.004*
Notified you of actions and decisions by the committee through official correspondence.	65	3.97	1.00	53	4.21	1.01	9	2.89	1.54	6.151	.003*
Served as liaison between you and the college.	66	3.86	1.04	52	4.06	1.04	10	3.00	1.25	4.239	.017
Assisted in evaluating transcripts.	65	3.86	1.03	51	3.84	1.16	10	3.00	1.25	2.781	.066
Provided adequate schedule for mini-course.	64	3.84	1.01	55	4.11	0.98	9	3.22	1.48	3.148	.046



Table 9—Continued

Topics	Alumni (n = 69)			Current (n = 55)			Withdrawals (n = 10)			F	p
	n	M	SD	n	M	SD	n	M	SD		
Keep track of degree requirement check-sheet	65	3.80	1.08	50	3.92	0.99	8	2.88	1.55	3.260	.011
Provide flexible schedule for brainstorming and proposal preparation	62	3.77	1.00	45	3.76	1.05	7	3.00	1.63	1.715	.185
Ensured that relevant concerns are considered	67	3.76	0.96	53	3.79	1.03	9	2.67	1.50	4.889	.009*
Advised on policies & procedures for extension	63	3.67	1.12	63	3.67	1.12	10	3.50	1.27	.522	.595
Kept track of unit progress between you and your study supervisor	66	3.73	1.05	52	3.77	1.08	9	2.44	1.51	5.932	.003*
Ensured that faculty were present at all activities	66	3.70	1.02	52	4.00	0.95	9	3.11	1.54	3.267	.041
Advised on requirements for PLC portfolio	66	3.70	1.02	52	3.67	1.17	8	2.50	1.20	4.229	.017
Ensured that all faculty were involved in the academic aspects of the seminar	65	3.71	1.03	53	4.13	0.92	8	2.63	1.51	8.402	.000*
Ensured that you are satisfied with the program	66	3.76	0.99	53	3.98	.0.92	10	3.50	1.60	7.888	.001*

Note. 1—strongly disagree; 2—disagree; 3—neither disagree nor agree; 4—agree; 5—strongly agree

did Alumni ( $M=3.99$ ,  $SD=0.84$ ) and Current Students ( $M=3.95$ ,  $SD=1.03$ ). For the answer “notified you of actions and decisions by the committee through official correspondence,” Withdrawals ( $M=2.89$ ,  $SD=1.54$ ) rated at a significantly lower level of agreement ( $F_{(2,124)}=6.15$ ,  $p<0.01$ ) than did Alumni ( $M=3.97$ ,  $SD=1.00$ ) and Current Students ( $M=4.21$ ,  $SD=1.01$ ).

Moreover, Current Students ( $M=3.79$ ,  $SD=1.03$ ) and Alumni ( $M=3.76$ ,  $SD=0.96$ ) had significantly higher levels of agreement ( $F_{(2,126)}=4.88$ ,  $p<0.01$ ) than Withdrawals ( $M=2.67$ ,  $SD=1.50$ ) for services that “ensured that relevant concerns are considered.” In response to the statement that ADP “kept track of unit progress between you and your study supervisor,” Alumni ( $M=3.73$ ,  $SD=1.05$ ) and Current Students ( $M=3.77$ ,  $SD=1.08$ ) had significantly higher levels of agreement ( $F_{(2,124)}=5.93$ ,  $p<0.01$ ) than Withdrawals ( $M=2.44$ ,  $SD=1.51$ ). On services that “ensured that all faculty were involved in the academic aspects of the seminar,” Alumni ( $M=3.71$ ,  $SD=1.03$ ) and Current Students ( $M=4.13$ ,  $SD=0.92$ ) agreed at a significantly higher level ( $F_{(2,123)}=8.40$ ,  $p<0.01$ ) than Withdrawals ( $M=2.63$ ,  $SD=1.51$ ). Finally, for services that “ensured that you are satisfied with the program,” than Withdrawals ( $M=2.38$ ,  $SD=1.60$ ) were significantly less satisfied ( $F_{(2,124)}=7.88$ ,  $p<0.01$ ) than Alumni ( $M=3.74$ ,  $SD=0.99$ ) and Current Students ( $M=3.98$ ,  $SD=0.92$ ).

#### Academic supervision

Table 10 shows means and standard deviations as well as analysis of variance statements related to academic supervision. Responses were measured along a 5-point Likert scale from 1—strongly disagree, to 5—strongly agree.

Table 10

*Academic Supervision*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Assisting in proposal preparation	66	4.26	0.90	53	4.71	1.06	9	4.11	1.36	.100	.905
Assisting in unit study and its completion	66	4.26	0.90	53	3.96	.92	8	2.63	1.77	10.185	.000*
Showing sympathy as I have encountered difficulties	64	4.22	0.88	46	4.07	1.27	5	2.40	1.95	6.279	.003*
Evaluating and grading completed unit in a time	68	4.18	0.88	49	3.49	1.42	8	3.13	1.81	6.349	.002*
Encouraging and motivating	67	4.12	0.99	52	4.10	1.13	9	3.00	1.94	4.039	.020
Ensuring that students are prepared for formal, group, or fair exhibit.	68	4.06	0.98	52	3.62	1.16	8	2.88	1.64	5.453	.005*
Brainstorming ideas for proposal and unit.	67	4.06	0.92	50	3.78	1.28	8	2.63	1.77	5.857	.004*
Providing dialogue.	68	4.01	0.99	51	3.78	1.12	9	2.63	1.77	5.823	.004*
Ensuring that students are progressing according to the "Proposal Contract."	67	4.00	1.02	51	3.61	1.19	8	3.00	1.77	3.694	.028
Communicating in a timely fashion	68	3.99	0.99	52	3.77	1.15	8	2.75	1.67	4.594	.012

*Note.* 1—strongly disagree; 2—disagree; 3—neither disagree nor agree; 4—agree; 5—strongly agree

The ANOVA result shows that there were significant differences ( $p < 0.01$ ) among the three groups in the level of agreement on six of the items related to supervision and support of study supervisors. These statements are:

1. Assisting in unit study and its completion
2. Showing sympathy as I have encountered difficulties
3. Evaluating and grading completed unit in a timely fashion
4. Ensuring that students are prepared for their formal presentation, group presentation or fair exhibit
5. Brainstorming ideas for proposal and unit
6. Providing dialogue.

The Student-Newman-Keuls (SNK) procedure shows that, generally, Withdrawals had significantly lower levels of agreement with these statements than Current Students or Alumni ( $p < 0.01$ ). Levels of agreement among Withdrawals ( $M = 2.63$ ,  $SD = 1.77$ ) for the statement “assisting in unit study and its completion” were significantly lower ( $F_{(2,124)} = 10.19$ ,  $p < 0.01$ ) than among Alumni ( $M = 4.26$ ,  $SD = 0.90$ ) and Current Students ( $M = 3.96$ ,  $SD = 0.91$ ). On “showing sympathy as I have encountered difficulties,” Withdrawals ( $M = 2.40$ ,  $SD = 1.95$ ) rated their supervisors significantly lower ( $F_{(2,112)} = 6.279$ ,  $p < 0.01$ ) than Alumni ( $M = 4.22$ ,  $SD = 0.88$ ) and Current Students ( $M = 4.07$ ,  $SD = 1.27$ ). And in “evaluating and grading completed unit in a timely fashion,” Alumni ( $M = 4.18$ ,  $SD = 0.88$ ) rated their supervisors significantly higher ( $F_{(2,122)} = 6.35$ ,  $p < 0.01$ ) than Current Students ( $M = 3.49$ ,  $SD = 1.42$ ) and Withdrawals ( $M = 3.13$ ,  $SD = 1.81$ ). For “ensuring that students are prepared for their formal presentations, group presentations, or fair exhibit,” Alumni ( $M = 4.06$ ,  $SD = 0.98$ ) and Current Students ( $M = 3.62$ ,  $SD =$

1.16) had a significantly higher level of agreement  $F(2,125)=5.453, p<0.01$ ) than Withdrawals ( $M=2.88, SD=1.64$ ).

In “brainstorming ideas for proposal and unit,” Withdrawals ( $M=2.63, SD=1.77$ ) rated their academic supervisors significantly lower ( $F(2,122)=5.86, p<0.01$ ) than Alumni ( $M=4.06, SD=0.92$ ) and Current Students ( $M=3.78, SD=1.28$ ). Finally, in “Providing dialogue,” Alumni ( $M=4.01, SD=0.99$ ) and Current Students ( $M=3.78, SD=1.12$ ) rated their supervisors significantly higher ( $F(2,122)=5.857, p<0.01$ ) than Withdrawals ( $M=2.63, SD=1.77$ ).

### Mentoring

Table 11 shows when mentoring took place and the mode and frequency of mentoring involvement. Most of the respondents (61%) reported that mentoring took place during seminars (held twice a year). Although some mentoring took place by emails, phone, and in chat rooms, mentoring sessions were generally done in person, according to 65% of the respondents. However, there are some variations in the responses from the three groups of students. For example, a larger percentage of Alumni (69.56%), compared to Current Students (52.72%), and Withdrawals (50%) reported that mentoring took place during the bi-annual seminars. Again, a larger percentage of Alumni (71.01%) had face-to-face mentoring sessions compared to Current Students (60%) and Withdrawals (50%). Respondents were asked how often these mentoring sessions took place. Only one-third of the survey participants answered this question. Answers ranged from once a day, once a week, to every 6 months. I suspect that these frequencies refer more accurately to mentoring during seminars than between seminars.

Table 11

*When, How, and Frequency of Mentoring Involvement*

Topics	Alumni ( <i>n</i> = 69)		Current ( <i>n</i> = 55)		Withdrawals ( <i>n</i> = 10)		Totals	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>When Mentoring Took Place</b>								
During Seminar	48	69.56	29	52.72	5	50.00	82	61.19
Between Seminars	11	15.94	11	20.00	0	00.00	22	16.42
<b>Way of Mentoring</b>								
Email	17	24.63	10	18.18	0	00.00	27	20.14
Phone	15	21.73	9	16.36	0	00.00	24	17.91
Chat Room	2	2.90	3	5.45	0	00.00	5	3.73
Person	49	71.01	33	60.00	5	50.00	87	64.93
<b>Frequency of Mentoring Involvement</b>								
At Least Once a Day	11	15.94	11	20.00	3	30.00	25	18.65
At Least Once a Week	9	13.04	9	16.36	0	00.00	18	3.43
Every 6 Months	24	34.78	10	18.18	1	10.00	35	26.11

**Topics discussed during mentoring session.** From a list of nine topics, respondents were asked to check which of them were discussed during mentoring sessions. Table 12 shows the percentages of respondents (Alumni, Current Students, and Withdrawals) who selected the various topics that were discussed during mentoring. It appears that ‘developing a proposal’ is the topic that was most discussed during mentoring (67% of Alumni, 70% of Current Students, and 90% of Withdrawals). This was followed closely by “developing a good bibliography” “persisting in ADP” and “communicating effectively with their study supervisors.” The least discussed topics were “avoiding unit extensions” and “gaining credits through prior learning.” A Chi-Square test of association was conducted to examine if selections of topics during the mentoring sessions were related to status (Alumni, Current Student, or Withdrawals). As the results shown in Table 12 suggest, there are no significant relationships between topic selections and status ( $p < 0.01$ ).

**Usefulness of topics.** For each topic discussed during mentoring (see Table 13), participants were asked to rate its usefulness of the topic (1–not useful, to 4–very useful). Table 13 shows the mean usefulness rating of each topic by status (Alumni, Current Students, and Withdrawals). In general, Withdrawals had lower mean usefulness ratings of the topics than Alumni or Current Students.

However, only two of the nine topics were statistically significant ( $p < 0.01$ ). These were “persisting in ADP” and “gaining credits through prior learning.” To determine the nature of the group differences for “persisting in ADP” and ‘gaining credits through

Table 12

*Topics Discussed During Mentoring*

Topic	Alumni ( <i>n</i> =69)		Current ( <i>n</i> =55)		Withdrawals ( <i>n</i> =10)		$\chi^2$	<i>p</i>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Developing a proposal	46	66.66	39	70.90	9	90.00	2.297	.317
Developing a good bibliography	43	62.31	34	61.81	8	80.00	1.282	.527
Persisting in ADP	41	59.42	36	65.45	9	90.00	3.619	.164
Communicating effectively with the study supervisor	41	59.42	32	58.18	7	70.00	.497	.780
Developing research skills	40	57.97	32	58.18	7	70.00	.545	.761
Completing assignments successfully	39	56.52	35	63.63	7	70.00	1.060	.588
Surviving a formal presentation	39	56.52	30	54.54	5	50.00	.168	.920
Avoiding units extensions	38	55.07	30	54.54	7	70.00	.867	.648
Gaining credit through prior learning	35	50.72	27	49.09	5	50.00	.033	.984



Table 13

*Usefulness of Topics Discussed*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Developing a proposal	46	3.35	1.06	39	3.46	0.79	9	3.00	9.23	.832	.438
Persisting in ADP	41	3.22	1.04	36	3.67	0.68	9	1.78	1.20	15.165	.000*
Developing a good bibliography	43	3.16	1.00	34	3.12	0.98	8	2.25	1.39	2.744	.070
Completing assignment successfully	39	2.97	1.12	35	3.29	0.96	5	2.29	1.38	2.725	.072
Communicating effectively with the study supervisor	41	2.93	1.19	32	2.97	1.09	7	1.57	0.98	4.678	.012
Surviving a formal presentation	39	2.85	1.20	30	3.07	0.94	5	1.80	1.30	2.794	.068
Developing research skills	40	2.78	1.14	32	2.81	0.93	7	2.14	1.46	1.136	.327
Gaining credit through prior learning	35	2.74	1.27	27	2.33	1.14	5	1.00	0.00	5.009	.010*
Avoiding unit extensions	38	2.55	1.13	30	2.47	1.11	7	1.86	1.46	1.079	.345

74

Note. 1— not useful; 2— quite useful; 3— moderately useful; 4 — very useful

prior learning,” the Student-Newman-Keuls (SNK) procedure was used. For “persisting in ADP,” Withdrawals ( $M=1.78$ ,  $SD=1.20$ ) had a significantly lower usefulness rating ( $F_{(2,83)}=15.165$ ,  $p<0.01$ ) than Alumni ( $M=3.22$ ,  $SD=1.04$ ) or Current Students ( $M=3.67$ ,  $SD=0.68$ ). The same holds true for “gaining credits from prior learning experiences.” Current Students ( $M=2.33$ ,  $SD=1.14$ ) and Alumni ( $M=2.74$ ,  $SD=1.27$ ) had significantly higher useful ratings ( $F_{(2,64)}=5.01$ ,  $p<0.01$ ) than Withdrawals ( $M=1.00$ ,  $SD=0.00$ ).

**Benefits of mentoring.** Ten possible benefits of the mentoring program were presented to the participants. These benefits included “encouraging myself to complete my units of study,” “reviewing the process of writing a proposal,” and “visualizing what adult education is all about,” just to mention three. They were instructed to check all items that they found beneficial. Table 14 shows the percentage of respondents who reported in what ways their mentoring sessions were helpful. The percentages ranged from 22% for “visualizing what adult education is all about,” to 45% for “encouraging myself to complete my units of study.” It appears that less than half of the respondents found any one topic beneficial.

Chi-Square tests of association were conducted to determine if benefits were related to status. As the results suggest, no statistically significant relationships between benefits and status were found ( $p<0.01$ ) (see Table 14). That is, how participants benefited from the mentoring sessions did not depend on their status (Alumni, Current Students, or Withdrawals).

Table 14

*Benefit of the Mentoring Session*

Topics	Alumni ( <i>n</i> = 69)		Current ( <i>n</i> = 55)		Withdrawals ( <i>n</i> = 10)		Totals		$\chi^2$	<i>p</i>
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Encouraging myself to complete my units	32	46.37	26	47.27	2	20.00	60	44.77	2.693	.260
Reviewing the process of writing a proposal	27	39.13	21	38.18	3	30.00	51	38.05	.309	.857
Receiving encouragement in overcoming stressful moments and anxiety during my studies	27	39.13	23	41.81	2	20.00	52	38.80	1.703	.427
Receiving support and encouragement from my mentor	26	37.68	24	43.63	2	20.00	52	38.80	2.066	.356
Receiving significant information on ways to persist in the program	25	36.23	21	38.18	1	10.00	47	35.07	3.035	.219
Receiving suggestions to focus units of studies to finish my projects	23	33.33	22	40.00	2	20.00	47	35.07	1.676	.433
Brainstorming ideas for future units of studies	22	31.88	20	36.36	1	10.00	43	32.08	2.701	.259
Receiving ideas for focusing my proposal to support my projects...	21	30.43	20	36.36	2	20.00	43	32.08	1.218	.544
Visualizing what adult education is all about	16	23.19	13	23.63	1	10.00	30	22.38	.958	.619
Reviewing ADP regulations and policies	15	21.73	13	23.63	3	30.00	31	23.13	.348	.840

**Question 5**

*What factors hindered or strengthened students' resolve to complete the ADP at AUC?*

Table 15 shows a number of factors that are thought to hinder or strengthen a student's resolve to complete the Adult Degree Program. The table also contains the analysis of variance results used to determine if ratings of these factors are related to status (Alumni, Current Students, or Withdrawals). Respondents were asked to indicate whether such factors have hindered or strengthened their resolve to complete the ADP. They were to indicate their responses on a 5-point Likert scale: 1—strongly hindered; 2—moderately hindered; 3—neither hindered nor strengthened my resolve; 4—moderately strengthened my resolve; 5—strongly strengthened my resolve. Since numerous univariate tests were conducted, the level of significance was set at  $\alpha=0.01$ , in order to control somewhat the inflation of Type I errors.

For the purpose of this study, items with mean ratings of 3.5 or higher are considered factors that have strengthened participants' resolve to complete the ADP while items with mean ratings of 2.5 or lower are considered factors that have hindered their resolve to complete the ADP. On the basis of these criteria, it appears that among Alumni, these factors that have influenced their resolve to complete the ADP are (a) obtaining a degree, (b) fulfilling an educational dream, (c) preparing to live a life of greater service to God and others, (d) complying with the seminar attendance requirement, (e) transferring credits from other colleges, (f) receiving encouragement from spouse, (g) receiving assistance from spouse, and (h) having quality time with children.

Table 15

*Factors That Hindered or Strengthened Their Resolve to Complete ADP*

Topics	Alumni ( <i>n</i> = 69)			Current ( <i>n</i> = 55)			Withdrawals ( <i>n</i> = 10)			<i>F</i>	<i>p</i>
	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>n</i>	<i>M</i>	<i>SD</i>		
Obtaining a degree	65	4.85	0.48	53	4.72	0.63	9	3.22	1.09	29.070	.000*
Fulfilling an educational dream	64	4.64	0.65	53	4.34	1.16	8	3.63	0.74	5.108	.007*
Preparing to live a life of greater service to God and others.	63	3.65	1.32	51	4.16	1.24	8	3.63	1.30	2.324	.102
Complying w/seminar attendance requirement	62	3.61	1.22	48	3.31	1.70	8	2.25	1.17	4.288	.010*
Transferring credits from other colleges	63	3.60	1.26	48	3.21	1.25	8	2.63	0.74	2.988	.054
Receiving encouragement from spouse	55	3.53	1.51	42	3.43	1.45	5	3.40	0.55	.042	.940
Receiving assistance from spouse	62	3.53	1.51	49	3.12	1.30	7	3.57	0.79	.334	.717
Having quality time with my children	62	3.52	1.33	47	3.36	1.37	7	3.43	1.40	.176	.839
Having less demand on family time	60	3.45	1.19	46	3.13	1.38	8	3.00	1.20	1.053	.352
Receiving encouragement from children	62	3.45	1.43	47	3.32	1.40	7	3.29	1.70	.133	.876
Receiving Prior Learning Credit experience	60	3.40	1.45	49	2.98	1.41	7	2.14	1.05	3.065	.051

Table 15 —Continued

Topics	Alumni (n = 69)			Current (n = 55)			Withdrawals (n = 10)			F	p
	n	M	SD	n	M	SD	n	M	SD		
Receiving spousal support	63	3.32	1.50	50	3.21	1.36	7	3.14	1.57	.116	.891
Allowing me to be absent from family	61	3.18	1.35	46	2.74	1.32	8	2.75	1.28	1.555	.216
Having demands of children on time	61	3.15	1.24	48	3.13	1.06	8	3.75	1.17	1.037	.358
Financing my education in the program	60	3.05	1.33	48	2.94	1.40	8	2.50	1.31	.587	.558
Getting a job promotion	59	3.03	1.45	50	2.58	1.36	8	2.00	0.93	2.785	.066
Changing careers	61	3.00	1.39	47	3.11	1.24	8	2.88	1.25	.149	.862
Receiving help from children on chores	62	2.97	1.43	48	2.63	1.16	7	3.00	1.29	.982	.378
Having constant travel demands	63	2.63	1.18	48	2.52	1.26	8	2.13	1.25	.655	.521
Being a single parent	57	2.35	1.26	40	2.33	1.22	7	2.71	1.80	.281	.756
Changing marital status	62	2.29	1.21	50	2.30	1.15	8	2.25	1.49	.006	.994
Coping with the death of a loved one	61	2.02	1.06	50	2.42	1.34	8	1.88	0.99	1.881	.157

Note. 1—strongly hindered; 2—moderately hindered; 3—neither hindered nor strengthened my resolve; 4— moderately strengthened my resolve; 5—strongly strengthened my resolve

For Current Students, the factors included (a) obtaining a degree, (b) fulfilling an educational dream, and (c) preparing to live a life of greater service to God and others. And for Withdrawals, the factors were (a) fulfilling an educational dream, (b) preparing to live a life of greater service to God and others, and (c) receiving assistance from spouse.

Factors that hindered or are hindering their resolve to complete the ADP are (a) being a single parent, (b) changing marital status, and (c) coping with the death of a loved one. For Withdrawals, additional factors that have hindered their resolve to complete the program were (a) having constant travel demands, (b) getting job promotions, (c) complying with the seminar attendance requirement, and (d) receiving prior learning experiences. It appears, for Withdrawals, that the factors that hindered their resolve to complete the program may have been stronger than those that strengthened their resolve.

Although there appears to be some group differences in the factors that strengthened or hindered their resolve to complete the ADP, only three factors showed statistically significant group differences. These factors included:

1. Obtaining a degree ( $F_{(2,124)}=29.07, p<0.001$ )
2. Fulfilling an educational dream ( $F_{(2,122)}=5.11, p<0.01$ )
3. Complying with seminar attendance requirements ( $F_{(2,115)}=4.29, p<0.01$ ).

Post Hoc Multiple Comparison tests using the Student-Newman-Keuls (SNK) procedure indicate that Alumni ( $M=4.85, SD=0.48$ ) and Current Students ( $M=4.72, SD=0.63$ ) had stronger resolve to obtain a degree than withdrawals ( $M=3.22, SD=1.09$ ).

Similarly, Alumni ( $M=4.64$ ,  $SD=0.65$ ) and Current Students ( $M=4.34$ ,  $SD=1.16$ ) had stronger resolve to fulfill an educational dream than Withdrawals ( $M=3.63$ ,  $SD=0.74$ ). Finally, Alumni ( $M=3.61$ ,  $SD= 1.22$ ) and Current Students ( $M=3.31$ ,  $SD= 1.17$ ) had a significantly higher level of resolution to complete the program with respect to “complying with seminar attendance requirements” than Withdrawals ( $M= 2.67$ ,  $SD= 1.50$ ).

### **Data Analysis of Open-Ended Questions**

Section 6 of the questionnaire had three open-ended questions on ways to improve the Adult Degree Program:

1. What do you see as the strength of the Adult Degree Program?
2. What do you see as the weakness of the program?
3. In your judgment, what should Atlantic Union College do to strengthen the Adult Degree Program?

The questions were specific in their intent. They were phrased to allow for individual responses, rather than constructed to provide choices for which the respondents selected an answer.

All questions in this section were classified in categories such as strength, weakness, and improvement. For strength, responses were further classified into four categories, as follow: (a) Flexibility and accessibility, (b) Designing one’s own



curriculum, (c) Climate and atmosphere, and (d) General. For weakness, responses were classified in four categories, as follow: (a) Lack of communication, (b) Lack of contact and support from the study supervisor, (c) Lack of program organization, and (d) General. For improvement, responses were classified in five categories, as follows: (a) Advertisement, marketing and promotion, (b) Hiring more study supervisors, (c) Opening sites in other areas, (d) Proposal and unit preparation, and (e) General. This structure provides a high degree of objectivity, uniformity, and clarity for the presentation of the responses and themes.

It is important to mention that as soon as an open-ended section is placed in a questionnaire, some responses will be inconsistent with or irrelevant to questions asked. Responses to the three questions were placed wherever the respondents desired. For example, respondents in some cases gave or wrote the responses to question 3 in place of those to question 1 (In your judgment, what should Atlantic Union College do to strengthen the Adult Degree program? What do you see as the strength of the program?). In other instances, responses to question 2 (What do you see as the weakness of the program?) were irrelevant. For instance, one of the first responses to this particular question was: "I think that the weakness of ADP is the struggle we [students] have to face every seminar trying to accomplish all the requirements in such a short period of time." These answers were placed incorrectly.

### **Themes and Patterns of Responses**

Responses were entered in a tabular form (see Appendix E). This form allows

the reader to see at a glance what respondents said about each question. Second, looking across the table the reader may capture any repetitions and responses that were misplaced or are irrelevant to a particular question, as indicated above. The analysis began with the reading and re-reading of all responses to ascertain the nature of the data. Second, emphasis at this step was on gaining a comprehensive perspective and clear idea of the possible varied categories or themes that would derive from the responses. At this time, as expected, certain ideas, suggestions, comments, and complaints were recurring. Third, the emphasis here was to group all responses into categories with their respective titles and classify them by groups according to the population. The main themes or ideas flowing through the responses of the three open-ended questions were subdivided into 11 categories.

### **Question 1**

The study asked: *What do you see as the strength of the Adult Degree Program?*

The main themes were mostly in the area of flexibility, accessibility, creating and designing our own curriculum, and climate and atmosphere. For the respondents, flexibility and accessibility meant that they could accomplish their educational goals off campus at their own pace in the comfort of their homes and still keep their professional job. For example, Withdrawals responded: “It offers adults with heavy home obligations an opportunity to complete their educational goals, practically off campus,” and “Option for adult education beyond traditional classroom-flexibility for adults and full lives.” Alumni responded: “It provides people who are in full-time occupation with

the opportunity to work and study and to experience a taste of campus life” and “Provides me with the flexibility of time to study, work and care for my family. It also teaches me to be very disciplined with time management and cultivate an attitude of I can do it.” Finally, Current Students responded: It is “Providing the opportunity to complete a college degree and hold a full-time job, marriage and children” and “To give a person the opportunity to learn at their own pace in the comfort of their own home, under the supervision of qualified instructors or professors.”

Second, “Creating my own curriculum” meant that students can study any topic and gain credit toward that particular area. For example, for students who for years have wanted to study the culture, art, and music of Hawaii, in receiving an evaluation of their transcripts, if nine credits in the area of Humanities are missing, they can propose a half unit of study on art, culture, and music of that particular state, gain knowledge and credit, and feel fully accomplished and satisfied. For this category, Alumni responded, “It allows creativity, independence, and the ability to design a curriculum. Freedom to work on studies at own pace & time.” Current Students responded, “What I see as the strength of the ADP is the possibility it gives me to choose exactly what I want to learn and projects I like to work with.” Withdrawals responded, “ADP helps set up with what you want to study, and they tell you what you should do first.”

Finally, “Climate and atmosphere” meant that students felt bonded like a family while participating in the seminar, studying, and preparing for the next 6 months.” Alumni responded, “The way students are connected, it’s like you are part of a family.

Other students are more ready to assist. You can study at home and accomplish your goals. The wonderful people, both students and professors, everyone is willing to help you.” Current Students responded, “The student-faculty relationship, the bond exists throughout the year.” Withdrawals responded, “The interpersonal relationship during the seminar is great. I feel that everyone really enjoys being there. The experience was also very spiritual.”

## **Question 2**

The study asked: *What do you see as the weakness of the program?*

The main themes of this question were lack of communication, lack of contact and support from my study supervisor, and lack of organization.

For “Lack of communication,” Alumni responded, “Communication sometimes was poor from ADP staff to students.” Current Students responded, “Some professors can be overburdened with schoolwork, thus, causing communication problems. Better communication with other departments is needed. Lack of communication.”

Withdrawals responded, “Lack of staff to respond to students’ needs.”

For “Lack of contact and support from my Study Supervisor,” Alumni responded, “More regular contact with supervisor during course of study will be helpful.”

“Professors are busy with their regular class schedule, and additional time with ADP does not and did not give me the full satisfaction I wanted in the field I started out in. Frankly, I had to settle for a lesser degree because my advisor messed up.” Current Students responded, “My supervisor was in left field, never contacting me. I felt that, if he

didn't care, who else did? I never felt motivated to be a part of the school process." "It appears as though study supervisors take a 'hands off' policy with ADP students after the seminar is over. Very slow responses to email. Very little follow-up. Study supervisors don't get paid until they turn in the student's grade, and still it took an entire unit for me to get a grade from the study supervisor who told me about the policy of money-for-grade." Withdrawals responded, "Poor tracking and follow-up by study supervisors. Felt alone and discouraged at times," "For me who lived in the Caribbean where telephone bills were high and access to computers was limited, I did not experience high involvement from my study supervisors. Quite often I was frustrated because of insufficient guidance and feedback."

For "Lack of organization," they meant disorganization, particularly, with the program, preparation for the seminar and specifically, registration. Alumni responded, "I had a very difficult first few days. Registration and fitting everything into the tight schedule. Meeting all the appointments and getting through with the proposal. The stress level could be lessened." "Some disorganization needs more help." Current students responded, "The seminar time is too short. Therefore the programs are too rigid and stressful. The supervisors aren't there enough for the students." "Need for more professors. To register a unit proposal takes [too] long. Some supervisors do not allow for students to choose their topics or prepare their own topic proposal."

**Question 3**

The study asked: *In your judgment, what should Atlantic Union College do to strengthen the Adult Degree Program?*

The themes flowing through the responses were advertising, marketing, and promotion of the program; hiring more study supervisors; opening sites in other areas; preparing proposal and unit, and general.

For “Advertising, marketing and promotion of the program,” Alumni responded, “Develop a brochure with specific information on all aspects of the program inclusive of all the routes that can lead to the varying degrees. Appoint one person to work as a counselor during seminar. Provide this person with all students’ information so that the student can be given accurate guidance and therefore choose appropriate courses. I think this will greatly impact the program.” “Advertise more! I think more people should know about this. It’s great!”

Current Students responded, “I think more people should get involved with ADP. Marketing, marketing, marketing! Word of mouth is a good thing, but I would not have known about AUC ADP if someone who was there didn’t tell me. Send brochures to churches. Do a study finding out how many adults might be interested in visiting the campus who are interested in finishing a degree. Open houses.” In their judgment, Withdrawals did not believe that advertising, marketing, and promoting of the program were a priority. Thus, none of them responded in any way to this category.

For the category, “Hiring more study supervisors,” Alumni reported: “Use supervisors from other areas of the world,” “Get grades out faster; better communication

between adviser and students.” Current Students reported: “Pay the faculty more so they will want to participate fully,” “Perhaps hire more faculty so the few who participate won’t feel so overwhelmed,” “AUC should have a special budget for the program and employ more caring readers for ADP;” “Bravo ADP.” Withdrawals responded, “AUC could institute better guidelines for contact between study supervisor and the students. My supervisor did nothing to help me and as a result I did not return.” “Hire more personnel and make it more affordable.”

For “Opening sites in other areas,” Alumni responded, that we should “Have more outlets in other islands and countries.” Withdrawals responded that ADP might be “Offered at satellites through different regions. Churches can be used for the 10-day seminar”, “ADP could have sites in other areas in the USA as well as offshore. Have the tutors come to those sites at specific times. Students would come to campus only for formal presentation and graduation.” For Current Students, in this case, opening sites in another country or place was not a priority in their responses.

For “Proposal and unit preparation,” Alumni responded, “Offer prior preparation to new students before the first seminar that might consist of a packet that might include: sample proposal, ideas for units of studies, and tips that will make their first seminar less hurried and more productive,” “A more thorough briefing on the actual process before students come to AUC so they know what to expect, especially with unit preparation.” Current Students responded, “Assist students and teachers or supervisors in the areas of course outline, for example, on ‘What is a review paper, analysis paper, summary paper,

and so on”); “Once the student knows their study supervisor, the student should spend at least a one hour session with the study supervisor.” Withdrawals responded, “When being a student the first time through ADP, they should show the student what to do and how to do it. Guide them through the first year”; “More regularity & communication & supervising students’ work. I found it difficult getting thru to staff and felt like I had to chase staff around to communicate. I needed staff to call me independent of my needs for encouragement.”

In general, there were several responses that did not fall in any of these 10 categories; thus a general category was formed. For example, “Not much! For me as a student, I need a structured classroom, but AUC’s ADP is a great way to receive a college degree”; “Certain classes should not be allowed to be taken independently”; “Treat everybody equal”; Add more majors to give more options to students.”

### **Summary of Major Findings**

Several major findings are presented from this study. These are thought to have influenced decisions to enroll in, persist in, and complete the Adult Degree Program at Atlantic Union College.

*Factors that triggered ADP students to enroll include:*

1. The main “trigger” to enroll appears to be ‘having less demand of family members on family time’ and only in a moderated way.
2. Generally, there were no differences among the three groups with



regard to the type of triggers for enrolling in the ADP.

3. Receiving credit for prior learning experiences was a stronger “trigger” for Alumni than it was for Current Students and Withdrawals.

*Factors that influenced ADP students’ decision to enroll include:*

1. “Completing a degree” and “fulfilling an educational dream” emerge as strong factors that influenced students’ decisions to enroll in ADP, though slightly lower for those who have withdrawn from the program.

2. In general, there were no differences among Alumni, Current Students, and Withdrawals in factors influencing the final decision to enroll in ADP.

*Regarding the level of motivation to complete the program:*

1. The findings suggest that Alumni and Current Students had significantly higher levels of intrinsic motivation than withdrawals. In contrast, Alumni and Current Students had a significant lower level of a-motivation than Withdrawals.

*Institutional factors related to satisfaction with ADP students include:*

1. The findings suggest that, generally, Alumni and Current Students were satisfied with administrative services whereas Withdrawals were less satisfied.

2. The finding suggests that Alumni and Current Students were satisfied with academic supervision whereas Withdrawals were less satisfied.

3. With regard to mentoring, it was found to have taken place during the bi-annual seminars.

4. Four topics discussed during mentoring centered around “developing a proposal,” “developing a good bibliography,” “communicating with study supervisor,” and ‘persisting in ADP.’ However, students found these topics only moderately useful.

5. Less than half of the students found mentoring sessions to be beneficial.

6. Discussed topics were less useful for Withdrawals than for the other two groups.

*Factors that hindered or strengthened student resolve to complete ADP include:*

1. “Completing a degree,” and “fulfilling an educational dream” emerge as factors that strengthened students’ resolve to complete ADP.

2. On the other hand, “coping with the death of a loved one,” “change in marital status,” and “being a single parent” were the factors that hindered students’ resolve to complete ADP.

3. Factors that strengthened students’ resolve to persist in and complete ADP were significantly stronger for Alumni and Current Students than for Withdrawals. On the other hand, there were no differences among the three groups (Alumni, Current Students, and Withdrawals) with factors that hindered persistence in the ADP.

*Findings of the open-ended questions include:*

1. The strength of ADP lies in its flexibility and accessibility.
2. The weakness of ADP seems to be its weak communication with students.
3. Important factors suggested for ADP’s improvement were expanding marketing, adding more faculty, and increasing communication.

### **Conclusion**

This chapter presented analysis of the data from the sample of 134 students of the ADP at Atlantic Union College, from January 1997 to January 2004, and grouped by status as Current Students, Alumni, and Withdrawals. The following demographic information was presented for each participant: age, gender, marital status, country of residence, number of children, number of children in school and their grade levels, and those who are primary providers. The chapter also presented the results and analysis of the survey, the three open-ended questions, and the major findings of the study.

## CHAPTER 5

### SUMMARY, FINDINGS, DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

This chapter is divided into three major sections. The first section presents a summary of the research problem, the methodology used to elicit and report important information, and the purpose of the study. The second section presents findings, interpretation, and discussion regarding factors that have impacted adults' decisions to enroll and complete the Adult Degree Program. The final section gives recommendations for future research and for adult programs.

#### **Summary**

##### **Problem**

In 1972 the Adult Degree Program at Atlantic Union College was founded in response to demands by adult learners and in keeping up with new trends in higher education across the country. Since its inception, a comprehensive evaluation has not been done to ascertain ways in which institutional, personal, and family factors have influenced students toward degree completion, and the impact innovative practices in adult education have had on the Adult Degree Program with regard to accessibility and flexibility. The conceptual framework for this study was based on Beder's (1991)

concept of literacy education. He indicates, “Since adult literacy education is a voluntary activity, and since adults are responsible for their own actions, programs should be accountable to their learner’s goal” (p. 137). In addition, he suggests, it is individual need and motivation that induce voluntary learners to participate (p. 146). Beder (1991) further suggests:

The family may well be the most important social institution of all. . . . If adult literacy education were found to have a positive impact on social participation in general and on family relationships in specific, a strong rationale for the [adult] program would be provided. (p. 112)

This concept is based further on the understanding that internal and external forces (factors) impact adults’ decisions to achieve a desire or goal, in this case, to return to college and complete a degree (pp. 135-145).

### **Purpose**

The purpose of this research was to describe how the impact of institutional, personal, and family factors was related to goal completion of adults studying in the Adult Degree Program at Atlantic Union College. Specifically, the study examined:

1. What factors triggered students’ decision to enroll in the ADP at AUC versus a traditional program?
2. What factors strongly influenced students’ final decision to enroll in the ADP at AUC?
3. To what extent are students motivated to complete the ADP at AUC?
4. What institutional factors are related to ADP completion at AUC?
5. What factors hindered or strengthened students’ resolve to complete the ADP at AUC?

Students reported how certain factors influenced their decision to enroll in ADP and persist in the program, overcoming challenges and hurdles until completing the degree.

### **Methodology**

This study engaged descriptive quantitative research using a survey and a focus group. A questionnaire was developed and administered first to a small focus group composed of 16 people (3% of the total population), which included ADP Alumni, Current Students, and Withdrawals residing in the Atlantic Union College area. Upon receiving the questionnaire back, I analyzed, validated, and tabulated it; all responses and questions were restated.

The population was chosen from adults who had been enrolled in the program at some point from January 1997 to January 2004, comprising a total of 365 participants. Specifically, the questionnaire was administered to 160 ADP Alumni, 45 adults who had dropped out of the program without completing a degree, and 160 students who (at the time the questionnaire was administered) were enrolled. A copy of the questionnaire and a return-postage envelope were mailed to the targeted population during the month of April 2004. In total, only 134 adults answered and returned the questionnaire. Following this, the data went through a “clean up” phase, and a statistical analysis was performed using the SPSS software program.

Results of this study propose to support, add to, or present contrasting information to the already-existing literature on adult education. They can be used also to suggest policies and practices for improving services and instruction in adult programs. To achieve this end, a comparison One-Way ANOVA test was done to

compare the mean of the responses of the three groups. From their experiences and perceptions, I have learned the reason they have persisted or have withdrawn from the program.

### **Findings and Discussions**

Research Question 1 asked: *What factors triggered students' decisions to enroll in the ADP at AUC versus a traditional program?*

All three groups (Alumni, Current Students, and Withdrawals) considered that having fewer demands on family time was the main factor that moderately triggered ADP students to enroll in the program. This finding is consistent with Brown's (2004) referring to adults' challenges: "[The barriers adults] perceived were managing work, family, and school; finances, making difficult and unfamiliar decisions; and fear" (p. 54). Likewise Bialek (1998) notes this idea by indicating, "When explaining continuous enrollment challenges posed by their family, interrupters made few references to other influences that might have assisted them in negotiating these challenges" (p. 64).

The study shows that there were no differences among the three groups with regard to factors that triggered students' decision to enroll. When marketing the program, or enrolling and advising students, I have noted that these factors were less meaningful as triggers impacting students' decisions to enroll, complete, or withdraw from the program. The ability and opportunity to manage family, work, and study while being enrolled in the program were relevant triggers.

Receiving credit for prior learning as a means of advancing quickly through the program was found to be a significant factor that triggered students' decision to enroll. Ludden (1996) supports this finding:

To speed up the process of earning a degree, many adult students enroll in colleges and universities that have some program of prior learning assessments. Prior learning assessment is a fair, systematic way of recognizing learning outside the academic classroom. In addition, the student gains a feeling of self-worth by getting college credit for individual learning. (p. 101)

Similarly, Pearson (2000) also maintains that “completers of the prior learning assessment portfolio (PLA) process increase their estimated probability of persistence dramatically.” He further states, “Few interventions by adult educators can have as dramatic effect on persistence as the PLA portfolio process. Three fourths of eligible students who completed [a] PLA graduated versus 39% of those who did not” (Abstract).

Research Question 2 asked: *What factors strongly influenced students' final decision to enroll in ADP at AUC?*

“Completing a degree and fulfilling an educational dream” were strong factors, regardless of status (Alumni, Current Students, and Withdrawals), that influenced students' final decision to enroll in the ADP. Perhaps when they were young adults they had little opportunity, motivation, and facility to finish a degree. But later in life, realizing that having a degree is important, they have decided to do whatever it takes to acquire it. Kawachi (2000) supports the view that personal satisfaction is the most important benefit gained as a result of having earned a degree (pp. 46-62).

Kiely et al. (2004) state: “Adult [learners] bring a diverse combination of knowledge, experience, and independence to the classroom. Adult educators should work to ensure that adult learners participate as much as possible in the content, delivery, and evaluation of curricula, in a climate of mutual respect” (p. 21). Moreover, Wishniewsky (1996) indicates: “Motivation for enrollment in distance learning includes



career advancement, enhanced job performance and change of employer and knowledge acquisition” (Abstract). Carre (1999) supports this further by saying that “qualifications, professional status, type of training, course duration and organization had noticeable and combined effects on motives” (p. 3) for enrolling in a distance learning program.

The findings suggested that the mean was slightly lower for Withdrawals. Although their influences included “completing a degree and fulfilling an educational dream,” these goals were not strongly motivated. This is consistent with Beder (1991), when he states, “Motivation is the force which impels voluntary adult learners toward literacy education. When it is strong, adults can be expected to overcome the barriers to participation that life imposes. When motivation is weak, participation is highly unlikely” (p. 39).

There were no differences among the three groups in factors influencing the final decision to enroll in ADP. Again, I have noted that these factors were less meaningful in influencing their decisions to finally enroll in the program. The opportunity for students to be able to manage family, work, and study and at the same time be motivated to complete a degree and fulfill an educational dream were perhaps strong reasons for them to enroll in the ADP.

Beder (1991) suggests:

Conceiving motivation as demand recognizes that perceived need alone is insufficient to produce participation. Indeed, for demand for adult literacy to be positive, not only must potential learners “perceive” the need, but they must also *want* the education, *believe* that the provider can effectively supply it, and *prefer* the offering to any of its competitors. (p. 52)

Research Question 3 asked: *To what extent were students motivated to complete the ADP at AUC?*

The study shows that Alumni and Current Students experienced higher levels of intrinsic motivation than those who withdrew. Students were not so much extrinsically as they were intrinsically motivated to complete all seminar requirements, proposals, and units of study effectively and on time. ““The pleasure I experience while surpassing myself in my study,”” the item on the questionnaire chosen by almost all of the students, expresses their inner desire for learning.

This finding is consistent with Kawachi (2000), who states, “Personal intrinsic motivation may be educationally the most effective and most desirable. Personal motivation is fuelled by the student’s desire towards self-improvement” (p. 53). This type of motivation inspires “challenge, curiosity and fantasy,” according to Piaget (cited in Kawachi, 2000). In contrast, however, the study shows that intrinsic motivation was not a strong factor for those who withdrew from the program.

The study shows that Withdrawals had significantly higher levels of a-motivation than the other two groups. Adults, most of the time, are looking for opportunities to improve skills for their jobs, or to advance future goals. However, when adults present poor aptitudes in learning, not pursuing their own intellectual interests, this can be the result of several educational factors such as insufficient life experience, insufficient language skills, insufficient proficiency in technological skills, or institutional or cultural barriers, as well as social, economic, and political factors (O’Hara & Sellen, 1997). As Kiely et al. (2004) state: “Adult learners would be encouraged to share the responsibility for assessing their level of proficiency, choosing the content and methods of instructions to ensure greater relevancy and ownership, and sequencing learning activities appropriate to their knowledge and skill” (p. 21).

Research Question 4 asked: *What institutional factors were related to the ADP completion at AUC?*

Four institutional factors are related to completion. Administrative services were seen as the main factor for which students have expressed satisfaction. Students appear to be satisfied with the following administrative services: communicating important events to students, advising on enrollment requirements, taking requests to the ADP committee, providing relevant mini-courses for students during the seminars, advising on graduation requirements, and communicating in a timely fashion. These were the most relevant to the ADP students in helping them complete their studies. Students felt that these services provided important support from seminar to seminar and unit to unit, as they advanced through the program.

Nevertheless, those who withdrew were less satisfied. Chute et al. (1999) state:

Learner satisfaction is an important factor in the effectiveness of a distance learning program and for that reason should be a focus of program evaluation. Satisfaction with the media and processes that make up the learning environment is a major component in a student's willingness to continue in a program or participate in further distance learning activities. (p. 166)

Beder (1991) suggests that, "if recruitment messages and media were "differentiated" to appeal to specific group [adult learners] needs and motivation, recruitment would be enhanced. Likewise, if instruction were focused on specific needs and motivations greater numbers would participate and persist" (p. 145). Tracy-Munford (1994) supports Beder when she says that "it is the administration's responsibility to provide manageable resources to fit instruction to the needs and learning styles of adults and at the same time to make adult programs more like an activity for adults' participation, not merely school" (pp. 16 -17).

With regard to academic supervision, the study consistently shows that the study supervisor's attention and support impact students' decisions to persist in and graduate from the program. Students appear to be satisfied with the following aspects of academic supervision: assisting in proposal preparation, assisting in unit study and its completion, showing sympathy as they have encountered difficulties, evaluating and grading completed unit in a timely fashion, and encouraging and motivating. These activities were relevant to students in persisting and completing their degree. Henry et al. (2004) state, "We [study supervisors] address these concerns by providing reassurance and support through adequate counseling, positive reinforcement of their academic work and guidance and engagement for their ideas" (p. 48). Desmarais (2000) states, "Tutors [study supervisors] who are informed that a participant profile indicates that he or she is more likely to drop [a unit of study] could intervene more directly with one-on-one communication, which would provide encouragement for the participant to persist" (p. 30).

Mentoring (faculty to student or student to student) serves the purpose of improving academic success. It is the frequency of the mentoring session and the types of topics discussed that produce the results that are beneficial to students. As Perri Petruolo (1998) indicates:

The quality of mentoring was not related to a student's academic persistence, reenrollment, GPA, academic, or work self-concept. Instead, quantity of mentoring was found related significantly to a student's academic persistence and academic work self-concept. The results of the study indicate that frequency and quantity of informal student-faculty [student-student] contacts increased a student's academic persistence. (p. 2)

Perri Petruolo (1998) from the results of a co-relational study of undergraduate students in a community college, indicates that certain important issues are frequently

discussed in a formal mentoring program: (a) mentee's academic persistence during the course of the mentoring experience, (b) mentee's reenrollment the semester subsequent to the mentoring experience, (c) mentee's academic performance (GPA), and (d) mentee's academic work self-concept (Abstract).

The study shows that mentoring, which generally took place during the bi-annual seminars and centered around specific topics such as "developing a proposal," "developing a good bibliography," "communicating with study supervisor," and "persisting in ADP," was only moderately useful, with only half of the students finding the session to be beneficial. An explanation for this finding is that although the mentoring program was established in 1997, it was not until the year 2004 that administrators organized and implemented a training and follow-up program. Thus students who found the mentoring session beneficial perhaps received mentoring during that last year. In addition, it was also found that topics discussed were less useful for Withdrawals. During the seminar I have observed that students who are involved and fulfilling their requirements are the ones who ask questions, look for help, and try to meet deadlines.

Research Question 5 asked: What factors hindered or strengthened students' resolve to complete ADP?

The study shows that 'obtaining a degree and thereby 'fulfilling an educational dream' were factors that strengthened students' resolve to complete the program. Sewall (1984, as cited in Bialeck, 1998) indicates that adults enroll in college for the following three reasons: "(1) to develop a new career, (2) to have the satisfaction of having a degree, and (3) simply to learn" (p. 19). On the other hand, "being a single

parent,” “coping with the death of a loved one,” and “changing marital status” seemed to be major factors that have hindered the resolve of most adult students to persist in a program until completion. “Life circumstances” constantly influence decisions of family members to discontinue enrollment at a given educational institution.

Similarly Bialek (1998) asserts: “Tradeoffs and responsibilities, rather than encouragement and support, characterized the family situations of interrupters. Their family situations were similar to continuers— at least on the surface. They were single and married, in committed relationships and rebounding from break-ups, parents and non-parents” (p. 69). However, family situations, specifically providing childcare, were different for interrupters. Pearson (2000) supports this idea by saying that “life changes (such as divorce, childbirth, death or illness, and job change) influence the decision to enter higher education and the decision to leave” (Abstract).

Of a survey given to institutional staff asking what they think are the reasons students withdraw, Simpson (2003) reports, “Not surprisingly, they put much more emphasis on academic reasons for withdrawal, such as lack of preparedness, insufficient intelligence, lack of appropriate skills and so on” (p. 33). From the data analysis, three major factors—institutional, personal and family—were significantly stronger for Alumni and Current Students than for Withdrawals. Again, on factors that strengthened students’ resolve to persist in and complete the ADP, these were significantly stronger for Alumni and Current Students than for Withdrawals. Research done on students abandoning their studies even before beginning them, shows that:

Far too many were poorly informed about what they were in for and had little awareness of how to cope with the quite typical difficulties faced by home-study students’ time management and self-motivation. The difficulties included having to work independently with the support

of fellow students, working in non-supportive home environment, or simply lacking the basis skills (reading, writing, mathematical, and study skills) to cope with the quantity and levels of work expected. (Paul, 1990, pp. 79-80)

Finally, the study shows that there were no differences among the three groups in factors that hindered persistence in the ADP. Kemp (2002, cited in Simpson, 2003) states, “Personal characteristics such as motivation, self-efficacy, personality, attitude and maturation, combined with life circumstances and transitions were predictors of dropout in distance education” (p. 21). Moreover, in addressing the issues further, Simpson suggests, “These might be combined in some way into an important predictor of students’ persistence in distance education, which might be their resilience--their ability to cope with adversity” (p. 21).

### **Open-ended Research Questions**

Question 1 asked: *What do you see as the strength of the Adult Degree Program?*

In this study, flexibility and accessibility were seen as strengths of the program. The program is flexible and accessible enough that students can study at home and keep their full-time jobs. The residence requirement is only 2 weeks every 6 months, instead of 14 or 15 weeks long as in a traditional program. Programs that are forward-looking are flexible enough to address the varied and particular needs, goals, concerns, and demands of adult learners. In addition, Paul (1990) states:

As institutions committed to lifelong learning, open universities must do more than provide access and support. In every day, in every way, they must be passionate advocate of lifelong learning and do everything they can to help their students develop the attitudes and skills which will maximize their opportunity for it. (p. 94)

Galley and Hunter (1979) concurred, saying that institutions will definitely be benefited as they consider “reworking and adjusting the schedule to accommodate the adult learner, along with the creation of a unique mode of delivery in keeping with the proposed schedule and the adult learners’ external responsibilities and life style” (p. 15). Beard and Harper (2000) advanced the discussion by raising a supposedly widespread assumption about distance education, while at the same time supporting its ongoing need to be constantly flexible. They state that even though most distance education providers,

Distance education opportunities have brought the classroom from the university setting to the home, allowing students the privilege of pursuing a college degree without the inconvenience of actually traveling to campus for a course completion. Literally thousands of students are earning college degree with little or not traditional college participation and/or interaction with professors or other college students. (p. 658)

Hagevik (1998) suggests, “The most successful programs have clear expectations of partners, realistic outcomes, and flexibility to accommodate schedules and different learning styles” (p. 60).

Finally, Henry et al. (2004) suggest that a flexible delivery setting indicates strongly that institutions and/or the programs take seriously the needs of adult learners. In this particular university,

classes are offered on weekends, evenings and sometimes online. Class duration is three and half-hours a week, except when the course is taught as a conference, and then is spread over an eight-hour period on weekends. The course is organized as a single-instructor-taught class or as team-taught spread weekly over a fifteen-week semester or as a conference over four weekends or eight Saturdays or a combination. These various formats have been used frequently over the life of the program with a thrust toward active, experiential, technological, and collaborative methods of leaning. (p. 46)

In sum, flexibility and accessibility of the program are strong motivators for adults to return to college to fulfill their educational dream.



Question 2 asked: *What do you see as the weakness of the Adult Degree Program at AUC?*

The study shows that poor communication from faculty to students was the main weakness of the program. Communication with study supervisors takes place mostly while students are on campus, not much while they work to complete their units of studies at home. My experience with students presently enrolled in the program is that they complain for not getting a prompt response from their study supervisors, not receiving evaluated and graded units on time, and, while on campus during the seminar, not receiving the appropriate attention. This has become a serious challenge and a strong weakness of the program.

On the contrary, study supervisors' contact and support are very important for students to persist in the program. Keane and Stubblefield (1994) state, "An assumption underlying these criteria is that an educational experience requires two-way, communication between teacher and student" (p. 26). Likewise, Henry et al. (2004) state, "We [study supervisor] address these concerns by providing reassurance and support through adequate counseling, positive reinforcement of their academic work and guidance and engagement for their ideas" (p. 48). Again, students need these kinds of individualized support and attention from faculty.

Further, Husson and Waterman (2002) indicate: "Faculty members are required to show an understanding of presence in on-line teaching; i.e., in distance learning; students need to know that faculty are consistently responsive to their e-mails, to the forum, and to their work in the course" (p. 255).

Question 3 asked: *In your judgment what should Atlantic Union College do to strengthen the Adult Degree Program?*

The factors suggested in the study for improvement of the program were expanding marketing, adding more faculty, and increasing communication.

Research shows that effective marketing is an important strategy for improving and strengthening the Adult Degree Program. Beder (1991) suggests that promotion “is persuasive communication directed at stimulating participant. Nevertheless, there is a little evidence that promotion has had great impact on nonparticipation. He continues commenting that promotional effort, have lacked quality” (pp. 82-83). Nevertheless, if done well, recruitment, another area of marketing, should provide enough information to enable potential students to make an informed decision about enrolling.

Research has shown that adding more faculty to the program would not only lessen the teacher’s teaching load, and reduce the student-teacher ratio but would also provide more contact and support for students, thereby increasing communication between study supervisors and students. Maehl (2000) suggests:

Most regular faculty are employed on an overload basis, but occasionally some have adult assignments as part of their regular load. A number of programs have specially designated, continuing faculty for the adult degree program. This faculty usually plays roles different from those of traditional departmental faculty. Most commonly, adult program faculty are drawn from the regular faculty of the institution and, if necessary, are supplemented by part-time or adjunct faculty. (p. 275)

### **Conclusion**

Formal adult education became available at the right time in America’s educational and social experiences to provide opportunities for intellectual growth and development of a major portion of its population. It has served the purposes of inspiring

adult learners to become something in life, to reach their educational goals, perhaps latent for many years, and to be better equipped to assist and even educate others. Considering the many needs adults have, adult learning programs, especially the Adult Degree Program at Atlantic Union College, are an “oasis” where adults can begin to “quench” their thirst for learning and fulfill their educational dreams.

### **Recommendations**

The following recommendations are presented as guidelines for small, private colleges with a liberal arts degree program, which are interested in building an adult non-traditional program. The recommendations have resulted from the findings of both the analysis of the study and the survey of the literature.

#### **Recommendations for the Adult Degree Program**

1. Recognizing that learning is a lifelong activity, which occurs within and outside a structured educational setting, the ADP should endeavor constantly to upgrade its prior learning credit assessment strategies and instrument in order to better serve its students.
2. The Adult Degree Program should revamp and restructure the mentoring programs to emphasize more frequent and effective communication between mentors and mentees, and to discuss more topics of relevance and interest to mentees.
3. The Adult Degree Program should create and disseminate relevant informational materials and offer mini-courses that address ways students may cope and deal with family and personal issues, which normally detract them from persisting in a program of study and completing their educational goals.

4. Atlantic Union College should encourage increased participation of present faculty in contacting and communicating with students in the Adult Degree Program particularly during seminars. The addition of full-time faculty in the ADP should be considered.

5. The Adult Degree Program should retain its flexibility and accessibility, especially with regard to delivery and scheduling systems, and services.

6. Atlantic Union College should expand marketing endeavors for the program to create more awareness within local, national, and international communities, to find ways to develop better communication between the ADP office and its students in order to attract and retain more of them.

### **Recommendations for Future Research**

Studies should be done on:

1. The impact that institutional, family, and personal factors may have on attrition and retention rates
2. The impact these three factors could have on students' learning outcomes, such as GPA, research, reading and writing skills
3. The triggers that impact completion or drop out and whether they are consistent within different ethnic or socioeconomic groups
4. The factors that has hindered retention and completion of withdrawals
5. Factors that have impacted ADP students in completing a course of study in comparison with students in SDA colleges and universities in the USA to find out if the results are similar.

## APPENDIX

APPENDIX A

HISTORY OF THE ADULT DEGREE PROGRAM

April 5, 2004

Corina Parris  
PO Box 581  
South Lancaster, Massachusetts 01561

Dear Corina

**RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS**  
**IRB Protocol #:** 04-032                      **Application Type:** Original                      **Dept:** Education  
**Review Category:** Exempt                      **Action Taken:** Approved                      **Advisor:** Jimmy Kijai  
**Protocol Title:** Selected Institutional and Personal Factors related to Completion of the Adult Degree Program at Atlantic Union College

This letter is to advise you that the Institutional Review Board (IRB) has reviewed and approved your proposal for research. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form, after initiation of the project, require prior approval from the IRB before such changes can be implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research design designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Institutional Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (269) 473-2222.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,



Jessica Shine,  
Graduate Assistant  
Institutional Review Board  
Cc: Jimmy Kijai

**APPROVED**  
Office of Scholarly Research

Office of Scholarly Research  
(269) 471-6361 Fax: (269) 471-6246 E-mail: [irb@andrews.edu](mailto:irb@andrews.edu)  
Andrews University, Berrien Springs, MI 49104

ANDREWS UNIVERSITY  
SCHOOL OF EDUCATION  
Curriculum and Instruction Department

PERMISSION REQUEST

To: The Research and Rank Committee

From: Corina Polanco Parris

I am a doctoral student in the School of Education at Andrews University. Presently I am writing a dissertation on Adult Education at Atlantic Union College. The study I am proposing to do is quantitative in nature and follows a survey. My purpose is to examine institutional, personal and family factors related to goal completion within the Adult Degree Program at Atlantic Union College. Specifically,

1. What factors triggered students' decision to enroll in the ADP at AUC vs. a traditional program?
2. What factors strongly influenced students' final decision to enroll in the ADP at AUC?
3. To what extent were students motivated to complete the ADP at AUC?
4. What institutional factors were related to ADP completion at AUC?
5. What factors hindered or strengthened students' resolve to complete the ADP at AUC?

The data collection techniques will include a questionnaire administered to a focus group and the targeted population.

As a director of the program, I am convinced that during its 30 years of service towards of intellectual and professional in the growth of adult students, the program has yet to accomplish the following:

1. A comprehensive evaluation has yet to be conducted to ascertain the impact which factors influencing adult learners have had on the goal completion of ADP's enrollees
- And
2. A significant studies has not been done to see and understand then impact the colleges innovations and practices have had on the program and its accessibility and viability

Thus this study proposes to create and devise policies and procedures with regards to marketing and enrollment, structuring curricula and schedules and formulating modes of delivery. It will also assist educational administrators in creating innovative program design, carefully detailed to reflect the development and advancements of our days, space, clientele, and expectations for students and institutions.

Therefore, I am requesting your authorization to conduct the study in the ADP here at AUC. This study will be of great value to adult student here at AUC.

Thank you in advance for taking your time to help in this project.

Sincerely,

Corina Parris Polanco  
P.O. Box 581  
South Lancaster, MA 01561



March 9, 2004

Corina Parris  
Adult Degree Program  
Atlantic Union College

Dear Ms Parris,

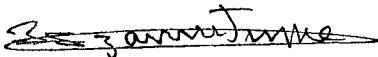
**Ref: Doctoral Research**

Your letter of February 25, 2004, the summary of your methodology and your instrument for your doctoral research were reviewed. According your methodology, you are targeting alumni, drop outs and current ADP population from January 1997 to December 2002.

I am pleased that you chose this study as it will provide information on how to improve the quality of our program. This letter authorizes Adult Degree Program office to give you the list of students enrolled during the time mentioned above. Keep in mind that the identity of the student must be protected as indicated in your instrument.

Wishing you all the success in your study and all the blessings from the Lord, I remain

Sincerely yours



Issumael Nzamutuma  
Vice President for Academic Administration.

## AUC's ADULT DEGREE PROGRAM

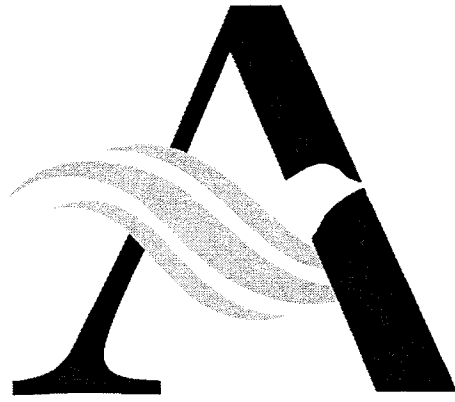
In July of 1972 a program began with five students and three faculty participating, designed for adults whose jobs and family life made it difficult for them to go to a conventional program on the campus. More than 350 students have since graduated from the Adult Degree Program, A significant number of them (probably 1/3<sup>rd</sup>) going on to graduate degrees of various kinds. Many have completed master's degrees, several have completed doctorates and there have been an assortment of law degrees, seminary degrees, and other professional preparation completed. The graduates of the ADP are usually enthusiastic about their college work, have formed lasting friendships from the Seminar experiences, and have done some impressive things after they have left us.

The program differs from the on-campus program in a number of ways:

1. Students work where they live, studying under the direction of a faculty supervisor, but coming to the campus for only two weeks at the beginning of each semester's work (which is done over a six month period.)
2. The Seminar they attend is intensive, requiring them to attend mini-courses, to go to presentations that conclude each completed unit of work, and to work with a study supervisor in preparing a proposal and a detailed outline of the next six-month study unit.
3. Their studies are organized into units of work that are equivalent to a full semester's work. They may be broken into sections that resemble courses, or they may be organized around one genuinely unifying topic, either broad in nature to provide substance, or sometimes in major units particularly intensive in the approach to a more limited subject. Some of the units resemble the kinds of work done in graduate research. Some are introductions to areas of study new to the student. All should be in scope and in quality representative of good quality college-level work.
4. The relationship of study supervisor to student is different from the relationship of conventional instructor to students in class. Study supervisors help students find resource materials; respond to rough drafts of papers, or to raise questions in logs of the study or in phone calls. They help the students to understand the skills needed in handling their materials. They encourage, evaluate, and help in every way possible. They do not teach. The student is responsible for organizing, carrying through on, and presenting his subject matter.
5. Although each unit is graded in the conventional letter-grade way, it is also evaluated verbally, allowing the supervisor to indicate strengths and weaknesses, and to comment on various parts of the unit's work, such as the formal presentation.
6. All units end with some kind of a presentation. One must complete a formal presentation with approximately 30 minutes for the presentation itself and 10-15 minutes for questions and responses. Units other than those concluding with a formal presentation include a symposium-type presentation or a fair (when there is a visual dimension to the study).
7. Although subjects like Education (because of certification requirements) organize students' work into units that are made up of segments that parallel on-campus courses, units in most areas are not limited to a list of courses that might appear in a class schedule. They are limited however only by the requirement that the content be college-level and by the resources and skills available to the student. Many ADP units tackle subjects and integrate field experience with subjects that are not available in the usual class schedule. (A present student is incorporating a study of the natural world of the Baja Peninsula with the college's trip there next March; another student did a humanities unit using the city of Boston as his classroom, studying architecture, art in the city's museum, the musical life of the city, and its rich literary heritage as his subject) In a sense, this college-without-walls opens up many varied possibilities, and ADP is probably at its strongest when these are used as creatively as possible.

APPENDIX B

ADULT DEGREE PROGRAM BULLETIN  
(2006-2008)



**ATLANTIC  
UNION  
COLLEGE**

**THE CORNERSTONE OF ADVENTIST EDUCATION**

**ADULT DEGREE PROGRAM**

General Bulletin

2006 - 2008

*QUALITY ALTERNATIVE EDUCATION SINCE 1972*



**Haskell Hall**  
(administration building)

**CONTACT INFORMATION:**

e-mail	<a href="mailto:adp@atlanticuc.edu">adp@atlanticuc.edu</a>
800-AUC-2030	(option 6)
978-368-2300	ADP Office
978-368-2514	fax
978-368-2275	Financial Services

**MAILING ADDRESS:**

Adult Degree Program  
Atlantic Union College  
PO Box 1000  
S Lancaster MA 01561

# ADULT DEGREE PROGRAM ATLANTIC UNION COLLEGE 2006 - 2008

THE ADULT DEGREE PROGRAM AT AUC . . . . .	5
Governance of the Program . . . . .	5
A Glance at AUC . . . . .	5
APPLYING TO THE ADULT DEGREE PROGRAM . . . . .	5
Eligibility . . . . .	5, 6
The Application Process . . . . .	6
PROGRAM REQUIREMENTS . . . . .	6
The Semi-annual Seminar . . . . .	6
Seminar Attendance . . . . .	6
Seminar Responsibilities . . . . .	7
Evaluation of Seminar Performance . . . . .	7
The Unit of Study . . . . .	7
Planning the Unit of Study . . . . .	7
Completing a Unit . . . . .	7, 8
Registration and Recording of Unit . . . . .	8
Application for Extensions and Incompletes . . . . .	8
Grading of the Unit . . . . .	8, 9
Transcripts and Records . . . . .	9
DEGREE REQUIREMENTS . . . . .	9
General Education . . . . .	9
Majors and Areas of Emphasis . . . . .	9
METHODS OF RECEIVING CREDIT . . . . .	9
Transfer Credit . . . . .	9
Prior Learning Credit . . . . .	9, 10
CLEP Exams . . . . .	10

DEGREES and PROGRAMS OFFERED . . . . .	11
Master of Education Degree . . . . .	11
Admission Requirements for the M.Ed. Program . . . . .	11
Baccalaureate Degrees . . . . .	11
Majors/ Post-Baccalaureate Teacher Licensure . . . . .	11 - 15
Majors in Special Studies . . . . .	15
Interdisciplinary Majors . . . . .	15
Minors . . . . .	15
 GRADUATION REQUIREMENTS . . . . .	 16
Minimum ADP Requirements . . . . .	16
Student Responsibilities for Graduation . . . . .	16
Graduation with Honors . . . . .	16
 FINANCIAL INFORMATION . . . . .	 17
Master in Education Tuition and Fees . . . . .	17
Baccalaureate Tuition and Fees . . . . .	17
Financial Aid . . . . .	18
Financial Aid Eligibility . . . . .	18
Satisfactory Academic Progress for Financial Aid Eligibility . . . . .	18
Satisfactory Academic Progress Scale . . . . .	18
Progress Review . . . . .	19
Enrollment Status. . . . .	19,20
Extension or Incomplete . . . . .	20
Veterans' Benefits . . . . .	20
Senior Citizen Discount & Students over 75 Years Old . . . . .	20
Committed to Succeed Aware . . . . .	20
Canadian Scholarships . . . . .	20
Additional Information . . . . .	20
 GENERAL POLICIES . . . . .	 20
Admission Policy. . . . .	20, 21
Moral Integrity . . . . .	21
Unsatisfactory Seminar Performance . . . . .	21
Refund Policy . . . . .	21
Financial Aid Refund Policy . . . . .	21
Withdrawing from a Unit . . . . .	21
Withdrawing from the Adult Degree Program . . . . .	21
The Adult Degree Program at AUC: A Final Word . . . . .	22

# The ADULT DEGREE PROGRAM at ATLANTIC UNION COLLEGE

## THE ADULT DEGREE PROGRAM

The Adult Degree Program (ADP) at Atlantic Union College (AUC) is based on two beliefs held by the college faculty: that many adults whose college work has been interrupted by marriage, work, military service, or other personal circumstances should have the opportunity of completing their degrees, and that there are many ways of doing reputable academic work other than being enrolled in on-campus courses. The program was founded in 1972 for adults who wish to complete degrees started years before, for college graduates who are changing professions, and for life-long learners.

## GOVERNANCE OF THE PROGRAM

The Adult Degree Program is governed by a committee of the faculty and supervised by the regular structural organization of the academic program at Atlantic Union College. The Vice President for Academic Affairs is the responsible administrator. The Program Chair represents ADP on the Academic Affairs Committee of the College, which recommends to the College faculty any actions that require faculty legislation under the policies of the Faculty Working Policy.

## A GLANCE AT AUC

Atlantic Union College is an accredited, coeducational, liberal arts/professional institution. As a part of the institution's academic programs, the Adult Degree Program is fully accredited. Founded in 1882 by the Seventh-day Adventist Church for the purpose of preparing trained workers for its worldwide organization, the college now educates students for many professions and occupations in the church, community, and the larger society. The campus welcomes qualified students who are interested in an education structured on Christian and liberal arts principles. The College draws its students from all over the world, encouraging a varied and cosmopolitan campus atmosphere.

## APPLYING TO THE ADULT DEGREE PROGRAM

### ELIGIBILITY

Students enter AUC's external degree program from widely varied academic backgrounds and locations. The program is open to anyone twenty-five or older who has a high school diploma or equivalent (including five GCE passes, CXC, or a GED certificate with no score below 50 in any subtest), who cannot attend on-campus college classes full-time, or who prefers ADP's individually designed program of study, and who can find time for at least twenty hours of study a week. ADP also recognizes that adults learn in many ways. Accordingly, in occasional circumstances and after a personalized review process, individuals who do not have a high school diploma (or the equivalent) but have demonstrated that they have the competencies required for college admission are admitted on a provisional basis. Applicants whose native language is not English must present a written test score of 550 or computerized test score of 213 on the Test of English as Foreign Language (TOEFL) or have passed College Writing 1 and 2 with a B or better. If English is not your first



language and you believe that you qualify for an exemption to the above policy, you may submit a written request for such a waiver.

Since the Adult Degree Program is a distance learning and independent study program, students are expected to be able to read and write intelligently and articulately. They are also expected to possess library and computer skills in order to access the resources available to them for their study. Persons who feel that they are able to meet these qualifications are encouraged to apply to the Adult Degree Program. Placement tests will be administered to ALL admitted students prior to registration.

All applicants to the ADP must present evidence that they are likely to succeed in this kind of program. Admissions will be made from the pool of qualified applicants.

#### THE APPLICATION PROCESS

An applicant to the Adult Degree Program should:

1. Fill out the APPLICATION FOR ADMISSION FORM from the ADP office. Include with it the requested personal essay.
2. Enclose with the application the non-refundable \$25 application fee.
3. Ask the high school graduated from and each college attended to send official transcript directly to the ADP office.
4. Send any other relevant documents (GED, CXC, or GCE certificates, CLEP or TOEFL scores) to the ADP office.

## Program Requirements

*(These requirements apply to both full-time & part-time enrollment)*

#### THE SEMI-ANNUAL SEMINAR

##### Seminar Attendance

ADP students come to the campus for a seminar at the beginning of each unit of study. Because so much else within the program is flexible and individual, *attendance at the seminars in January and July is mandatory*. Students spend a part of each seminar in discussion in highly concentrated courses that run for two hours a day, and in library work that involves them in the kind of study they will be engaged in during the following six months.

The courses are designed to help individuals who have been away from college for a time return to the study process, to give students who will otherwise be working in a solitary way an intensive group experience, and to open up ideas and topics that will suggest valuable areas of study to them.

The seminars give ADP students the opportunity to discover their own strengths and decide whether they can pursue an external degree successfully, and they give the faculty, who will work with students after they leave the campus, a chance to understand the students they will supervise. Students who are planning twelve-month units need not attend the seminar in the middle of their units.

Entering students come to a twelve-day seminar. Some of the continuing students come to campus for a nine-day seminar. The exception will be education students working toward certification who need either the Introduction to Teaching or the Measurement and Evaluation minicourse. Such students need to plan to be on campus for a full eleven days. Graduating students attend for one week.

## Seminar Responsibilities

Students arriving for a seminar will discuss with the ADP faculty and staff the kinds of units they wish to do during the following six months. Early in the seminar, they will submit tentative unit topics for approval. When these tentative topics have been approved, each student will be assigned a study supervisor, with whom he or she will work in preparing a proposal for six months of study. Each proposal will include: a method of procedure, a preliminary bibliography and list of other resources, a method for keeping in touch with the supervisor, a timetable giving deadlines for various parts of the work to be concluded, and the specific tangible products of the study. In addition to preparing a proposal, students are expected to participate in a minicourse, to attend the presentations of their fellow students, and to participate regularly in all of the other scheduled events of the seminar.

## Evaluation of Seminar Performance

A record of each student's seminar performance is kept as part of the evaluation of the unit begun (or in the case of graduating students, ended) at the seminar.

The evaluation notes:

1. Attendance and quality of work done in minicourses.
2. Attendance at a designated number of presentations.
3. Attendance at other scheduled seminar events.
4. Any exceptional or irregular aspects of the student's work.

## THE UNIT OF STUDY

### Planning the Unit of Study

A major part of the time during a seminar is spent in outlining a proposal for six months of study. Each six-month study project is called a "unit" and is equivalent to a full semester's work. Generally, a unit consists of 16 credits. However, a few professional areas are facilitated with units of 15-18 credits. A unit usually has a coherent, unified subject matter. No unit may be equivalent to more than 18 conventionally scheduled semester hours. Students may register for full units or half units. Within certain professional areas, the ADP committee will allow a unit to include up to 18 semester hours. However, such must receive the departmental recommendation.

When students enter the ADP, the program administration evaluates their past academic experience and determines the number of units required to complete a degree. Each unit's work begins with a seminar. The possibilities within a unit are open and flexible in most cases. Many students organize units of study that relate their theoretical study to their work or other experience. Some combine travel and study. The fact that they are not limited to courses being offered allows students to explore areas of academic significance that they would not be able to study in a more conventional program.

Study units may involve reading and research, practical on-the-job experience, or creative work. There are, however, agreed-upon standards for both substance and quality within the work of the units, which must be composed of intensive, college-level work requiring at least 20 hours a week during the six-month period of time. The work must result in evidence of extensive and well-handled subject matter. Faculty supervisors expect students to be able to read and to discuss difficult books intelligently and to write articulately. They also expect that individuals in the program will know how to use library and other resources and will have such resources available to them as they study.

### Completing a Unit

Having planned the unit, students return to their homes to work under the direction of their study supervisors. They keep in touch with their supervisors by mail, by tape recording, by phone, by e-mail, by fax and, wherever distances are not too great, by personal conferences. Free from the detailed breakdown of required courses, students are responsible for organizing large areas of study about which they genuinely want to learn. However, they must be self-disciplined enough to set deadlines and to find resources for themselves without relying on directives from their supervisors. They

may look at the study from many perspectives, find resource material, and look for interrelationships among academic disciplines as they pursue their study. Working as individuals under the direction of individual supervisors, they can relate what they are studying to their distinctive interests, needs and backgrounds.

After the six-month period, when students have finished their proposed units of work, they once again return to the campus for a seminar. At the seminar, continuing students will make either a group presentation, a fair exhibit of materials collected during their unit, or a 45-minute formal presentation. At least one formal presentation is required before graduation. Each student then chooses another study area, is assigned a new study supervisor, and begins planning the next unit.

#### Registration and Recording of Unit

Each unit, including any prior learning units, will be registered and recorded with the specific details of the sections within the unit clearly indicated, whether or not they may resemble conventional courses. Education units are given conventional course equivalents and hours of credit for each.

#### Application for Extensions and Incompletes

Although normally a unit is completed within a six-month period, sometimes students have emergencies, which make completion of units impossible. In such a case, a student must apply to the ADP Committee to receive an **Extension**. *Units may be extended beyond twelve months only under special circumstances and when reasonable progress has been made on the current unit.*

*M.Ed. and other 12-month units may be extended for one six-month period.*

Students who fail to complete their units in the time specified, but who are nearly finished, may, with the approval of their study supervisors, request an **Incomplete**. Their requests, directed to the ADP Committee, should explain the reason for the incomplete work and offer assurance that they can complete it in six weeks. They may not work on a new unit until the incomplete has been removed. Students who do not complete their units within the six-week period must request an extension and pay an extension fee. *Students who have federal student loans should be aware that an incomplete or an extension will jeopardize their status as half or full-time students.*

#### Grading of the Unit

Students must submit 75% or more of their work not later than three weeks prior to the beginning of the next seminar so study supervisors may grade the work and submit at least minimum grades in time for Academic Records and Financial Aid to verify both qualitative and quantitative satisfactory academic progress which determines the student's eligibility to register a new unit.

In addition to a letter grade, a 50 – 75-word evaluation of the student's work is written by the study supervisor. A unit is evaluated as outstanding, acceptable or marginal, and an appropriate letter grade is applied. In addition, the grade is recorded on the student's transcript.

Final authority for determining grades lies with the individual teacher. If a student believes that an error has been made in a grade, he or she may discuss the situation first with the teacher, then with the department chair, and finally, if necessary, with the Vice President of Academic Administration, within six weeks after the grade is received.

In addition, any student who requests review of a graded unit, will be charged a fee for such review.

Honor points per semester hour for each grade:

<i>A</i>	<i>4.0</i>	<i>C</i>	<i>2.0</i>
<i>A-</i>	<i>3.7</i>	<i>C-</i>	<i>1.7</i>
<i>B+</i>	<i>3.3</i>	<i>D+</i>	<i>1.3</i>
<i>B</i>	<i>3.0</i>	<i>D</i>	<i>1.0</i>
<i>B-</i>	<i>2.7</i>	<i>F</i>	<i>0.0</i>
<i>C+</i>	<i>2.3</i>		

*DG*—Deferred Grade

*I*—Incomplete

*W*—Withdrawal

### Transcripts and Records

All official records are kept in the Office of Academic Records. No transcripts are released until all financial obligations to the college have been met, and a written request from the student is submitted. The first transcript of a student's credits will be furnished at no cost to the student.

## Degree Requirements

The Adult Degree Program requires the equivalent of eight 16-credit units for a Bachelor of Arts or a Bachelor of Science degree. These units must meet the following requirements:

### GENERAL EDUCATION

ADP students are engaged in a program of study that is based upon liberal arts concepts. Although courses or subject areas are not specified, all degrees require the equivalent of one unit's work in each of the liberal arts areas: humanities, social science, science and mathematics, and religion.

### MAJORS AND AREAS OF EMPHASIS

In addition to the general education requirement in liberal arts, each student selects a major from those listed in this bulletin. (Some majors available in on-campus programs are difficult to pursue in an external degree program.) A minimum of two units (and up to three for some majors) must be completed in the area of the major. A few students may prefer a broad inter-departmental major, such as humanities or social science. Majors other than those listed must be arranged individually with the Adult Degree Program Committee, and will depend on the expertise and willingness of available faculty to supervise them.

## Methods of Receiving Credit

### TRANSFER CREDIT

English courses from non-English speaking countries are not transferable. Credit for non-remedial, college-level courses completed with a grade of *C-* or higher in any accredited college may be transferred to Atlantic Union College. Official copies of supporting records must be submitted. No credit will be given for transfer credit or correspondence work taken after starting in the ADP unless prior permission in writing is obtained from the ADP office.

### PRIOR LEARNING CREDIT

Credit may also be given to matriculated students for learning acquired through professional experience, or applied experience of many kinds, especially if it has been accompanied by study. The student applying for such credit will

prepare a portfolio that will describe precisely the nature and extent of learning. (Guidelines for preparing such a portfolio can be obtained at the semi-annual seminar.) A maximum of three units may be earned through prior learning experience.

*Prior learning portfolios must be submitted to the ADP office prior to registering for the final unit of study. If you intend to graduate in the summer, your portfolio must be submitted by the middle of November, or by the middle of April if you intend to graduate in the winter.*

#### CLEP EXAMS

Another way of acquiring credit in the ADP is by CLEP (College Level Examination Program) or other challenge exams. An adult who has not been in college for some time, but who has been reading, conversing, and making critical judgments may have learned a considerable amount. CLEP exams are one way of assessing that kind of learning. Official CLEP transcripts must be provided.

Students must notify the ADP Committee of their intention to take such tests, naming the tests. Notification will enable the committee to warn them before they spend money on tests for which they can receive no credit. A maximum of four units may be earned through CLEP exams or other tests verifying academic achievement.

Six hours of credit will be given for scores above the 70th percentile on the CLEP general examinations. Scores below the 70th percentile will not be given credit. Transfer students with more than 24 semester hours of college work will not be given credit for the CLEP general examinations. No credit will be counted toward major requirements. Credit will be given toward General Education requirements for up to half of the requirements in any single area. The remaining hours earned through CLEP will count as elective credit. Credit will not be awarded if the course has been taken previously (even if failed) or if the examination has been taken previously. (CLEP tests cannot be repeated.)

Credit will be awarded for scores above the 50th percentile on CLEP subject examinations and ACT examinations, unless the course has been taken previously. No credit will be given for Bible correspondence courses.



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## Degrees and Programs Offered

### MASTER OF EDUCATION DEGREE

The Master of Education Degree is available through the Adult Degree Program. This accredited graduate program is directed by the Education Department and the Adult Degree Program Committee and governed by the Graduate Council. The Master of Education degree program is designed to provide professional growth opportunities for educators.

This expansion of the on-campus graduate program removes the barriers of the rigid time frames of the traditional academic structure so that qualified educators can profit from graduate study. However, attendance at the three on-campus summer seminars is mandatory.

The curriculum is composed of study in the area of professional knowledge. Concentrations are available in School Administration and in Curriculum and Instruction.

### ADMISSION REQUIREMENTS FOR THE M.Ed. PROGRAM

- *Completed application*
- *An essay (3 to 5 pages - see application)*
- *Two letters of recommendation*
- *Official transcripts of course work leading to a baccalaureate degree from an accredited institution*
- *A minimum undergraduate G.P.A. of 3.00*
- *Satisfactory GRE General scores or approved equivalent*
- *For those without an under-graduate degree in education, the following prerequisites:*
  - Developmental Psychology*
  - Philosophy of Education*
  - Psychology of Teaching & Learning*
- *Competencies in writing, computer applications, and statistics*

### BACCALAUREATE DEGREES

Bachelor of Science and Bachelor of Arts degrees with various majors are available through the Adult Degree Program. Eight units are required which include general education and units within the major. The minimum requirement for a major in the Adult Degree Program is two units, except in interdisciplinary majors, or in areas where technical or professional requirements add to the amount of work necessary, in which case up to three units may be required. A number of areas do not list majors (biology, mathematics, chemistry, etc.) because of the difficulty of the work through an external degree program. However, when in individual cases such majors may be possible, the departments involved will outline a program for the student which will be submitted to the ADP Committee for approval. The approved program will be submitted to Academic Records. The following are requirements for the majors offered in the ADP:

#### Majors

#### BEHAVIORAL SCIENCE

##### *B.S. in Behavioral Science*

Three units, one unit will include an introduction to the following three areas – anthropology, psychology, and sociology. The remaining two units will be developed in consultation with the Behavioral Science adviser. At least one unit must be completed through Atlantic Union College.

**BUSINESS*****B.A. in Business Administration***

**Two units**, which must include accounting (1&2), law, business ethics, micro & macro economics, finance, management, marketing, human resources management, business policy and strategy, enterprise, and organizational behavior. General education units should include components of business math, statistics, computer science, and speech.

**COMMUNICATIONS*****B.A. in Communications***

**Two units**, to include work from each of the following three areas, the emphasis to be determined by the student's choice and needs, but no area is to be neglected.

- **Writing:** journalism, technical writing, creative writing, literature.
- **Technologies/Media:** radio and television, photography, layout, and advertising.
- **Oral Communication:** the ethics of persuasion, small group process, interpersonal communication, and public address.

**EDUCATION*****Early Childhood Education Minor***

**Two units:** Requirements for the early childhood license/certificate are two or more units of work under advisement by the Education Department, including work in the following areas: educational and developmental psychology, teaching exceptional children, methods of teaching, philosophy of education, health, religion and student teaching at the Pre-K/K and Grade ½ levels. In addition, the student must complete a major in English, Liberal Arts, or History. The general education and major units will include study in art, music, science, history, geography, and speech. Applicants who have already earned a baccalaureate degree will be required to complete licensure/certification requirements only.

Two ADP Seminar minicourses will be taken, Introduction to Teaching, which is offered during the January Seminars and Measurement & Evaluation, which is offered during the July Seminars. The student must complete 125 clock hours of documented field-based classroom experiences prior to the student teaching experience.

Students will apply for acceptance into teacher education after completion of one unit of study and the minicourse Introduction to Teaching.

***Acceptance into the Adult Degree Program does not guarantee acceptance into the teacher education program.***

Formal admission into the teacher education program, completion of all prepracticum courses, submission of a Prepracticum Portfolio, and passing scores on the Massachusetts Tests for Educator Licensure (Communication & Literacy, Early Childhood, and Foundations of Reading subtests), a 2.5 GPA and approval of the Application to Student Teach are required to do student teaching. Students doing student teaching outside of the immediate Atlantic Union College area will be expected to pay the travel and lodging expenses of the college supervisor for one full day of orientation and supervision plus any additional days needed for travel.

Students who complete all requirements and make the necessary applications will be recommended for Massachusetts initial licensure. Students who are members of the Seventh-day Adventist Church will also be recommended for basic Seventh-day Adventist certification under program approval.

Post-baccalaureate licensure programs are also available and in most cases can be completed in two or three ADP units. Applicants interested in completing a post-baccalaureate licensure program may contact the Education Department for more information.

***Elementary Education Minor***

**Two units:** Requirements for the elementary license/certificate are two or more units of work under advisement by the Education Department, including work in the following areas: educational and developmental psychology, teaching exceptional children, methods of teaching, philosophy of education, health, physical education, religion and student teaching at the elementary level. In addition, the student must complete a major in English, Liberal Arts, or History. The general education and major units will include study in art, music, literature, math, science, history, geography, and speech. Applicants who have already earned a baccalaureate degree will be required to complete licensure/certification requirements only.

Two ADP Seminar minicourses will be taken, Introduction to Teaching, which is offered during the January Seminars and Measurement & Evaluation, which is offered during the July Seminars. The student must complete 125 clock hours of documented field-based classroom experiences prior to the student teaching experience.

Students will apply for acceptance into teacher education after completion of one unit of study and the minicourse Introduction to Teaching.

***Acceptance into the Adult Degree Program does not guarantee acceptance into the teacher education program.***

Formal admission into the teacher education program, completion of all prepracticum courses, submission of a Prepracticum Portfolio, and passing scores on the Massachusetts Tests for Educator Licensure (Communication & Literacy, General Curriculum, and Foundations of Reading subtests), a 2.5 GPA and approval of the Application to Student Teach are required to do student teaching. Students doing student teaching outside of the immediate Atlantic Union College area will be expected to pay the travel and lodging expenses of the college supervisor for one full day of orientation and supervision plus any additional days needed for travel.

Students who complete all requirements and make the necessary applications will be recommended for Massachusetts initial licensure. Students who are members of the Seventh-day Adventist Church will also be recommended for basic Seventh-day Adventist certification under program approval.

Post-baccalaureate licensure programs are also available and in most cases can be completed in two or three ADP units. Applicants interested in completing a post-baccalaureate licensure program may contact the Education Department for more information.

***Secondary Education Minor***

**Two units:** Requirements for the secondary education license/certificate are two or more units of work under advisement by the Education Department, including work in the following areas: educational and developmental psychology, teaching exceptional youth, methods of teaching in the secondary school, methods of teaching reading, methods of teaching in the major teaching area as required, philosophy of education, religion, health, and student teaching at the secondary level in the area for which licensure/certification is being sought. In addition the student must also complete a teaching major in the discipline for which licensure/certification is being sought. Applicants who have already earned a baccalaureate degree will be required to complete licensure/certification requirements only.

Two ADP Seminar minicourses will be taken, Introduction to Teaching, which is offered during the January Seminars, and Measurement & Evaluation, which is offered during the July Seminars. The student must complete 125 clock hours of documented field-based classroom experiences prior to the student teaching experience.

Students will apply for acceptance into teacher education after completion of one unit of study and the minicourse Introduction to Teaching.

***Acceptance into the Adult Degree Program does not guarantee acceptance into the teacher education program.***

Formal admission into the teacher education program, completion of all prepracticum courses, submission of a Prepracticum Portfolio, and passing scores on the Massachusetts Tests for Educator Licensure (Communication &



Literacy and Content Area subtests), a 2.5 GPA and approval of the Application to Student Teach are required to do student teaching. Students doing student teaching outside of the immediate Atlantic Union College area will be expected to pay the travel and lodging expenses of the college supervisor for one full day of orientation and supervision plus any additional days needed for travel.

Students who complete all requirements and make the necessary applications will be recommended for Massachusetts initial licensure. Students who are members of the Seventh-day Adventist Church will also be recommended for basic Seventh-day Adventist certification under program approval.

Post-baccalaureate licensure programs are also available and in most cases can be completed in two or three ADP units. Applicants interested in completing a post-baccalaureate licensure program may contact the Education Department for more information.

### **ENGLISH**

#### ***B.A. in English***

**Two units**, to include the study of literature, composition, and linguistics, the emphasis to be determined by the student's choice and needs. One area may be emphasized, but there is not to be a neglect of the others. Included in the literary study will be literary criticism, an intensive study of a single author, and an introduction to literary scholarship.

### **HISTORY**

#### ***B.A. in History***

**Two units**, with work in the following areas: American, European and non-western histories, historiography, and research techniques.

### **PERSONAL MINISTRIES**

#### ***B.S. in Personal Ministries***

**Three units**, two to include the following areas: Pentateuch, Hebrew prophets, Daniel, gospels, epistles, Revelation, theological studies and Adventist heritage; and one to include the following areas: personal evangelism, role of the Bible instructor, chaplaincy ministry, and communication skills. Participation is required in one to the professional minicourse in exegesis and theology.

### **PSYCHOLOGY**

#### ***B.S. in Psychology***

**Two and one-half units** which include: introduction to psychology and the history of psychology; the study of developmental, abnormal, personality, and social psychology; psychological testing; counseling; statistics; and electives such as physiological psychology. A limited amount of practicum may be included in the major.

### **RELIGION**

#### ***B.A. in Religion***

**Two units**, which *must* include biblical and theological studies in *both* Old and New Testaments, and Adventist heritage. Participation is required during ADP seminars in one of the professional minicourse in exegesis and theology.

**THEOLOGY*****B.A. in Theology***

**Three units**, two to include the following areas: Pentateuch, Hebrew prophets, Daniel, gospels, epistles, Revelation, theological studies and Adventist heritage; and one to include the following areas: preaching, personal evangelism, chaplaincy ministry, and church administration.

At least one-fourth of the work in the social science unit for general education must be in the area of history of Christianity. Proof must be demonstrated of intermediate level competency in New Testament Greek. Participation is required in one to the professional minicourse in exegesis and theology.

***Majors in Special Studies*****INTERDISCIPLINARY MAJORS*****B.A. in Liberal Arts***

The intent of the Liberal Arts major is to provide a liberal arts degree with academic breadth. Five units: one in each of the four general studies areas (humanities, science and mathematics, social science, and religion) and one additional unit to be made up of either one half unit in each of two of the areas, or of a unit in a single area to be an area of emphasis.

Each of the general studies areas should include not only introductory work in the area, but also some work that requires introductory studies as a prerequisite. The specifics of what disciplines inside each area will be covered will be determined for each student individually.

***B.A. in Humanities***

**Three units**, to include work in at least two of the following areas: art, literature, music, and philosophy. One of the three units may be general and introductory.

***B.A. in Social Science***

**Three units**, to include work in at least two of the following areas: history, geography, political science, economics, and behavioral science. One of the three units may be general and introductory.

**MINORS**

Although minors are not required for graduation, they are available for those who request them from most departments offering majors through the Adult Degree Program. In most cases, a minor consists of one and one-half units developed by the student in consultation with the department concerned.

# Graduation Requirements

## MINIMUM ADP REQUIREMENTS

To qualify for graduation, at least two final units, including a half unit in the major and, if applicable, one quarter unit in any minors, must be taken within the Adult Degree Program. Students wishing to earn an additional major after receiving a degree or to add an additional degree must complete at least one additional unit of work. Credits awarded for prior learning experience may not be used to satisfy these requirements. The equivalent of eight 16-credit units are required for graduation from the Adult Degree Program.

## STUDENT RESPONSIBILITIES FOR GRADUATION

Graduation takes place in January, May and July. Only students who have completed all requirements for graduation will take part in the graduation service. This includes attendance and participation in a one-week graduation seminar. The responsibility for meeting the requirements for graduation rests primarily upon the student. In addition, the following regulations must be met:

1. Formal application for graduation must be filed on a form provided for this purpose at the time of registration for the final unit.
2. Official transcripts for high school and transfer credit must be received within six months after admission into the program.
3. A 45-minute Formal Presentation is required at least 6 months before graduation. In order to present, the student's study supervisor must determine him/her to be sufficiently prepared for the presentation. Following the presentation, the ADP Committee will vote the presentation outstanding, acceptable, or unacceptable (in which case a formal presentation must be made at a later seminar).
4. Participation in the graduation service is expected. Petitions for graduation in absentia should be made in writing to the Records Office not later than four weeks before commencement. Such a request will be granted only in a case of clear necessity. All financial obligations to the college must be met prior to the expected date of graduation.

## GRADUATION WITH HONORS

Students will be awarded their degrees with the following honors distinctions when they have attained the appropriate grade-point average.

<i>Cum laude</i> (with distinction)	3.50 – 3.74
<i>Magna cum laude</i> (with great distinction)	3.75 – 3.89
<i>Summa cum laude</i> (with highest distinction)	3.90 – 4.00
Departmental honors	3.5 in major fields
All transfer credit or courses taken at AUC must have an overall GPA of 2.75	

## Financial Information

### MASTER IN EDUCATION

#### TUITION & FEES

Effective 2005

\$220 – Per Credit Hour – (1<sup>st</sup> unit \$3,300; 2<sup>nd</sup> unit \$3,960)

50 – Late Registration Fee

150 – First Extension

300 – Second Extension

### BACCALAUREATE DEGREE

#### TUITION AND FEES

Effective 2005

Tuition & Fees per unit of study	\$ 4,200
Residence hall room charge per week	84 – per person (double occupancy) 150 – per room (single occupancy)
Cafeteria charges	200 – any unused portion refundable
Other fees	
Student Association	20 – per seminar
Graduation fee	50
Books and supplies per unit (estimate)	\$100-300
Late registration fee *	50
Fee for first extension or for 12-month unit	150
Fee for subsequent extensions	300
Fee per unit of prior learning credit	25% tuition
Challenge exam fee	\$50 per test plus 50% tuition
Student teaching	Travel expenses and/or accommodations for the college supervisor
* Monday after the seminar	

The college reserves the right to adjust rates should this be deemed necessary by the Board of Trustees.

There will be some additional expense, such as for books, supplies, and travel. Tuition and fees cover not only the expense of instruction and seminar sessions, but also include a small general fee that entitles the ADP student to use on-campus facilities such as the library. Students should plan to pay the total cost of tuition and fees at registration. If they are unable to do so, they should be sure to make early application for financial aid by completing a Free Application for Student Aid (FAFSA) and other required forms. They must contact the Student Accounts Office with their plan for payment well in advance of registration. MasterCard, VISA, American Express, and Discover may be used. When a second person in the immediate family enrolls, there is a 5% discount in the person's tuition, provided both persons are simultaneously and currently enrolled in the college full time. ADP students who enter the program with a Bachelor's Degree from Atlantic Union College already earned will pay one-half the regular on-campus rate for tuition rather than the published tuition rate for study toward additional undergraduate majors and/or teacher certification.

## FINANCIAL AID

### Financial Aid Eligibility

Financial aid awards are made for one academic year to recipients that are admitted to and enrolled in a degree or certificate program. Since most financial aid awards are offered prior to the start of an academic term they are based on a student's projected enrollment. A change in enrollment during the term may affect a student's financial aid award. Recipients of government aid must hold US citizenship, or a permanent resident visa, or another status acceptable by the Federal Department of Education. Students desiring aid must reapply each year; have a high school diploma or GED, and an acceptable ACT/SAT score on file in the Academic Records office. All students must make satisfactory academic progress toward a degree to receive financial aid.

Students enrolling at Atlantic Union College for the first time must have a minimum cumulative grade point average of 2.20 from high school or transfer credits to be eligible for all financial resources.

### Satisfactory Academic Progress Policy for Financial Aid Eligibility

This policy applies to all students who have established an academic record at Atlantic Union College. Federal regulations mandate that the College establish minimum academic standards to determine financial aid eligibility for all applicants. The policy includes a qualitative measurement, or grade point average (GPA), and a quantitative measurement which measures the percentage of credits earned compared to those credits attempted. Credits for classes withdrawn, repeated, or classes receiving an incomplete or deferred grade are counted in the quantitative credits. Satisfactory progress also includes remedial courses. Policies regarding these issues can be found in the academic policies section of the Atlantic Union College bulletin. Students must fulfill both parts of this policy to remain eligible for financial aid.

For any student enrolled in an undergraduate program, the maximum time allowed for completion of a course of study, for financial aid eligibility purposes, can not exceed 150 percent of the published length of the program measured in academic years, terms or credit hours attempted. For example, a student enrolled in a program which requires a total of 128 credit hours can not exceed a total of 192 attempted credit hours and remain eligible for financial aid.

### Satisfactory Academic Progress Scale

#### *QUALITATIVE*

Attempted AUC Credit Hours	Required Cumulative GPA
0 – 12	1.50
12 – 24	1.65
25 – 36	1.75
37 – 48	1.95
49 up	2.00

#### *QUANTITATIVE*

Attempted AUC Credit Hours	Required Credits Earned
0 – 24	50%
25 – 96	65%
97 up	75%

## Progress Review

Satisfactory progress is measured at the end of each semester to determine financial aid eligibility for the following academic term. A student who experiences a loss of financial aid eligibility may enroll for subsequent terms. To become eligible again for financial aid, a student must reach the appropriate level of progress. Financial aid eligibility will be reinstated following the term in which the student reaches the necessary academic standard. Students who lose eligibility may appeal to the Student Financial Appeals Committee for reinstatement once and must submit a plan for improvement.

ADP students may apply for financial aid under two federally sponsored programs: Pell Grant and Stafford Loan Program. A student must be currently registered for at least one half unit each term in order to receive the loan. Applications for a grant or loan are available from the Financial Aid Office and should be completed at least eight weeks prior to enrollment. Note the following definitions regarding these programs and registration requirements.

### Pell Grant

Students wishing to apply for a Pell Grant must:

1. Complete the current Free Application For Student Aid (FAFSA). This form must be sent to the federal processor for official processing (processing time is 4-6 weeks) or apply online at [www.FAFSA.ed.gov](http://www.FAFSA.ed.gov) (processing time is 1-2 weeks).
2. Submit a signed copy of your latest federal IRS tax return (also parents' if dependent); 1040, 1040A or 1040EZ, along with all tax schedules. *This must be sent to the Financial Aid Office, not the federal processor.*

### Stafford Loan

A first-time borrower of federal loans must complete a loan entrance session.

- B. Stafford subsidized loans – (*government pays all interest on loans while student is enrolled in school at least half-time*) are based on financial need and eligibility and will be determined upon receipt of the following:
  1. A completed Free Application for Student Financial Aid (FAFSA);
  2. A signed copy of the student's or parents' latest Tax Return; 1040, 1040A or 1040EZ along with all tax schedules, or a non-filer form if you are not required by the IRS to file taxes (this form can be requested from the Financial Aid Office);
  3. An independent (or dependent) verification form available from the Financial Aid Office.

Loan limits:

Freshman status –	\$1,312 first half of year & \$1,313 second half of year
Sophomore status –	\$1,750 per semester
Junior, Senior status –	\$2,750 per semester

- B. Stafford unsubsidized loan – (student is responsible for interest on loans even while enrolled in school, interest may be paid quarterly or be allowed to capitalize)

Loan limits:

Freshman, Sophomore status –	\$2,000 per semester
Junior, Senior status –	\$2,500 per semester

*Send all forms to the AUC Financial Aid Office.*

## ENROLLMENT STATUS

A student registered for a full unit over one six-month period is considered a full-time student for financial aid purposes. A student enrolled for a full unit over a twelve-month period is considered a half-time student. A half-time student may

defer loan repayment. A student registered for a half-unit during one six-month period is considered a half-time student each semester.

#### **EXTENSION OR INCOMPLETE**

An ADP student who receives an extension or incomplete is not considered enrolled unless registered in the next term for either a half unit or a full 12-month unit. The Financial Aid Office must notify the loan servicer if a student is not enrolled as such a student will enter their nine month “grace period” for their loans.

#### **VETERANS’ BENEFITS**

Veterans are eligible for benefits under the G.I. Bill. To avoid delayed payments, all paper work should be requested from the Veterans Affairs Office and completed two or three months in advance of attendance at the entering seminar.

#### **SENIOR CITIZEN DISCOUNT & STUDENTS OVER 75 YEARS OLD**

Individual who are 60 years up to 74 will receive a 50 % tuition discount for each ADP unit of study. Anyone 75 years or older will receive free tuition at AUC. The only stipulation will be that student must sign a release allowing AUC to use their experience at the college for public relations/marketing purposes.

#### **COMMITTED TO SUCCEED AWARD**

Adult Degree Program students may be eligible for a one-time \$1,000 scholarship to be applied to the following unit of study.

#### **CANADIAN SCHOLARSHIPS**

Canadian students who pay in full when they register a unit will receive a \$600 scholarship in lieu of the Par Value Scholarship offered to Canadian, full time, regular, day students.

#### **ADDITIONAL INFORMATION**

Any financial aid policy or procedure identified in the Atlantic Union College General Catalog may also apply to the ADP student. This includes, but is not limited to, verification, eligibility requirements, academic status, and any other responsibilities that may pertain to a financial aid recipient. An ADP term of six months is equivalent to one semester in the regular college program. Two ADP terms are equivalent to one academic year for financial aid calculation purposes.

## **General Policies**

#### **ADMISSION POLICY**

Entering students will take both reading and writing placement tests. Students who do not obtain a passing score on one or both of the tests will be required to take Literacy Techniques I and will only be allowed to register a standardized ½ unit designed to help them develop their reading, writing, and critical thinking skills. Continuing students who have already completed the standardized ½ unit will also only be allowed to register a ½ unit until they have passed both tests. On the reading placement test, a student must obtain a minimum score of 12. Students who score below 12 will be required to retest at the following seminar in order to remain in the Adult Degree Program. Students who fail to pass a

second time must decide whether to take the tests a third and final time. *Students who do not obtain a passing score on the third exam will not be allowed to continue in the program.*

### **MORAL INTEGRITY**

AUC has a strict code of moral and academic integrity which includes but is not limited to the following definition of plagiarism:

Intentionally or knowingly presenting as your own the concepts, ideas, creations, designs, or words of another.

Improper use or omission of quotation marks and citations.

Failure to provide citations for any borrowed materials, including paraphrased material.

Any student caught engaged in intentional academic dishonesty will receive an F in the section of the unit involved. There is no appeal for this action.

### **UNSATISFACTORY SEMINAR PERFORMANCE**

Students who receive an unsatisfactory grade for a seminar mini-course must take two mini-courses the following seminar. If the unsatisfactory grade was for Literacy Techniques I or II the course must be repeated the following seminar.

### **REFUND POLICY**

Students must withdraw from the college officially in writing to be eligible for a refund. If this is done during the first two weeks, there will be a charge of \$150 a week. After the opening seminar through the third month, there will be a two-thirds refund. After the third month, there are no refunds. Any student carried by a study supervisor through the entire unit, even if the student does no work at all, will pay the full tuition for the incomplete unit.

### **FINANCIAL AID REFUND POLICY**

A pro-rata refund calculation is required for any ADP student who is enrolling in the program for the first time, and withdraws on or before the 60% point of the enrollment period. Federal law defines the appropriate amount that must be returned to any financial aid program(s) before any refund distribution is made to the student. Priority for any financial aid refund is given to loan programs followed by Pell Grant. Alternative refund calculations will be used for students who withdraw prior to the end of an academic term.

### **WITHDRAWING FROM A UNIT**

If a unit is not completed after one and one-half years, and a special extension is not recommended, the study supervisor may choose to grade the portion of the unit completed if it is no less than  $\frac{1}{4}$  unit. If less than  $\frac{1}{4}$  of the unit is completed, a grade of W will be recorded for the unit. The student may choose to attend the next seminar and begin a new unit of study.

### **WITHDRAWING FROM THE ADULT DEGREE PROGRAM**

Students who wish to withdraw from the Adult Degree Program must inform the ADP Committee in writing. Students may also be withdrawn from the program by vote of the ADP Committee if (1) any given unit has not been completed after one and one-half years, (2) a special extension is not recommended or granted, and (3) the student has not contacted the ADP once to request special consideration for an extension.



The  
ADULT DEGREE PROGRAM  
at  
ATLANTIC UNION COLLEGE

*A Final Word .....*

*The college degree earned through the Adult Degree Program makes possible new jobs, new meanings in old jobs, graduate study and new professions.*

*However, students testify that the ADP has meant more than these things to them. They re-enter a world of ideas and expanding horizons, find delight in the challenge to mind and spirit resulting from their work, and make friendships during ADP seminars that extend beyond their college work.*



**ADP fosters multiculturalism**

## ACCREDITATIONS AND MEMBERSHIPS

Atlantic Union College is accredited by the New England Association of Schools and Colleges, a nationally recognized, non-governmental organization whose affiliated institutions include elementary schools through collegiate institutions offering post-graduate instruction.

**Atlantic Union College is also accredited by:**

Board of Regents of General Conference of Seventh-day Adventists  
Council on Social Work Education Massachusetts Department of Education National League for Nursing

**Atlantic Union College is a member of:**

American Association of Colleges of Nursing  
American Association of Higher Education  
Association of Collegiate Business Schools and Programs  
Association of Governing Boards of Universities and Colleges  
Association of Independent Colleges and Universities in Massachusetts  
Massachusetts Association of Colleges of Nursing  
Massachusetts Association of Colleges for Teacher Education  
National Association of Foreign Student Affairs  
National Association of Independent Colleges and Universities  
National Association of Schools of Music  
National Collegiate Honors Council  
National Commission for Cooperative Education

**Atlantic Union College is approved by the Massachusetts Department of Education and the North American Division of Seventh-day Adventists to offer teacher licensure/certification programs as follows:**

- ❖ Early Childhood Education
- ❖ Elementary
- ❖ Secondary
  - Biology
  - English
  - History
  - Math – Post baccalaureate only
  - Music
  - Religion
  - Spanish – Post baccalaureate only

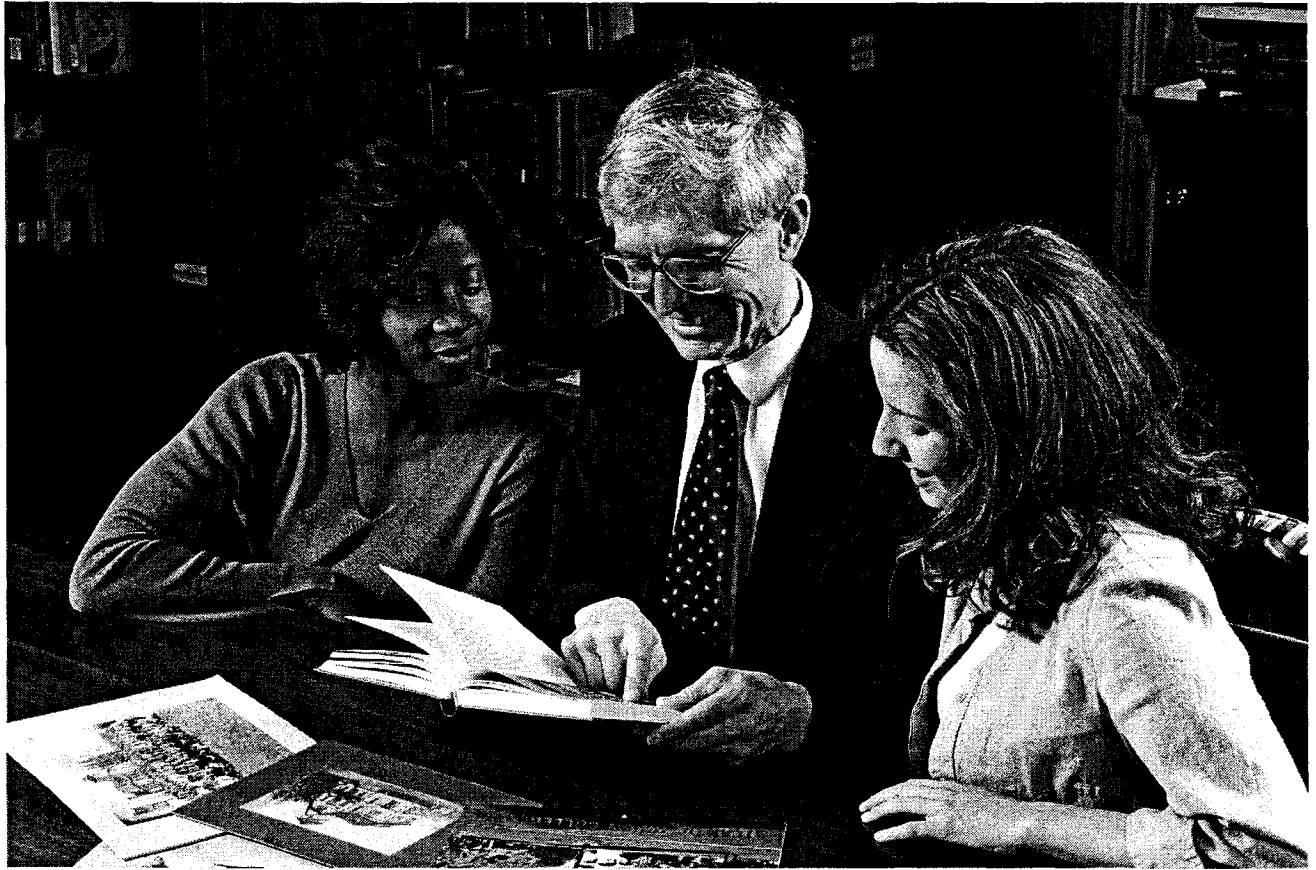
**Atlantic Union College is approved by the Commonwealth of Massachusetts to grant the degrees of:**

- ❖ Bachelor of Arts
- ❖ Bachelor of Music
- ❖ Bachelor of Science
- ❖ Master of Education

Atlantic Union College is authorized under Federal law to enroll non-immigrant alien students.

## INFORMATION SUBJECT TO CHANGE

*The college reserves the right to modify the regulations and policies in this bulletin, as it deems appropriate.*



**Dr Myron Wehtje, an ADP pioneer**

**CONTACT INFORMATION:**

E-mail	<a href="mailto:adp@atlanticuc.edu">adp@atlanticuc.edu</a>
800-AUC-2030	(option 6)
978-368-2300	ADP Office
978-368-2514	Fax
978-368-2275	Financial Services

**MAILING ADDRESS:**

Adult Degree Program  
Atlantic Union College  
PO Box 1000  
S Lancaster MA 01561

APPENDIX C

IMPLEMENTATION OF THE INNOVATIONS AND CHANGES  
(1997-2004)

## TRAINING FOR MENTORS ONLINE

**INTRODUCTION (Ideas and suggestions come from the literature on Mentoring: specifically from Gabraith & Zelanak, Dasher, Ash, Scandura, Turban& Dougherty & Allen. These are people who write extensively on mentoring.**

Mentoring is seen as a dynamic and interactive process that occurs within phases of an evolving experience for the mentees and mentor. A mentoring relationship has been defined as a “transactional process” and a “tool to enhance learning, [which] can be found in a variety of settings” (Gabraith & Zelanak)

Recently, organizations across the country have seen the need for implementing mentorship programs to address the various needs of their personnel. Two important practices are to mentor new workers who are beginning to find their way around the organization and older workers as a motivational tool toward career success.

With relation to career success, “mentoring relationships offer a number of important career benefits to the “protégé”. Individuals who are mentored report higher levels of overall compensation, career advancement, and career satisfaction” (Dreher and Ash 1988,p.525-535; Fagenson 1989, 309-320; Scundura 1992, 169-174; Turban and Dougherty 1994; p. 688-702).

In today’s turbulent business environment, mentorship relations and programs that are well organized and targeted to assist especially new employees, can be a key strategy for enhancing employees individual growth and learning, for developing confidence in and knowledge of the goals and mission of the enterprise, as well as helping them to adapt to needed changes (Allen, 1999,p.59).

Bragg (1989) points out that many organizations are using methods to implement formal mentoring programs in order to foster career development. These organizations have noticed the many benefits, thus, 1/3 of the major companies have formal mentoring program (p.54-59). In Addition, many organizations that did not have a program in place are planning to develop one within the next three years.

With regard to colleges and universities, is there a need for mentorship program and how do they view it? Colleges and universities have also seen the need and have become aware of the challenges of establishing formal mentoring programs for their new faculty, but more importantly, for the unique and diverse population of students they serve. It has been researched and proven that a formal mentoring program is effective in improving academic success, helping students' progress in a timely fashion towards completion of their many goals, including graduation.

There are at least five characteristics an effective mentor should posses. But before we talk about these characteristics, let's make sure we are on the same page with relation to the definition and purpose of mentoring in a college setting. **What would you say is a clear and concise definition for: purpose of mentoring?**

(How is this seen and understood in the field of nursing?)

1. Definition: According to Gabraith, Mentoring is defined as a transactional process and a tool to enhance learning.

2. Purpose: The purposes are to motivate and assist, toward success and satisfaction, enhance individual growth and learning and developed confidence in and knowledge and mission of the enterprise, and help adapt to changes. (How is this seen and understood in the field of nursing for example?)

CHARACTERISTICS

1. Patience (read on page 3, 1<sup>st</sup> par.) How do these apply to ADP?

a. **Anxiety**

Nature of delivery

Non-traditional classroom structure

Theme based (not fully subject based)

Brainstorming and proposal development

2. **Enthusiasm** (pages 3&4)

a. Positive reinforcement

a. Encouragement for each goal achieved

b. Extrinsic motivation

c. Praise at times

3. **Knowledge** (pg 4)

a. Seminar requirements

Required presentations

Other required and non-required activities

Extensions policies

Building and offices tour

b. Knowledge of procedure

Registration

Orientation

Understanding the schedule

Announcement at morning convocation

- c. Do not interfere with proposal suggestions given to mentee by study supervisors. If mentee needs to make changes in their proposal refer them back to their study supervisor.

#### 4. Sense of Humor (read p.4)

I will read p.1 par. 3 from **Reframing Mentoring** by Beverly Kaye and Betsy Jacobson. “MENTORING IS NOTHING NEW IN ORGANIZATIONS THAT WANT TO NATURE AND GROW THEIR [STUDENTS] TALENT. PROTÉGÉS OBSERVE, QUESTION, AND EXPLORE; MENTORS DEMONSTRATE, EXPLAIN, MODEL. SOME MENTORS SHARE AND FACILITATE; OTHERS NEVER FORGE RELATION OF VALUE”

#### 5. Respect (read p.4-5)

- a. Be open minded and flexible
- b. Be honest
- c. All information you give and skills you demonstrate must be reliable and effective
- d. Have effective library skills
- e. Well developed Computer access information



## Guidelines for Adult Degree Program Mentors

*I'm interested in becoming a mentor. What are the eligibility requirements?*

- Students are eligible to serve as mentors after they have attended at least two ADP seminars.
- In addition, students must maintain a minimum 3.0 grade point average, and be on-track to complete the unit for which they are currently registered prior to the seminar.

*If I volunteer to become a mentor, how will it affect my own seminar plans?*

- You should arrive as early as possible on (or before) the Sunday prior to the beginning of the seminar, in order to welcome new students and to help familiarize them with the campus.
- You should also plan to register early, in order to assist entering students with the registration process. (This means that any financial documents should be sent to the Financial Aid and Student Accounts offices in advance.)
- It is also necessary to keep in mind that if you become a mentor, you need to be available during the entire two weeks of the seminar, regardless of whether you have graduated or have finished registering your unit before the end of the seminar.
- Please note that attendance at a training seminar for mentors, which will take place on Monday, the registration day, in the ADP Committee Room, is required.

*What are my responsibilities during the seminar?*

- You need to be available from the very beginning of the seminar—welcoming students in the dorms and helping them find their way around campus, assisting them with registration, etc.
- At least once a day, you should make contact with your mentees in order to find out if they are having any difficulties, and to see if you can be of assistance. After each time you meet with your mentees, you should log the time spent with them.
- As a mentor, you should make a special effort to be available to help your mentees just before draft and final proposals are due. However, please note that you should not advise a mentee to make changes to the requirements that the student and his/her study supervisor have agreed upon.
- Attend the Sharing session on Friday the first week of the seminar.

*What are my responsibilities after the seminar?*

- Keep in contact with your mentees at least once a month, in order to encourage and motivate them, and to assist them as needed.
- Be willing to pray with or for your mentees, if necessary.

Atlantic Union College  
 Adult Degree Program  
 Mentee/Mentor Evaluation  
 July 2005

**A. Please Circle the Appropriate One.**

1. My mentor is usually available	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
2. My mentor understand his/her role	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
3. My mentor has clear knowledge & is able to answer questions	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
4. My mentor has daily contact with me	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
5. My mentor is competent to assist with aspects of a proposal	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
6. My mentor goes out of his/her way to help me	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
7. I attend the mentorship session (s)	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>
8. The program provided me with the resources I needed	<b>Always</b>	<b>Usually</b>	<b>Sometimes</b>	<b>Seldom</b>

**B. Answer the Following Questions.**

1. State any additional concern or questions you might have.

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2. Would you like to be a mentor? Why?

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3. Do you have any recommendations for your mentor?

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4. What aspect of the program have been the most productive for you?

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**ATLANTIC UNION COLLEGE  
Adult Degree Program  
PLC Evaluation Rubric**

Student: \_\_\_\_\_

**Please write the appropriate points accordingly.**

**Up to 100 Points (1-3=Poor)(4-7=Regular)(8=Good)(9= Excellent)(10= Outstanding)**

- \_\_\_\_\_ – Exemplary development of ideas
- \_\_\_\_\_ – Portfolio work shows proper organization
- \_\_\_\_\_ – Submission requirements fulfilled
- \_\_\_\_\_ – Sufficient reference, artifacts and support materials
- \_\_\_\_\_ – Uniqueness and creativity involved
- \_\_\_\_\_ – Effective communication
- \_\_\_\_\_ – Depth of presentation
- \_\_\_\_\_ – Narrative presented in a scholarly fashion
- \_\_\_\_\_ – Paragraph format appropriate
- \_\_\_\_\_ – References very strong and relevant

Total Points Recommended \_\_\_\_\_

Approval \_\_\_\_\_ Needs Improvement \_\_\_\_\_ Not Recommended \_\_\_\_\_  
(80-100 Score) (40-79 Score) (10-39 Score)

Faculty Reader: \_\_\_\_\_  
Signature Date

PLCportfolioeval

**Schedule of Assignments for First Half Unit  
(For Entering Students)**

July 31	Ruggiero Ch. 1; Gardner (Freud)
Aug. 7	Ruggiero Ch. 2; Gardner (Einstein + Interlude 1)
14	Ruggiero Ch. 3; Gardner (Picasso). View Picasso artwork (in gallery/ online)
21	Ruggiero Ch. 4; Gardner (Stravinsky + Interlude 2) Listen to Rite of Spring.
28	Ruggiero Ch. 5; Gardner (Graham) <b>Topic choice</b> for research paper
Sept. 4	Ruggiero Ch. 6; Gardner (Gandhi) Review Clines + Cobb 1-1; begin search
11	Ruggiero Ch. 7; Gardner (Conclusions)
<hr/>	
18	<b>Working Bibliography</b> due. Cines and Cobb 12-26; 49-57, 64 bottom
25	<b>Annotated Bib. And preliminary thesis</b> due. Clines + Cobb 27-48
Oct. 2	<b>Research paper</b> due. Clines and Cobb 58-64
9	<b>Revised Research Paper</b> due.
<hr/>	
16	Spore Ch. 1 (Introduction). <b>Creative Project Proposal</b> due
23	Spore Ch. 2(Pictures).
30	Spore Ch. 3(Sculpture). <b>Revised Proposal</b> with Bibliography/details due.
Nov. 6	Spore Ch. 4(Music).
13	Spore Ch. 5(Theatre).
20	Spore Ch. 6(Cinema).
27	Spore Ch. 7(Dance).
Dec. 4	Spore Ch. 8(Landscape Architecture). Project Presentation and feedback
11	Spore Ch. 9(Architecture). Project Presentation and feedback
18	Spore Ch. 10(Literature). Project Presentation and feedback
25	Hurray!

\*Students will write summaries and critical responses to the reading on our email listserv, taking turns presenting the initial kick-off summary and analysis, to which the others will respond.

\*\*Ruggiero and Clines + Cobb include exercises and self-tests, which should be completed (and then may be discussed online via email).

\*\*\*The readings in Gardner and Spore will also be supplemented with visits to websites as well as to galleries, concerts, plays, etc. Each student will be asked to write a review of

three such (offline!) fieldtrips in keeping with three of the chapter categories in Sporre.  
(This is in addition to the visits and work involved in the student's own creative project.)

\*\*\*\* The completed Creative Project will include a written introduction and analysis of the student's own creative process.

\*\*\*\*\* The above assignments may be supplemented at any time (preferably as early on in the unit as possible) with reading and exercises in Ellsworth and Higgins as student's written work shows that such special attention is necessary.

ADP Seminar: January 2005  
Formal Presentations  
Registration Sheet

**PRINT NAME:** \_\_\_\_\_ **SIGNATURE:** \_\_\_\_\_

Class Status (circle one):      Entering      Continuing      Graduating

Entering choose 4                  Continuing choose 3                  Graduating choose 3

Intro. to Teaching students choose 2

**FOLLOW INSTRUCTIONS ON ATTACHED SHEET**

**Wednesday, January 5, 2005:**

**11:15 a.m.:**

1. "An Overview of Vision and Visual Perception with Optical Illusions." **Aimee Alfke.** Purdon Auditorium

**4:15 p.m.:**

2. "Fathers – How Important Are You?" **Yvonne Ferris-Calliste.** Purdon Auditorium.

**Thursday, January 6, 2005:**

**11:15 a.m.:**

3. "Health Promotion and Disease Prevention Among the Elderly." **Martha Gordon.** Purdon Auditorium.

**4:15 p.m.:**

4. "Coping With Stress." **Jerry Modeste.** Founders Hall, Room 1.

**Friday, January 7, 2005:**

**11:15 a.m.:**

5. "What Changes Has the Canal Produced in Panama?" **Debora Amaro.** Purdon Auditorium.

**Monday, January 10, 2005:**

**11:15 a.m.:**

6. "Music, I Can't Keep From Dancing." **Heather Anderson.** Purdon Auditorium.

**4:15 p.m.:**

7. "The Impact of Whabism on Women." **Elisabeth Hughes.** Purdon Auditorium.

**Return your completed form to the check-out station. You will be given appropriately numbered tickets for the presentations you've selected. If there are no seats available in a presentation you've chosen, you will have to make another selection.**

**TURN PAGE OVER**

INSTRUCTIONS FOR  
FORMAL PRESENTATION REGISTRATION SHEET

**Entering students** must choose and attend 4 formal presentations.

**Continuing students** must choose and attend 3 formal presentations.

**Graduating students** must choose and attend 3 formal presentation.

**Education Majors PLEASE NOTE:**

**If you are taking Intro. to Teaching mini-course, you must choose two (2) from the afternoon time slots only. If you are not taking this course, you must attend three (3) formal presentations.**

**ALL STUDENTS:**

Print and sign your name clearly and legibly in the appropriate spaces on the registration sheet as indicated.

Circle your class status. Note the number of formal presentations you are required to attend.

Circle the number beside the selected formal presentation that you wish to attend. Be sure to choose only 1 formal presentation per time slot. (Be aware that if a formal presentation is filled to capacity, you may be asked to choose another presentation from those available).

**!!!IMPORTANT: BE SURE TO MAKE ONLY 1 SELECTION PER TIME SLOT!!!**

Take the completed registration form to the check-out station.

Formal Presentation tickets will be distributed to **Continuing and Graduating students** on **Tuesday, January 4 between 10:30 a.m. – 12:30 p.m.** on the 2<sup>nd</sup> floor of the library near the ADP office.

Formal Presentation tickets will be distributed to **Entering students** on **Tuesday morning** at the **ADP Entering Student Orientation session**.

**Education students** who are taking *Intro. to Teaching* can pick up their ticket packets on **Tuesday, January 4 from 2:00 p.m. – 3:30 p.m.** on the 2<sup>nd</sup> floor of the Library near the ADP office.

**ALL STUDENTS: YOUR LAST CHANCE TO GET YOUR TICKETS WILL BE ON TUESDAY, January 4 FROM 5:00 p.m. – 6:00 p.m., IN THE LIBRARY (SECOND FLOOR).**

**Atlantic Union College  
Adult Degree Program  
Formal Presentation Evaluation Rubric**

Name of Presenter \_\_\_\_\_ Title of Presentation \_\_\_\_\_

Please print the appropriate number, then add score

CATEGORY	POOR	AVERAGE	GOOD	EXCELLENT	Score
<b>Demonstrates Understanding of the Topic</b>	<b>5</b> Does not seem to understand the topic very well.	<b>10</b> Shows understanding of parts of the topic.	<b>15</b> Shows a good understanding of the topic.	<b>20</b> Shows a full understanding of the topic.	
<b>Has Organized the Presentation Well</b>	<b>4</b> Organization is lacking to the extent that it interferes with the intended meaning.	<b>8</b> Organization is lacking throughout but the intended meaning is still evident.	<b>12</b> Organization is lacking in a few areas.	<b>16</b> Is well organized throughout.	
<b>Is Prepared</b>	<b>4</b> Does not seem at all prepared to present.	<b>8</b> Is somewhat prepared, but it is clear that rehearsal was lacking.	<b>12</b> Is quite prepared but might have needed a couple of more rehearsals.	<b>16</b> Is completely prepared and has obviously rehearsed.	
<b>Responds Accurately &amp; Effectively to Audience Questions</b>	<b>3</b> Is unable to accurately or effectively answer questions posed by the audience.	<b>6</b> Is able to accurately and effectively answer a few questions posed by the audience.	<b>9</b> Is able to accurately and effectively answer most of the questions posed by the audience.	<b>12</b> Is able to accurately and effectively answer almost all questions posed by the audience.	
<b>Uses Correct Grammar &amp; Pronunciation</b>	<b>2</b> Uses incorrect grammar or pronunciation to the extent that it interferes with the intended meaning.	<b>4</b> Uses incorrect grammar or pronunciation some of the time but it does not interfere with the intended meaning.	<b>6</b> Uses correct grammar and pronunciation with minimal errors.	<b>8</b> Uses correct grammar and pronunciation.	
<b>Speaks Clearly/Audibly &amp; Has Stage Presence</b>	<b>2</b> Cannot be understood or heard by all most of the time and has marginal stage presence	<b>4</b> Cannot be understood or heard by all some of the time OR has marginal stage presence.	<b>6</b> Speaks clearly, can be heard by all most of the time and has acceptable stage presence.	<b>8</b> Speaks clearly, can be heard by all and has excellent stage presence.	
<b>Uses Audio and/or Visuals Effectively</b>	<b>2</b> Uses no audio or visuals OR they seem to distract from the presentation.	<b>4</b> Uses audio or visuals but they do not seem to enhance the presentation OR over uses the audio or visuals.	<b>6</b> Uses audio or visuals that show considerable work/creativity and that enhance the presentation.	<b>8</b> Uses audio or visuals that show considerable work/creativity and that make the presentation outstanding.	
<b>Observes Time Guidelines</b>	<b>2</b> Presents for less than 15 or more than 45 minutes.	<b>4</b> Presents for 15-20 or 40-45 minutes.	<b>6</b> Presents for 20-25 or 35-40 minutes.	<b>8</b> Presents for 25-35 minutes.	
<b>Generates Enthusiasm</b>	<b>1</b> Does not seem to generate any interest in the topic.	<b>2</b> Generates a little interest in the topic.	<b>3</b> Generates some interest in the topic.	<b>4</b> Generates significant interest in the topic.	
<b>TOTAL SCORE</b>	<b>25 %</b>	<b>50%</b>	<b>75%</b>	<b>100%</b>	_____ 100

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

Comments: \_\_\_\_\_



ATLANTIC UNION COLLEGE  
**Adult Degree program**  
**July 2005 Seminar**

EVALUATION AND RUBRIC FOR PLACEMENT TEST

Name of student \_\_\_\_\_ ID \_\_\_\_\_

Grade 1-10 for each area listed (6 out of 10 = D and 7 out of 10 = C-)

1. Thesis statement \_\_\_\_\_
2. Essay Format (paragraph) \_\_\_\_\_
3. Introduction \_\_\_\_\_
4. Conclusion \_\_\_\_\_
5. Comprehension and integration of reading good \_\_\_\_\_
6. Vocabulary \_\_\_\_\_
7. Sentence structure \_\_\_\_\_
8. Grammar (subject-verb agreement good) \_\_\_\_\_
9. Main ideas in each paragraph \_\_\_\_\_
10. Connection to the reading \_\_\_\_\_

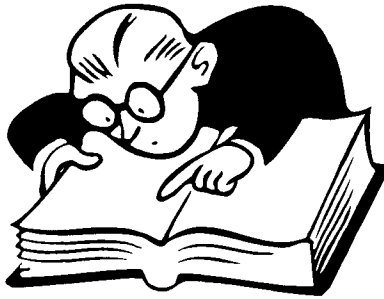
Comments \_\_\_\_\_

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Recommendation

Literacy Technique I \_\_\_\_\_

Literacy Technique II \_\_\_\_\_

ATLANTIC UNION COLLEGE  
ADULT DEGREE PROGRAM

## PLACEMENT TEST FOR ENTERING STUDENTS

NAME \_\_\_\_\_ DATE \_\_\_\_\_

Select one of the following topics and write a two-page essay that shows your command of writing. Your writing will be evaluate regarding structure, grammar, vocabulary, clear thesis, and connection to the reading (chapters 3 + 4 of *Adult Students Today*) ( At least 250 words)

1. Based on the assigned reading, identify and discuss in a 2-page essay, the life transitions and/ or the life event that triggered your becoming an adult learner at this time in your life.

Or

2. The assigned reading discusses several different study options available to adult learners, such as distance learning, accelerated study, and weekend study. The Adult Degree Program is unique in that it does not fall into any of these categories. In a 2-page essay, evaluate and discuss your reason(s) for choosing to enroll in the Adult Degree Program as opposed to one of the other options.

May God Bless You!

Atlantic Union College  
Adult Degree Program  
Unit Evaluation

Name: \_\_\_\_\_ Circle One: ¼ U ½ U ¾ U Full Unit

Unit Started: \_\_\_\_\_ Unit Ended: \_\_\_\_\_

Unit Title: \_\_\_\_\_ Area: \_\_\_\_\_ Sub Area: \_\_\_\_\_

The Unit contained the following subdivisions:

(Equiv. Semester Hours) Final Grade

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

OUTSTANDING      ACCEPTABLE      MARGINAL

_____	_____	_____	Response is insightful, original, and scholarly.
_____	_____	_____	Communicates understanding of the whole and interrelationships of the parts of the material, and practical aspects of the subject.
_____	_____	_____	Level of academic rigor inappropriate: knowledge, comprehension, application, analysis evaluation are appropriate to degree level.
_____	_____	_____	Arguments and parts of arguments progress in logical order and in a compelling way.
_____	_____	_____	Assumptions and conclusions are appropriately related.
_____	_____	_____	References to research materials are used in a contextually responsible way and are cited with the proper format.
_____	_____	_____	Expression is smooth and concise: accepted norms of grammar and spelling are followed.

Faculty Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Faculty ID# S. S.

Study Supervisor's Name (Print)

Signature

Date

APPENDIX D  
QUESTIONNAIRE SAMPLE

Dear Participant:

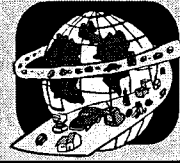
I am conducting a doctoral dissertation study on the Adult Degree Program (ADP) at Atlantic Union College. I am particularly interested in your opinion about how well the program has served you in your quest to obtain a college education. Here at ADP, we continue to strive to deliver the program in the best possible way. Hence, your input is very important to us.

Attached is a questionnaire designed to elicit your opinion about the Adult Degree Program here at Atlantic Union College. Please respond to each item as honestly as you can. Your response will be treated in the strictest of confidence. The data will be aggregated for analysis and no attempt will be made to trace the responses to individual persons. It will take approximately 15-20 minutes to respond to this survey. Please take the time to answer this questionnaire, as your responses will help us to improve the quality of the program.

Your participation in this study is strictly voluntary, and completing and returning this survey will indicate your consent to participate in this study. When you have completed the survey, please put it in the enclosed self-addressed stamped envelope. Thank you so very much for your time and willingness to help make ADP a better program.

Very sincerely,

Corina Parris  
Ph.D Candidate (Curriculum & Instruction)  
Andrews University  
Director, Adult Degree Program  
Atlantic Union College


**SECTION # 1: DEMOGRAPHIC INFORMATION**

**Instructions:** Please complete the following section by checking the most appropriate answer. There are no right or wrong answers. Feel free to give the answer which best represents your reasoning. You may skip over any questions that you choose not to answer.

<b>1. Age</b>	<input type="checkbox"/> 25-29 <input type="checkbox"/> 30-34 <input type="checkbox"/> 34-39 <input type="checkbox"/> 55 or older	<input type="checkbox"/> 40-44 <input type="checkbox"/> 45-49 <input type="checkbox"/> 50-54	<b>2. Gender</b>	<input type="checkbox"/> F <input type="checkbox"/> M
<b>3. Marital status</b>	<input type="checkbox"/> Married <input type="checkbox"/> Single <input type="checkbox"/> Widowed <input type="checkbox"/> Divorced			
<b>4. Country of residence</b>	<input type="checkbox"/> USA (Specify State) _____ <input type="checkbox"/> Other (Specify Country) _____			
<b>5. How many children do you have?</b>	<input type="checkbox"/> Five or more <input type="checkbox"/> Four <input type="checkbox"/> Three <input type="checkbox"/> Two <input type="checkbox"/> One <input type="checkbox"/> None			
<b>6. Which school – level do your children attend?</b>	<input type="checkbox"/> Pre-school <input type="checkbox"/> Elementary <input type="checkbox"/> Middle School <input type="checkbox"/> Secondary <input type="checkbox"/> Undergraduate <input type="checkbox"/> Graduate			
<b>7. Are you the primary provider at home?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No			
<b>8. What is your current status in the ADP?</b>	<input type="checkbox"/> Currently enrolled <input type="checkbox"/> Alumnus <input type="checkbox"/> Withdrawn			

## SECTION # 2: FACTORS THAT INFLUENCED YOUR DECISION TO PERSIST AND COMPLETE A DEGREE THROUGH ADP AT AUC



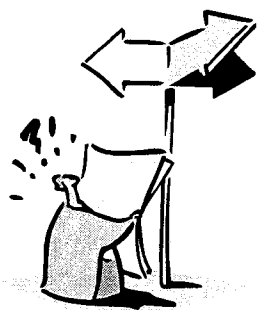
**Instructions:** This is confidential information. Do not write your name on this survey. Circle the response that best identifies your experience. You may stop at any time.

1. How strongly did the following factors influence your final decision to enroll in the Adult Degree Program at Atlantic Union College? Please use the following scale.

- 1      **Not a factor**  
 2      **Weak factor**  
 3      **Moderate factor**  
 4      **Strong factor**  
 5      **Very strong factor**

a.	Completing a degree	1	2	3	4	5
b.	Satisfying a job requirement	1	2	3	4	5
c.	Transferring credits from other colleges	1	2	3	4	5
d.	Fulfilling an educational dream	1	2	3	4	5
e.	Changing marital status	1	2	3	4	5
f.	Getting a job promotion	1	2	3	4	5
g.	Receiving Prior Learning Credit	1	2	3	4	5
h.	Coping with the death of a loved one	1	2	3	4	5
i.	Preparing to live a life of greater service to God and others	1	2	3	4	5
j.	Retiring	1	2	3	4	5
k.	Changing careers	1	2	3	4	5
l.	Being laid off	1	2	3	4	5
m.	Financing my education in the program	1	2	3	4	5
n.	Other (specify) _____					

2. To what extent is the following a factor in your decision to enroll in ADP at AUC instead of enrolling in an on-campus (traditional) program? **Please use the following scale and circle the response that best identifies your experience.**



- 1. **Did not trigger my decision**
- 2. **Somewhat triggered my decision**
- 3. **Moderately triggered my decision**
- 4. **Strongly triggered my decision**
- 5. **Very strongly triggered my decision**

a. Receiving a scholarship	1	2	3	4	5
b. Having less demands on family time	1	2	3	4	5
c. Receiving prior learning credit experience	1	2	3	4	5
d. Changing marital status	1	2	3	4	5
e. Coping with the death of a loved one	1	2	3	4	5
f. Having demands from children on time	1	2	3	4	5
g. Having demands from elderly parent	1	2	3	4	5
h. Having constant travel demands	1	2	3	4	5
i. Receiving spousal support	1	2	3	4	5
j. Financing my education in the program	1	2	3	4	5
k. Transferring credits from other colleges	1	2	3	4	5
l. Other (please specify)_____					

3. Now that you are (were) in the Adult Degree Program (ADP), to what extent has the following hindered or strengthened your resolve to complete the ADP at Atlantic Union College? **Please use the following scale and circle the response that best identifies your experience.**

- 1. **Strongly hindered my resolve**
- 2. **Moderately hindered my resolve**
- 3. **Neither hindered or strengthened my resolve**
- 4. **Moderately strengthened my resolve**
- 5. **Strongly strengthened my resolve**

a. Obtaining a degree	1	2	3	4	5
b. Having constant travel demands	1	2	3	4	5
c. Fulfilling an educational dream	1	2	3	4	5
d. Changing marital status	1	2	3	4	5
e. Getting a job promotion	1	2	3	4	5
f. Coping with the death of a loved one	1	2	3	4	5
g. Preparing to live a life of greater service to God and others	1	2	3	4	5
h. Having demands of children of time	1	2	3	4	5
i. Changing careers	1	2	3	4	5
j. Being a single parent	1	2	3	4	5
k. Other (please specify)_____					



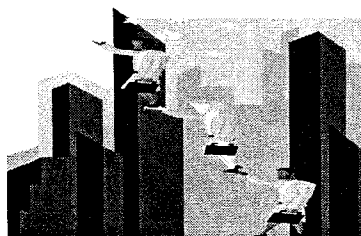


**Instructions:** Remember, this is confidential information.  
**Circle the response that best identifies your experience.**  
**You may stop at a time.**

l.	Financing my education in the program	1	2	3	4	5
m.	Receiving Prior Learning Credit experience	1	2	3	4	5
n.	Transferring credits from other colleges	1	2	3	4	5
o.	Complying with seminar attendance requirement	1	2	3	4	5
p.	Having less demand of family time	1	2	3	4	5
q.	Having quality time with my children	1	2	3	4	5
r.	Receiving spousal support	1	2	3	4	5
s.	Receiving encouragement from children	1	2	3	4	5
t.	Allowing me to be absent from family for seminars	1	2	3	4	5
u.	Receiving help from children on chores or other responsibilities	1	2	3	4	5
v.	Receiving assistant from spouse	1	2	3	4	5
w.	Receiving encouragement from spouse	1	2	3	4	5
x.	Other (please specify) _____					

**SECTION # 3 MENTORING STUDENTS IN ADP**

Do not worry, you will soon finish. You are half way through!  
 Take a break!

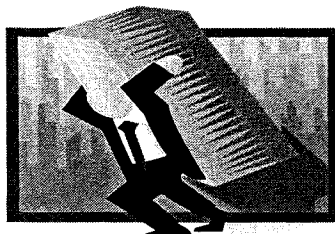
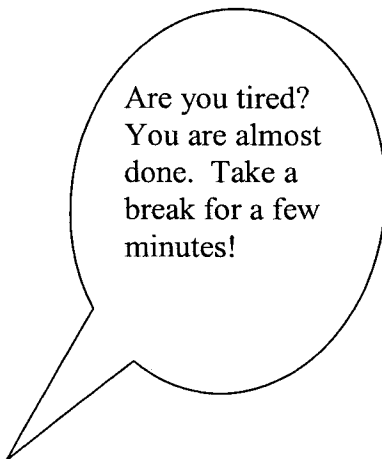


1. If you are (were) a mentor and/or mentee, when did the mentoring generally take place?  
**Check all that apply.**

- a. \_\_\_\_\_ During the seminar
- b. \_\_\_\_\_ Between seminars
- c. \_\_\_\_\_ Other (please specify) \_\_\_\_\_

2. In what ways does (did) the mentoring take place? **Check all that apply.**

- a.  Email
- b.  Phone
- c.  Chat room
- d.  In person
- e.  Other (specify) \_\_\_\_\_



**Instructions: Remember, this is confidential information. Please, circle the response that best identifies your experience. You may stop at any time.**

3. On the average, how frequently does (did) mentoring take place?

- a.  Several times a day
- b.  Once a day
- c.  Several times a week
- d.  Once a week
- d.  Several times a month
- e.  Once a month
- f.  Every six months
- g.  None of the above
- h.  Other (specify) \_\_\_\_\_

**Instructions:** Remember, this is confidential information. Please, circle the response that best identifies your experience. You may stop at any time.

4. Which of the following do (did) you and your mentor or mentee discuss during mentoring sessions? Please check all that apply. For each one you check, use the following scale and circle how useful it was?

- 1 Not useful at all  
2 Quite useful  
3 Moderately useful  
4 Very Useful

<input type="checkbox"/>	Developing a proposal	1	2	3	4
<input type="checkbox"/>	Completing assignments successfully	1	2	3	4
<input type="checkbox"/>	Surviving a formal presentation	1	2	3	4
<input type="checkbox"/>	Persisting in ADP	1	2	3	4
<input type="checkbox"/>	Developing research skills	1	2	3	4
<input type="checkbox"/>	Developing a good bibliography	1	2	3	4
<input type="checkbox"/>	Avoiding unit extensions	1	2	3	4
<input type="checkbox"/>	Communicating effectively with the study supervisor	1	2	3	4
<input type="checkbox"/>	Gaining credit through prior learning experience	1	2	3	4
<input type="checkbox"/>	Other (please specify) _____				

5. As a mentee or mentor, how have you benefited from the mentoring sessions? Please check all that apply.

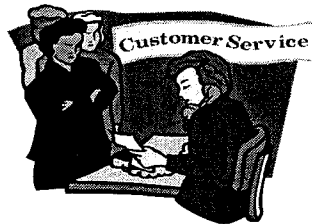
- By reviewing ADP regulations and policies  
 By encouraging myself to complete my units  
 By reviewing the process of writing a proposal  
 By brainstorming ideas for future units of study  
 By visualizing what adult education is all about  
 By receiving support and encouragement from my mentor  
 By receiving significant information on ways to persist in the program  
 By receiving encouragement in overcoming stressful moments and anxiety during my studies  
 By receiving ideas for focusing my proposal to support my projects  
 By receiving suggestions to focus units of study to finish my projects  
 Other (please specify) \_\_\_\_\_



## SECTION # 4 THE ADP OFFICE AND STUDY SUPERVISORS WORKING FOR YOU

1. To what extent do you agree that the ADP office has done the following for you?  
Please use the scale below and circle the response that best identifies your experience.

- 1 Strongly disagree
- 2 Disagree
- 3 Neither disagree nor agree
- 4 Agree
- 5 Strongly agree



- |    |  |   |   |   |   |   |
|----|--|---|---|---|---|---|
| a. | Communicated with you in a timely fashion  | 1 | 2 | 3 | 4 | 5 |
| b. | Served as liaison between you and the college  | 1 | 2 | 3 | 4 | 5 |
| c. | Communicated important scheduled events  | 1 | 2 | 3 | 4 | 5 |
| d. | Has taken your requests to the ADP committee   | 1 | 2 | 3 | 4 | 5 |
| e. | Notified you of actions and decisions by the committee through official correspondence | 1 | 2 | 3 | 4 | 5 |
| f. | Assisted in evaluating transcripts   | 1 | 2 | 3 | 4 | 5 |
| g. | Advised on enrollment requirements   | 1 | 2 | 3 | 4 | 5 |
| h. | Advised on graduation requirements   | 1 | 2 | 3 | 4 | 5 |
| i. | Advised on policies and procedures for extensions                                      | 1 | 2 | 3 | 4 | 5 |
| j. | Advised on requirements for PLC portfolio  | 1 | 2 | 3 | 4 | 5 |
| k. | Kept track of degree requirement check-sheets  | 1 | 2 | 3 | 4 | 5 |
| l. | Kept track of unit progress between you and your supervisor                            | 1 | 2 | 3 | 4 | 5 |
| m. | Ensured that relevant concerns are considered  | 1 | 2 | 3 | 4 | 5 |
| n. | Ensured that you are satisfied with the program  | 1 | 2 | 3 | 4 | 5 |
| o. | Ensured that all faculty were involved in the academic aspects of the seminar          | 1 | 2 | 3 | 4 | 5 |
| p. | Ensured that faculty were present at all activities                                    | 1 | 2 | 3 | 4 | 5 |
| q. | Provided relevant mini-courses during the seminar                                      | 1 | 2 | 3 | 4 | 5 |
| r. | Provided adequate schedule for mini-courses  | 1 | 2 | 3 | 4 | 5 |
| s. | Provided flexible schedule for brainstorming and proposal preparation                  | 1 | 2 | 3 | 4 | 5 |
| q. | Other (please specify) _____   |   |   |   |   |   |

2. To what extent do you agree that the Study Supervisor has done the following for you?  
**Please use the scale below and circle the response that best identifies your experience.**

- 1 Strongly disagree
- 2 Disagree
- 3 Neither disagrees nor agrees
- 4 Agree
- 5 Strongly agree

a.	Assisting in proposal preparation	1	2	3	4	5
b.	Assisting in unit study and its completion	1	2	3	4	5
c.	Encouraging and motivating	1	2	3	4	5
d.	Providing dialogue	1	2	3	4	5
e.	Communicating in a timely fashion	1	2	3	4	5
f.	Ensuring that students are prepared for their formal, group presentation, or fair exhibit	1	2	3	4	5
g.	Evaluating and grading completed unit in a timely fashion	1	2	3	4	5
h.	Brainstorming ideas for proposal and unit	1	2	3	4	5
i.	Ensuring that students are progressing according to the "proposal contract"	1	2	3	4	5
j.	Shown sympathy as I have encountered difficulties	1	2	3	4	5
k.	Other (please specify) _____					

**SECTION # 5 REASONS FOR ATTENDING COLLEGE**

Why do you go to college? Using the scale below, indicate to what extent each of the following items presently corresponds to one of the reasons why you attend or attended college. **Please use the scale below to circle the response option that best describe your perception and attitude.**

Does not Correspond at all		Corresponds a little	Corresponds moderately	Correspond a lot	Corresponds exactly
1	2	3	4	5	6
					7



**WHY DO YOU GO TO COLLEGE?**

1. Because with only a high school education I will not find a high-paying job.	1	2	3	4	5	6	7
2. Because I experience pleasure and satisfaction while learning new things.	1	2	3	4	5	6	7

- |  |   |   |   |   |   |   |   |
|--|---|---|---|---|---|---|---|
| 3. Because I think that a college education will help me better prepare for the career I have chosen.        | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. For the intense feelings I experience when I am communicating my own ideas to others.                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Honestly, I don't know; I really feel that I am wasting my time in school.                                | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. For the pleasure I experience while surpassing myself in my studies.                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. To prove to myself that I am capable of completing my college degree.                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. In order to obtain a more prestigious job later on.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. For the pleasure I experience when I discover new things never seen before.                               | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 10. Because eventually it will enable me to enter the job market in a field that I like.                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 11. For the pleasure that I experience when I read interesting authors.                                      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 12. I once had good reasons for going to college; however, I wonder if I should continue.                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 13. For the pleasure that I experience while I am surpassing myself in one of my personal accomplishments.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 14. Because of the fact that when I succeed in college I feel important.                                     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 15. Because I want to have "the good life" later on.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 16. For the pleasure that I experience in broadening my knowledge about subjects which appeal to me.         | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 17. Because this will help me make a better choice regarding my career orientation.                          | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 18. For the pleasure that I experience when I feel completely absorbed by what certain authors have written. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 19. I can't see why I go to college and frankly, I couldn't care less.                                       | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 20. For the satisfaction I feel when I am in the process of accomplishing difficult academic activities.     | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 21. To show myself that I am an intelligent person.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 22. In order to have a better salary later on.  | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 23. Because my studies allow me to continue to learn about many things that interest me.                    | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 24. Because I believe that a few additional years of education will improve my competence as a worker.      | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 25. For the "high" feeling that I experience while reading about various interesting subjects.              | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 26. I don't know; I can't understand what I am doing in school.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 27. Because college allows me to experience personal satisfaction in my quest for excellence in my studies. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 28. Because I want to show myself that I can succeed in my studies.   | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

**The above part of the questionnaire was adapted from Vallerand, et al (1992)**

**SECTION # 6 OPEN-ENDED QUESTIONS ON WAYS TO IMPROVE ADP**

**INSTRUCTIONS:** Please answer the following questions in your own words according to your experience.

1. What do you see as the strength of the Adult Degree Program?

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2. What do you see as the weakness of the program?

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3. In your judgment, what should Atlantic Union College do to strengthen the Adult Degree Program?

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**YOU MADE IT! CONGRATULATIONS!**

**THANK YOU FOR PARTICIPATING.**



APPENDIX E

OPEN-ENDED QUESTIONS TABLE OF DATA

**OPEN ENDED QUESTIONS # 1 What do you see as the strength of the Adult Degree Program?**

A reference table of categories was developed before analyzing or categorizing these open-ended responses. The categories were the following:

1. Accessibility & Flexibility
2. Designing Own Curriculum
3. Climate & Atmosphere
4. Lack Communication
5. Lack of Contact from Study Supervisor
6. Lack of Organization & Availability
7. Advertise, Marketing and Promotion
8. Hire more study supervisors
9. Opening Sites in other Areas
10. Proposal & Unit Preparation
11. General

***Withdrawals***

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
Flexibility			Financially is more affordable than day or night school. The independence. Life experience.
Option for adult education beyond traditional classroom- flexibility for adults and full lives	ADP help set up with what you want to study and they tell you what you should do first.		
Being able to study independently.			
It allows some people access to college while maintaining their regular schedules.	It is a good program: it encourages self-education, research skills and presentation skills.	The interpersonal relationships that are formed during the seminar are great. I feel that every one really enjoys being there; the experience was also very spiritual.	
It offers adults with heavy home obligations and opportunity to complete their educational goals, practically off campus.			

Alumni

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
Opportunity to study in ways that extend beyond the classroom environment; opportunity to develop a more well rounded degree that a traditional degree program, and the stimulation that the seminars offered. Faculty dedication was a great strength.	Creativity- Design your own curriculum per need and interest. Spirituality- Presence of many believers for dialogue support. Practicality- Get good education delivered efficiently.	Support group / family like atmosphere.	The interest that the directors and faculty show in ensuring that the dreams of the adult students are realized.
ADP is excellent because it allows people who are focused to get an education outside of the traditional setting – the supervisors do work with the students & respond when asked to do so. I am also glad the program is international. Meeting people from ground the world was interesting. I still correspond with a few.	The program fosters encourages and honors individual strengths of character interest and intellect of every individual. The non-traditional program diminishes a sense of institutional learning.	The way students are connected. Its like you are part of a family. Other students are more ready to assist. You can study at home and accomplish your goals.	The quality of study supervisors
Best program available for working adults who do not want to take one class as a time.	The ability to make your own plan. Study what you are interest in. The students and their study supervisors.	The wonderful people. Both students and professors. Every one is willing to help you.	It's acceptance of prior leaning credits.
Flexibility- prior learning- excellence in faculty.	Freedom and flexibility, room for creativity.	On campus seminar! Supportive ADP staff & instructors! Credit for life experience!	Scheduling of time.
Flexibility- making if possible to even goes back to college. Concentrate on studying that can actually apply to your interest.		Focused - user friendly. Great staff – being help	All of the above great program

***Alumni (Continued)***

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
The strength was the time allocated to finish up an undergraduate degree while still holding a job.		Great staff that was there from 1992-1997! Also the flexibility of studying subject areas- I really like that.	Good study advisor
It provides people who are in full time occupation with the opportunity to work and study and to experience a taste of campus life.		It encourages initiative and perseverance also confidence in personal ability to succeed.	
Convenience			
Independent learning. Learning from home.	Tailoring units to individual interest somewhat.		Good program for working adults
The flexibility of the program in regards to learning subject, time and location of study.			
Provides me with the flexibility of time to study, work and care for my family. It also taught me to be very disciplined with time management and cultivate an attitude of "I can do it"	Being able to earn a degree without being physically in a classroom. Being able to study topics that are design by you and fit your interest.		
The already for mom and dad to finish college without uprooting family.			
Allowing me to keep my job & still receive and education			
Able to complete a degree at home and continue working.			
Work load is manageable and deadlines are flexible. Alternate forms of assessment besides comprehensive examinations.			
Ability to continue working while you finishes good studies.			
The flexibility of going to college while holding down the forth at home.			
It's an opportunity for adult people to complete a degree at own pace and place.  Allowing many adults to have an opportunity to obtain a degree without leaving job market.	It allows creativity independence, the ability to design a curriculum. Freedom to work on studies at own pace and time.		
Flexibility.			
Independence & flexibility of time studies.			
Flexibility			
The freedom to work at your own pace.			

***Alumni (continued)***

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
Working from home to complete education courses. Already have 2 masters & just needed those courses. Did not want to waste in class again.			
Freedom to work on studies at own pace & time.			
The flexibility—being able to study/ research at your own pace. It allow you to adapt to your lifestyle interests, you can do your studies in the middle of the night or in the middle of the day.			
Flexibility for already working students to accomplish schoolwork.			
It allows individuals to pursue an education outside of the traditional classroom.			
It allows “mature” students the opportunity to reach their academic goals in a non-traditional way.			
Flexibility, preparation for graduate studies			
Flexibility.			
Completing a degree quickly at home.			
It gives adults the option to finish college while still being able to be good parents and spouses.			
It’s a way of helping adults to continue studying and not having to live on campus.			
It working people and those with family who cannot attend full-time college to acquire and education.			

**Alumni (continued)**

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
Availability of time, not having to meet schedule classes (for the most part) I am a working mother and most study at my own. Convenience. It allows you to remain working while completing your degree – flexibility!			The knowledge and help fullness of the supervisors. The challenges they present. The financial savings. The help everyone seems to want to give. Attitude
It allows individuals to pursue an education outside of the traditional classroom.			
It is above all the possibility to stay at home, continue working and at the same time improving own knowledge and at the same time being recognized by the community as having the competence to go higher.			

**Current Students**

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
It provides degree in many different areas and is striving to improve.		The dedication and spiritual help of the immediate staff.	The level of faculty- almost every one has very advance study.
I could work independently.		Caring people who want to see you succeed.	The program is very well prepared by qualified instructor
The flexibility of the program & the support and encouragement from the faculty. It is a great program.		Its flexibility! Also the understanding the staff has that life happens	The directors and staff
Flexibility with time & subjects having a study supervisor to guide.		Having God as the head and the unselfish support from the ADP staff	Versatility
The Adult Degree Program creates an avenue of learning for adults who have left school to earn a degree.		I see the willingness to encourage people by allowing repeated extensions to complete their degree.	
The flexibility – the teachers are great.		Assisting the students	
ADP has given me the opportunity to finish a degree at a pace that I best can handle it.		A “family” bound within the ADP students.	
		The encouragement and support.	
That it works very well for people that work and have family.		The nontraditional way in which we attend, and the high quality and personal attention of the study supervisor	
		You have to work very hard, because the professor even though they are understanding, you get the grades you deserve.	
		The student faculty relationship, the bound that exit throughout the year	

**Current Students (continued)**

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
Great flexibility and opportunity for all persons to complete a college degree.	What I see as the strength of the ADP is the possibility it gives me to choose exactly what I want to learn and projects I like to work with.		The strength is to persevere on and committed to learn.
I can continue to work while taking classes.	The flexibility of study. I can venture in the domain, and pursue my individual academic interest		Morning convocation, banquet.
To school and work at the same time. You are not separated from your family for a long time.	That allows students to explore areas that interest them, in the time frame that they set.		The program works with you to develop a good unit and accepts a lot of the transfer credits, huge plus!
To study such a broad range of subject and that it's interest to the individual and the flexibility to work around stringent			
The opportunity to work while studying – the opportunity to get PLC.			
The strength are that one can complete their studies at home without taking away to much family time and work time.			
Manage your own time, do many things at the same time your study			
Providing opportunity to complete college degree at this stage in life with job, marriage and children. Opportunity for creativeness.			
The flexibility it gives to those pursuing this education.			
Commitment to allow students to succeed. Past ADP students being members of faculty.			
Flexibility in establishing a study unit. Possibility to be with the family and have a job. Provides possibility for intense interpersonal relationships during seminars.			
That I don't have to waste time driving to / from school, spent money in clothes for school or be away from family.			
The ADP is a very flexible program that accommodates full time workers in their quest of higher education.			



***Current Students (continued)***

<b>ACCESSIBILITY &amp; FLEXIBILITY</b>	<b>DESIGNING OWN CURRICULUM</b>	<b>CLIMATE &amp; ATMOSPHERE</b>	<b>GENERAL</b>
I feel that a strength was the flexibility in Humanities and in Theology and the Science to choose what it was that I wanted to study			
It's flexibility (write your own curriculum) cost effective and concentrated (earn degree in less time) Study what you want to learn.			
The opportunity for working adults to still provide for their family and continue to study.			
To give a person the opportunity to learn at their own pace in the comfort of their own home, under the supervision of qualify instructors or professors.			
Design a unit of study around my interest. This makes learning fun and fulfills my curiosity. I feel creative when doing this and then I feel I have learned a lot about my studying.			
Allowing adults to continue their education.			

**OPEN ENDED QUESTIONS # 2 what do you see as the weakness of the Adult Degree Program?**

A reference table of categories was developed before analyzing or categorizing these open-ended responses. The categories were the following:

1. Accessibility & Flexibility
2. Designing Own Curriculum
3. Climate & Atmosphere
4. Lack Communication
5. Lack of Contact from Study Supervisor
6. Lack of Organization & Availability
7. Advertise, Marketing and Promotion
8. Hire more study supervisors
9. Opening Sites in other Areas
10. Proposal & Unit Preparation
11. General

***Withdrawals***

LACK OF COMMUNICATION	LACK OF CONTACT FROM STUDY SUPERVISOR	LACK OF ORGANIZATION	GENERAL
Lack of staff to respond to students needs	Success on the individual level has a lot to do with how good of a study supervisor you have		
	The supervisor of mentor should really see the student through. Instead the student is lost not knowing what to do, not knowing how to follow through, especially when it is the first time as an ADP student		
	Poor tracking and follow up by study supervisors. Felt alone and discourage at times		
	For me who lived in the Caribbean where telephone bills were high and access to computers were limited, I did not experience high involvement from my study supervisors. Quite often I was frustrated because of insufficient guidance and feedback.		

**Withdrawals (continued)**

<b>LACK OF COMMUNICATION</b>	<b>LACK OF CONTACT FROM STUDY SUPERVISOR</b>	<b>LACK OF ORGANIZATION</b>	<b>GENERAL</b>
		No structure. No help to students. Students are completely alone to fend for themselves and get lost.	If the student is unable to stay focused on independent school work, it is hard to be able to go an actual class with other students and professors, and share Ideas and thoughts
			None at this time. Actually follow up with those that did not succeed, like myself

**Alumni**

<b>LACK OF COMMUNICATION</b>	<b>LACK OF CONTACT FROM STUDY SUPERVISOR</b>	<b>LACK OF ORGANIZATION</b>	<b>GENERAL</b>
Communication sometimes was poor from ADP staff to students	I had an overall great experience. Some however, have had challenges with supervisors	The amount of time given to complete proposal	You miss the face-to-face learning with others.
Accurate communication between the program and students	Professors are busy with their regular class schedule and additional time with ADP does not and did not give me the full satisfaction I wanted in the field I started out in. Frankly, I had to settle for a lesser degree because my advisor messed up.	Seminar organization can be weak depending on the professors' involved. Set up for presentations needs some reliable organization	Lack of interaction with peers on a more regular basis than the bi-annual seminar.
Communication between the departments	Faculty at times takes a long time to grade papers or respond to queries. Thus, it made me feel uncertain whether I was on the right track.	Might be hard to stay focused for some – those types need structure of traditional classroom	The acceptance of students who may not be able to complete independent study due to academic deficiency.
		Some disorganization needs more help	Don't know. Program needs more exposure!
		A little confusing when two people give different information.	
		I had a very difficult first few days. Registration and fitting everything into the tight schedule. Meeting all the appointments and getting through with the proposal. The stress level could be lessened	The seminars – I would have rather spent more time on mandatory brainstorming seminars than rushing to as many formal and fair presentations. O would have preferred more creativity on the “prepping” than on some the “required”
		The limited number of computer in the lab.	It is not for those who are not self motivated
		Course outlines and expectations should be very specific and options made clear as students only have a short time on campus to decide on exactly what avenues to turn in order to complete degrees.	Limited time with a teacher and other students to discuss ideas and methods. It's easy to get bogged down in the aloneness of it all. It's hard to know when you'd done enough and need to move on.

**Alumni (continued)**

<b>LACK OF COMMUNICATION</b>	<b>LACK OF CONTACT FROM STUDY SUPERVISOR</b>	<b>LACK OF ORGANIZATION</b>	<b>GENERAL</b>
Supervision is inconsistent - good and bad. Initial administration is confusing and complex. It needs a step-by-step initiation prior to arrival at AUC. Communication and program explanation	For me it was a sense of isolation while I was studying – not enough feed back from the teacher and fellow students in my major area, education is a challenging field and you need the exchange of ideas and encouragement to really succeed	The seminars. I think that the mini courses are a waste of time and the seminars are not flexible for parents, etc.	The weakness is that the great mini courses that were offered you did not receive any credit for them. Also there was not enough time to interact with other students
The seminars were too long for me. I was a focused structured student that did not need the extra time that other students might have required.	More regular contact with supervisor during course of study will be helpful.	The registration process could be better organized	I do not feel that ADP can accurately monitor the number of hours students put in. I sometimes question credibility of program
	Some supervisors are out-of mind	The first day of the seminar is unorganized during registration time.	I would suggest that students who would like to have a practicum as part of their degree have this request honored and implemented.
	Supervisor contact (e-mail would be better) (I attended a long time ago when e-mail was not as popular)	Some disorganization during seminars – unavailability of supervisors/information at seminars - a supervisor that does not correct or acknowledge receipt of papers.	Might not substitute entirely for experience of life in a college community. Not getting the publicity/marketing it could – might make a major portion (ie. Bulk) of the college someday
	Instructor that are not as devoted as they should be. The involvement from the instructors or supervisors can definitely be improved	The amount of time given to complete proposal	If someone is not personally motivated working alone can cause procrastination
		Confusion in registration, proposal development	I can get lonely working alone at home at times. I wish more of my colleague lived in the same area I did

**Alumni (continued)**

<b>LACK OF COMMUNICATION</b>	<b>LACK OF CONTACT FROM STUDY SUPERVISOR</b>	<b>LACK OF ORGANIZATION</b>	<b>GENERAL</b>
Students should be sent a list of the books that will be required at the seminar and also the cost these books before they arrive on campus.			
Administration, schedule, getting individual questions " <u>answered</u> ", presentation schedule, too long and time commitment, should be weak			

***Currently Enrolled***

<b>LACK OF COMMUNICATION</b>	<b>LACK OF CONTACT FROM STUDY SUPERVISOR</b>	<b>LACK OF ORGANIZATION</b>	<b>GENERAL</b>
The weakness of the program is the structure. When the student goes home to complete their studies if they are not organize it is hard for them to complete their studies	My supervisor was in left field never contacting me. I felt if he didn't care who else did? I never felt motivated to be apart of the school process	Needs a bit of more organization, among other suggestions I will make shortly.	I haven't found one except for not offering a Master Program in Psychology- you have qualified staff – hint, hint!
Communication.	Some professors can be over burden with school- work. Thus, causing communications problems.	The orientations have been weak and somewhat disorganized. Mishandling the paper work	Does not provide the structure classroom experience found in a regular college program.
Better communication with other departments needed	During brainstorming and "meet with advisor" times, students have to wait for hours sometimes. In subjects who are fairly straightforward brainstorming should be individual, not as a group. Perhaps each student should have an appointment	I think that the weakness of ADP is the struggle we (students) have to face every every seminar trying to accomplish all the requirements in such a short period of time	The only thing I think is that the two-week seminar is to stressful and many things or activities run together
Needs for more professors. To register a unit proposal takes a little long. Some supervisors do not allow for students to choose their topics or prepare their own topic proposal	It appears as though the study supervisors take a "hands off" policy with ADP students after the seminar is over. Very slow responses to email. Very little follow up. Study supervisors don't get paid until they turn in the student's grade and still it took an entire unit for me to get a grade from the study supervisor who told me about the policy of money for –grade.	Program need to be standardized regarding proposals. There would be few extensions and dropouts. Committee meetings should bee few during ADP seminars.  General lack of organization + facilities could use a little more. Maintenance	The proposal submission system needs tweeting
Lack of communication	Structure; rules need to be given to study supervisors as to how to grade students, the way they communicate with students. Establish a hand book for both students and study supervisor for a clear playing field	The seminar time is too short. Therefore the programs are too rigid and stressful. The supervisors aren't there enough for he students  The hour or schedule some supper is far that make impossible to match them	The problem one encounter with the financial aid office.
		Space and organization during seminars	

**Currently Enrolled (continued)**

<b>LACK OF COMMUNICATION</b>	<b>LACK OF CONTACT FROM STUDY SUPERVISOR</b>	<b>LACK OF ORGANIZATION</b>	<b>GENERAL</b>
Not everyone in the committee is on the same page. Different information is given at time.		ADP needs in that there should be standard format to follow. Every professor has his or her own preference and this is frustrating.	I felt that the ADP is "segregate" from AUC. I want to feel that I am an AUC students, not an oldie leftover
			Sometimes you may fell alone.
What I observed has now changed. Formerly people were not told explicitly how many units they need to complete a unit.			One must be a highly motivated individual.
		The ADP and the Education department seemed to be separate and apart in their assessment of student transcripts. They seem to have different requirement for the completion of a degree	Classroom discussion is limited to mini-courses. I like the interaction and miss this when studying independently.
		Counseling resources are lacking. Sometimes you need help planning BIG PICTURE of ADP education. Resources are not obviously available.	Changing leaders too often.



**Open Ended Questions # 3 in your judgment, what should Atlantic Union College do to strengthen the Adult Degree Program?**

A reference table of categories was developed before analyzing or categorizing these open-ended responses. The categories were the following:

1. Accessibility & Flexibility
2. Designing Own Curriculum
3. Climate & Atmosphere
4. Lack Communication
5. Lack of Contact from Study Supervisor
6. Lack of Organization & Availability
7. Advertise, Marketing and Promotion
8. Hire more study supervisors
9. Opening Sites in other Areas
10. Proposal & Unit Preparation
11. General

**Withdrawals**

ADVERTISE, MARKETING & PROMOTION	HIRE MORE STUDY SUPERVISORS	OPENING SITES IN OTHER AREAS	PROPOSAL & UNIT PREPARATION	GENERAL
	AUC could institute better guidelines for contact between study supervisor and the students. My supervisor did nothing to help me and as a result I did not return.	Offer at satellites through different regions. Churches can be use for the 10-day seminar.	When being student of ADP the first time through ADP they should show the student what to do and how to do it. Guide them through the first year.	Follow with those who did not finish, as this may be the key pr vehicle to potential completion.
	Hire more personal and make it more affordable	ADP could have sites in other areas in the USA as well as offshore. Have the tutors to come to those sites at specific times. Students would come on campus only for formal presentation and graduation	More regularity & communication & supervising student work. I found it difficult getting thru to staff and felt like I had to chase staff around to communicate. I needed staff to call me independent of my needs for encouragement.	Have students attend "traditional" classes until they are ready to go the ADP way
				Not much! For me as a student, I need a structured classroom, but Auk's ADP is a great way to received a college degree
				None

**Alumni**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
Raise more money, get more sponsor and advertise more. A great school!	Have a special time to register new students. Make sure that all study supervisors are doing their job effectively.	Have more outlets in other Island and countries.	Proposal development seminar or perhaps send out information about them for incoming students so pressure is not so high during first weeks! Thank you.	Be better prepared to serve students on an individual basis and ensure they get exactly what they want.
Advertise- let the word and stories out	Get grades out faster, better communication between adviser and students.	.	More contact if you miss deadlines	Improve instructions involvement
Advertise more! I think more people should know about this. Its great!	Use supervisors from other areas of the world.		Sometime people need help during proposal development and there is no one (study supervisor) available to support. More staff.	Better organization
Advertise			Work with an efficiency expert to. Streamline the whole thing.	Organize the matriculation process so it is not so confusing
Develop a brochure with specific information in all aspects of the program inclusive of all the routes that can lead to the varying degree.			The seminar should be a well-grease routine of professionalism- a reflection on the value + credibility of the program. Respect the adult attending & their time by making sure resources are in place to make the seminar smooth professional and open.	AUC staff was helpful, and informative, communication was timely and pertinent. I can't think of anything. I was very impressed and pleased with ADP
Appoint one person to work as a counselor during seminar. Provide this person with all students information so that the student can be given accurate guidance and therefore choose appropriate courses. (I think this will greatly impact the program.			Offer prior preparation to new students before the first seminar that might consist of a packet that might include: sample proposal, ideas for units of studies, and tips that will make their first seminar less hurried and more productive.	I really enjoyed my studies at AUC. The supervisors were very supportive throughout the entire process

**Alumni(continued)**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
I had a good experience. I just needed a few courses to complete certification requirements for teaching, and I got it. Thank you!			A more through briefing on the actual process before students come to AUC so they know what to expect. Especially true with unit preparation.	Certain classes should not be allowed to be taken independently.
Get national support from the General conference- to promote and market it creatively (using above mentioned money) to build continuity and solidify the concept			Make the seminars more focused on the students major instead of everyone doing a general seminar for everyone	Get more students / teachers/ administration involvements. Town hall meeting so to speak, allowing the students to make complains/suggestions while they are here for the seminar.
Advertise more Adventist circle			Help keep proposal more narrow and doable	Expand the curriculum to include Chaplaincy Ministry
				None
Be more involve in promoting the program				Thought it was perfect for my family situation and my education needs
Strengthen the mentoring program- have those who are further along in their major mentor those just beginning – Do not leave all support to the teaching supervisor – built a net work of support so students do not dropout.			Provide on line assistance to questions regarding graduation and other related questions.	Address campus issues such as conditions at the men's residence. Not always someone at the desk. Can never contact residents or have messages for them.
				I have no idea
				None
What Karen Silverthorn is doing helps too with the email to the group. Keep up the support! It is all about community and building a school family- just likes at home – supporting and encouraging each other.				During my time I did not have a mentor. It will be good to teach students how to be effective mentors. This will provide a strong mentoring program that will encourage more students to join the program.

**Alumni(continued)**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
I think it is an excellent program! Much more and under advertising is needed. I wonder for years about a program of this type and only heard about by an employee of AUC. It took me five years to complete my program there and I am pleased that I did.				Stress the importance of completing units on time. A great level of satisfaction is achieved in doing so. By allowing extensions, students may not be motivated. Maybe offer more degrees.
Continue to personalize education, keep up the good work.				Its fine, just as is in its' entirety. Thank you AUC for ADP.
				None
Promote the school in various public media				Keep up the good work (great program).
I think ADP is great. Advertise it! Let people know about this program. It allowed me to accomplish a personal goal & though was impossible				Thank you, AUC! I went on to complete my M.A. in English Lit, and traded an administrative assistant position for an executive direct- or position. Your program and its wonderful staff helped change my life.
Continue to expand the degrees offered				Not the program itself but the accommodations
Promote it more widely. Add masters' degree program				Continue the distance learning aspect. However, do away w/ seminars. If so, I would come back to obtain my graduate degree

**Alumni(continued)**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
Give names and address of those in yours state so you can have a local support system				More contact – more explanation at seminar – have books in bookstore, clean up dorms – get new deans
Advertise more!				None
Keep going				Offer a master in Business administration and a CPA program.
Accept student who can truly excel in this non-traditional course of study. Advertise More				I must say that this registration was the best I have been to. It was much more organize
Recruit				None
More recruitment and public relation, build up modern, technological ways for students & faculty to interact regularly- require email / study chat, etc. – get into the information age is a competitive way.				None
Advertise it better				Keep it as it is!
				None

**Currently Enrolled**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
	To advise their teachers to sent grades on time. Also to keep doing well as they are doing so far		Not give an answer to a question if they are not sure. It can safe the ADP student a lot of frustration & hard work lost	Treat everyone equal
	Get more supervisors and also organize better the rooms up-stair for registration		Set up a better organize system for when students go home	Be more efficient in administrative procedures
			The staff is committed and I have never wanted for anything	Offer advance courses in more areas. Keep improving organization- each seminar gets better
	Pay the faculty more so they will want to participate fully. Perhaps hire more faculties so the few who participate won't fell so overwhelmed.		To entering and continuing students should have more options make available to them regarding the number of credits they could take	Help with financial aspects (offer more scholarships) assist in finding public scholarship) Longer term planning = What units? # Units to graduate? Really explain PLC +CLEP + Transfer credits + X # of units= graduate. A formula!
	I think AUC should provide ADP with more study supervisors so they will have time to supervise students when they really need them. By the way I am happy with mine		The supervisors should available themselves more for the student	For me, this program exceeds my expectations (minus the lack of Master level Psychology.)
	AUC should have a special budget for the program and employ more caring lectures for ADP "bravo ADP"		Once the student know their study supervisor, the student should spend at least one hour session with the study supervisor	Have the teachers contact the students perhaps mentors as well
			Assist students and teachers or supervisor in the areas of outline of course, for example What is a review paper, analysis paper, summary paper, and so on.	I believe that the seminar time could be extended even by one week

**Currently Enrolled (continued)**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
Have more publicity and reconsider the fees			I think requiring two-weeks seminar is a lot. Maybe re-organize it so parents are not away from children for so long	Organization of seminar
				Take an all-round look at your present program to see whether it is workable for everyone on a whole, and then make changes that will be most suitable.
			The Education Dept. should become a direct link to ADP. AUC should see to it that whatever the ADP has on file, as lacking/completed need credit should be the same as the Education Dept. This will reduce frustration.	Although, I feel stronger support and an overview of the present extension should possible be longer, since adults are fully employed and expected to meet other family and personal commitments which can be very stressful at times
				Mentor program need to be stronger
				Extend the program from a full month instead of two-weeks
				Add more major to give more options to students
I think more people should get involve with ADP. Marketing, Marketing, Marketing. Work of mouth is a good thing, but I would have not know AUC ADP if someone who was there didn't told me. Sent brochures to churches. Do a study finding out how many adults may be interested to visit the campus that is interested in finishing a degree. Open house. This program has allowed for me to growth on every aspect. The knowledge received will help me greatly in my future endeavors			I know a lot of students are having problems, I think that survey like this should help, but to encourage an ADP student association, so student can voice their opinion.	Also AUC should make courses available online to help students who are computer literate to complete the program in a shorter time. Also, the mini-courses should be offered during the summer month separate and apart from the regular summer ADP seminar. Whenever courses are available during the summer sessions they usually overlap with the courses offered in ADP. Help we need to finish.

**Currently Enrolled (continued)**

<b>ADVERTISE, MARKETING &amp; PROMOTION</b>	<b>HIRE MORE STUDY SUPERVISORS</b>	<b>OPENING SITES IN OTHER AREAS</b>	<b>PROPOSAL &amp; UNIT PREPARATION</b>	<b>GENERAL</b>
More advertng			The college need a more structure/standard syllabus for all ADP students	The idea sheet of the Education program is overwhelming
Probably, the institution offer incentives for a more efficient marketing strategy for the Adult Degree Program				Get better organized, larger rooms, and a big market campaign
More marketing! Some more Master program information- for all majors				If it not break don't fix it
Market the program				The are doing accurately
				I think every year AUC has improved in their Adult Degree Program. Keep up the good work!
				Whether faculty, staff, student all should be the same high standard that students are held too
				Lower the tuition and enroll more students
				None
				For dorm students Put one student per room for the same price as a double b/c there is room to do so
				There is so much to say about ADP, can it get better?
				As a straight – a theology student I feel the problem is spiritual and not administrative. How do you ensure people are in saving relationship with God? You can't
				Do you mean academically or financially?
				This will sound crazy but first the bathrooms in the girl's dorm are awful and second, the food service/meals need to be improved. The accommodations needed be updated.



APPENDIX F

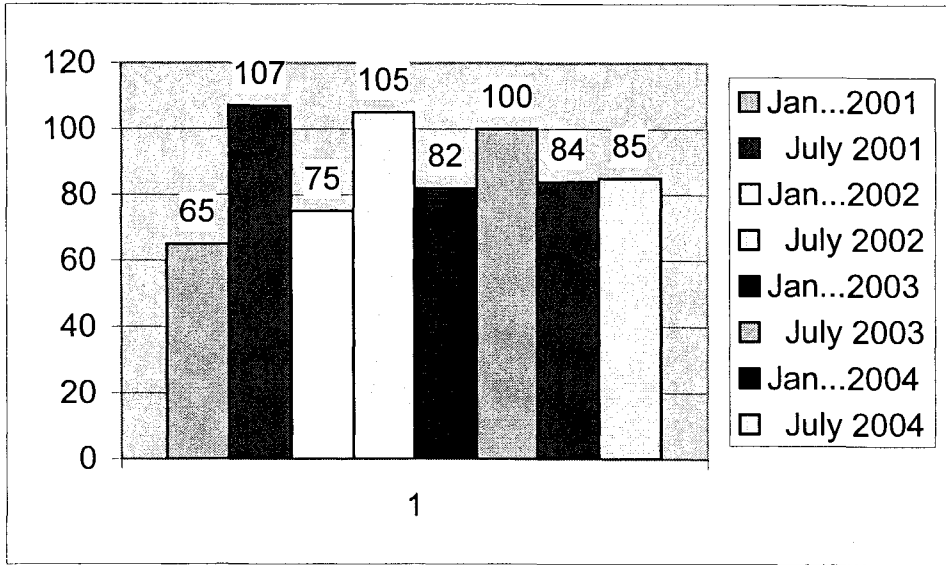
CHARTS OF GROWTH AND ENROLLMENT

# ATLANTIC UNION COLLEGE ADULT DEGREE PROGRAM SUMMARY / NEW UNIT SUMMARY

DATES	ENROLLEES (GRAD. INC)	GRADUATES	FULL 6 MONTH UNITS	FULL 12 MONTH UNITS	¼ UNITS	½ (6) MONTH UNIT	¼ UNIT	TOTAL STUDY PLAN	EQUIV. FULL 6MONTH UNIT
Jan 97 May 97	66	12 (2)	41 1/2	5		2		49	45
July 97	99	18	59	13		7		79	69
Jan 98	65	12	43	3		3		49	46
Jul 98	82	17	39	16	2	8		65	52 ½
Jan 99	52	9	34	1	2	5		42	38 ½
Jul 99	70	9	34	6	3	8		51	43 ¼
Jan 00	48	6	28	2		4		34	31
July 00	78	13	46	13	1	4		64	55 ¼
Jan 01	65	5	43	1	1	13		57	50 ¾
July 01	107	18	63	5.5	6	7		81.5	73 ¾
Jan 02	75	12	49	1	4	4.5	4	62.5	55 ¾
July 02	105	19	60	7	2	7	-	76	68 ½
Jan. 03	82	6	62	1	1	9	2	75	68 ¼
July 03	100	20	60	5	0	5	2	72	68
Jan. 04	84	9	45	4	6	11	4	70	61
July 04	85	16	40	3	7	8		58	52 1/4

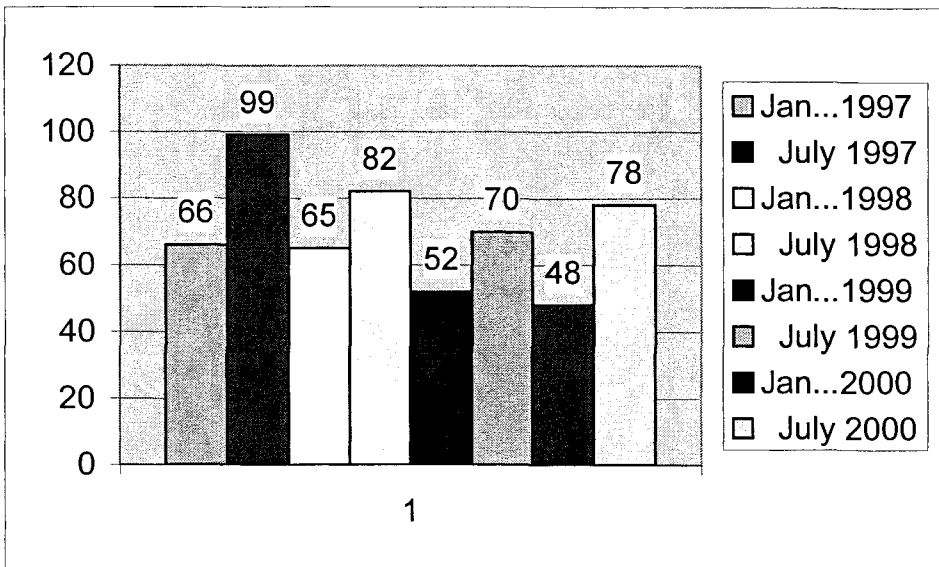
Jan...2001 65    July 2001 107    Jan...2002 75    July 2002 105    Jan...2003 82    July 2003 100    Jan...2004 84    July 2004 85

703



Jan...1997 66    July 1997 99    Jan...1998 65    July 1998 82    Jan...1999 52    July 1999 70    Jan...2000 48    July 2000 78

560



Balance (= 143)

**A COMPARISON CHART FROM 1997 TO 2004  
ENROLLEES PER SEMINAR**

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**CORINA PARRIS**  
**156 DALE AVENUE**  
**LEOMINSTER, MA 01453**  
**(978) 537-3348**

**Undergraduate and Graduate School Attended:**

Andrews University  
University of Massachusetts  
Atlantic Union College  
SDA Central America College

**Degrees Awarded:**

1994 Master of Education in Multicultural/Hispanic  
Education, University of Massachusetts  
1992 Bachelor of Science in Elementary Education, Atlantic  
Union College  
1973 Associate Degree in Elementary Education, SDA Central  
America College  
1970 Diploma in Accounting, Richard Newman School of  
Accounting

**Professional Experiences:**

2002-pres Adjunct Professor of Spanish, Atlantic Union College,  
Massachusetts  
2000-pres Director, Adult Degree Program, Atlantic Union College  
Massachusetts  
1997-2000 Assistant Professor of Education, and Coordinator of Early  
Childhood Education Track, Antillean Adventist  
University, Mayaguez, Puerto Rico  
1992-1997 Elementary School Teacher (Bilingual Education),  
Donahue Elementary School, Holyoke, Massachusetts  
1988-1991 Assistant Teacher (Bilingual Education), Clinton  
Elementary School, Clinton Massachusetts  
1977-1980 School Treasurer, SDA Elementary School, Panama City,  
Panama  
1974-1977 Elementary School Teacher, SDA Elementary School,  
Panama City, Panama