The Impact of the College Experience on the Lives of Female Single-Parent Students

Elizabeth Darby Watson
Andrews University

Follow this and additional works at: https://digitalcommons.andrews.edu/dissertations

Part of the Higher Education Commons, and the School Psychology Commons

Recommended Citation

https://digitalcommons.andrews.edu/dissertations/1530

This Dissertation is brought to you for free and open access by the Graduate Research at Digital Commons @ Andrews University. It has been accepted for inclusion in Dissertations by an authorized administrator of Digital Commons @ Andrews University. For more information, please contact repository@andrews.edu.
Thank you for your interest in the

Andrews University Digital Library
of Dissertations and Theses.

Please honor the copyright of this document by not duplicating or distributing additional copies in any form without the author’s express written permission. Thanks for your cooperation.
INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

The quality of this reproduction is dependent upon the quality of the copy submitted. Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.
Andrews University
School of Education

THE IMPACT OF THE COLLEGE EXPERIENCE ON THE LIVES OF FEMALE SINGLE-PARENT STUDENTS

A Dissertation
Presented in Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy

by
Elizabeth Darby Watson
July 2001
THE IMPACT OF THE COLLEGE EXPERIENCE ON THE
LIVES OF FEMALE SINGLE-PARENT STUDENTS

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

by
Elizabeth Darby Watson

APPROVAL BY THE COMMITTEE:

Chair: Shirley Freed
Dean, School of Graduate Studies
Sherry Collins

Member: Oystein LaBianca
Member: Jimmy Kijai

External Member:
Date approved

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
ABSTRACT

THE IMPACT OF THE COLLEGE EXPERIENCE ON THE LIVES OF FEMALE SINGLE-PARENT STUDENTS

by

Elizabeth Darby Watson

Chair: Shirley Freed
ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University
School of Education

Title: THE IMPACT OF THE COLLEGE EXPERIENCE
ON THE LIVES OF FEMALE SINGLE-PARENT STUDENTS

Name of researcher: Elizabeth Darby Watson
Name and degree of faculty chair: Shirley Freed, Ph.D.
Date completed: July 2001

Problem

Poverty affects all people groups, but women are systematically poorer than men are. The feminization of poverty aptly defines the plight and consequence of women’s poverty. In the United States the current federal mandate requires all able-bodied adults to be gainfully employed. Minimum-wage jobs, for unskilled and untrained workers, do not move poor women and their families out of poverty.

Method

This study used quantitative and qualitative data to explore the impact of the college experience on 56 single parents who had attended a tuition-driven, faith-based college during the 10-year period of 1987-1997. Responses
from a mailed questionnaire and focus group narratives presented the subjects' perceptions of changes in their lives as a result of their attending college. The five areas addressed were: (1) employment status and income, (2) involvement in the community, (3) parenting skills, (4) the inner spiritual life, and (5) personal empowerment. The overall impact on participants' lives was noted, as well as a comparison between those who graduated and those who did not. The findings were reported in statistical data, and illustrated in tables as well as in narrative form.

Results

The overall average income increased from a mean of $8,000 before college to a mean of over $20,000 after leaving college. The quantitative results suggest moderate change in other areas studied, with the qualitative piece providing the in-depth story behind the experience. While both graduates and non-graduates reported the positive impact of the college experience, graduates demonstrated increased abilities in many areas.

Conclusion

The increased income was expected as a result of earning a college degree or working toward one. The challenge for single-parent programs, however, is to provide better financial counseling and to limit educational loans to decrease severe indebtedness after a student leaves.
college. The loan payments in many cases offset the increased revenue earned. The minimal difference between those who graduated and those who did not suggests that the mere experience of going to college enriches lives by providing opportunities not offered outside the college arena.
To my children: Leslie, Roger, and Ivan
You are the reason for my existence and
I will love you forever.
# TABLE OF CONTENTS

LIST OF TABLES .......................................... viii

ACKNOWLEDGMENTS .......................................... xi

CHAPTER

1. INTRODUCTION ...................................... 1
   Overview of the Chapter ............................ 1
   Background ........................................ 1
   Statement of the Problem ........................... 5
   Purpose of the Study ................................ 6
   Research Question .................................. 7
   Significance of the Study ........................... 7
   Personal Interest in the Study ..................... 8
   Definition of Terms ................................ 16
      College Experience .............................. 16
      Culture of Poverty ................................ 16
      Feminization of Poverty, The .................... 17
      Poverty ......................................... 17
      Quality of Life .................................. 18
      Religious/Faith Based Education .................. 19
      Single-Parent Program Participant ............... 19
      Upward Mobility .................................. 20
   Summary ............................................. 20

2. POVERTY, QUALITY-OF-LIFE, AND THE ROLE OF THE
   COLLEGE EXPERIENCE IN EMPOWERING FEMALE
   SINGLE-PARENT STUDENTS ......................... 21
   Overview of the Chapter ............................ 21
   Poverty in the United States ...................... 22
      Current Approaches to Poverty Programs .......... 25
      Challenges of Poverty ........................... 27
      Challenges of the "Feminization of Poverty" .... 28
      Economic Disadvantage ........................... 29
      Mothers With Dependent Children ................. 29
      Poor Women-of-Color ............................. 30
   Factors that Contribute to the Poverty
      of Women ....................................... 30
      Unemployment and Decreased Earnings .......... 31
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Racial Discrimination</td>
<td>31</td>
</tr>
<tr>
<td>Gender and Changes in Family Structure</td>
<td>32</td>
</tr>
<tr>
<td>Lack of Education</td>
<td>33</td>
</tr>
<tr>
<td>Towards an Understanding of the Solution To the Problem</td>
<td>35</td>
</tr>
<tr>
<td>Federal Work Programs and Marginal Employment</td>
<td>36</td>
</tr>
<tr>
<td>Value of Higher Education</td>
<td>41</td>
</tr>
<tr>
<td>Academic Environments for Single-Parent Students</td>
<td>44</td>
</tr>
<tr>
<td>Educational Impact</td>
<td>47</td>
</tr>
<tr>
<td>Employment Status and Income</td>
<td>52</td>
</tr>
<tr>
<td>Involvement in the Community</td>
<td>54</td>
</tr>
<tr>
<td>Performance as Parents</td>
<td>57</td>
</tr>
<tr>
<td>The Inner Spiritual Life</td>
<td>58</td>
</tr>
<tr>
<td>Personal Empowerment</td>
<td>59</td>
</tr>
<tr>
<td>Summary of Literature Review</td>
<td>64</td>
</tr>
<tr>
<td>3. THE GENESIS PROGRAM</td>
<td>66</td>
</tr>
<tr>
<td>Overview of the Chapter</td>
<td>66</td>
</tr>
<tr>
<td>About the University</td>
<td>66</td>
</tr>
<tr>
<td>Rational for GENESIS</td>
<td>67</td>
</tr>
<tr>
<td>Impetus for the Study</td>
<td>70</td>
</tr>
<tr>
<td>History of the Development of GENESIS</td>
<td>71</td>
</tr>
<tr>
<td>Financial Support of GENESIS</td>
<td>72</td>
</tr>
<tr>
<td>Recruiting</td>
<td>74</td>
</tr>
<tr>
<td>Program Guidelines</td>
<td>75</td>
</tr>
<tr>
<td>Requirements and Peripheral Benefits of Involvement in GENESIS</td>
<td>76</td>
</tr>
<tr>
<td>Personal Interest in the Study</td>
<td>78</td>
</tr>
<tr>
<td>Summary</td>
<td>78</td>
</tr>
<tr>
<td>4. METHODOLOGY</td>
<td>79</td>
</tr>
<tr>
<td>Overview of the Chapter</td>
<td>79</td>
</tr>
<tr>
<td>Research Questions</td>
<td>80</td>
</tr>
<tr>
<td>Pilot Study</td>
<td>82</td>
</tr>
<tr>
<td>Sampling</td>
<td>83</td>
</tr>
<tr>
<td>Data Collection</td>
<td>83</td>
</tr>
<tr>
<td>Archival Records</td>
<td>83</td>
</tr>
<tr>
<td>Survey Data</td>
<td>84</td>
</tr>
<tr>
<td>Interview Data</td>
<td>86</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>88</td>
</tr>
<tr>
<td>Validity, Reliability, and Generalizability</td>
<td>90</td>
</tr>
<tr>
<td>Summary</td>
<td>92</td>
</tr>
</tbody>
</table>
Further Study .................................. 201
Summary ........................................ 203

APPENDIX

A. BROCHURES, PROGRAM ADMISSION GUIDELINES . . . 205
B. QUESTIONNAIRES: PILOT STUDY & SURVEY TOOL . 213
C. LETTERS ........................................ 234
D. SPIRITUALITY INDICES, TABLES 35-45 ............. 237
E. PHONE CALL FORMAT, INFORMED
   CONSENT, FOCUS GROUP PROTOCOL ............... 243
F. STUDIES OF EDUCATIONAL SETTINGS
   SUPPORTING SINGLE-PARENT STUDENTS ........... 247
G. GENESIS REQUIRED CLASS SYLLABI ............... 252

SELECTED BIBLIOGRAPHY ............................ 269

vii

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
LIST OF TABLES

1. 1998 Us Federal Poverty Measure .................. 19
2. Income Potential ..................................... 38
3. Estimated Expenses ................................. 39
4. Andrews University Programs ....................... 68
5. Michigan Resident Annual Estimated Financial Package ............. 73
6. Non-resident Estimated Annual Financial Package ................. 74
8. Marital Status Upon Arrival at Andrews University .............. 98
9. Source of Non-earned Income Prior to Coming to Andrews University ... 98
10. In-kind Services Received Prior to Attending Andrews University . 99
11. Annual Earned Income For Year Prior to Enrollment at Andrews University . 101
12. Categories of Work Done Most Prior to Attending Andrews University . 102
13. Employment Status Before And After Coming to Andrews University ... 105
14. Salaries For Genesis Graduates And Non-graduates After Leaving Andrews University ................. 106
15. Earned Income Before And After Andrews University Experience . 107
16. Comparison of Those Employed And Those Not Employed After Leaving Andrews University ..................................... 108
17. More Actively Involved in Community? ......................... 114
18. Comparison Between Graduates And Non-graduates Response to Statement: I Am More Actively Involved in Community And Civic Affairs ... 116
22. “I Am Better Equipped to Deal With Problems With My Children” .............................. 124
23. Professed Denominational Affiliation Before And After The College Experience ........................................ 143
24. Percentage Who Agreed With The Spiritual Commitment Value Statement .............................. 136
25. Comparison of Graduates And Non-graduates Who Agreed With Spiritual Commitment Value Statements .............................. 137
26. Subjects Who Developed Personal Qualities ................................. 143
27. Subjects Who Developed Skills and Talents ................................. 145
28. Subjects Who Overcame Challenges ................................. 146
29. Personal Assessment ........................................ 147
30. Categories of Work Done Most after the Andrews University Experience ........................................ 149
31. Personal Qualities Developed, Comparison Between Graduates and non Graduates .............................. 151
32. Skills/talents Developed, Comparison Between Graduates and non Graduates .............................. 152
33. Challenges Overcome, Comparison Between Graduates and Non-graduates .......... 153
34. Personal Assessment Comparison of Graduates And non Graduates ............ 154
ACKNOWLEDGMENTS

I thank all members of my dissertation committee: Shirley Freed, Ph.D., Oystein LaBianca, Ph.D., and Jimmy Kijia, Ph.D., for their guidance and support during the process of discovering the scholar in me. I appreciate, too, the support and affirmation of my external member, Sherry Collins, Ph.D.

I must thank my chairperson, Dr. Freed, in a special way for her persistence, patience, time, and energy. I appreciate her willingness to share this journey with me. I thank her for her commitment to this project through its duration.

I must thank my colleagues in the Department of Social Work: Sharon Pittman, Ph.D., Hector Diaz, Ph.D., and Rene' Drumm, Ph.D., for assistance and insights; Curt VanderWaal, Ph.D., Marciana Popescu, Ph.D., Jan Wrenn, Michael Wright, Fred Washington, and Karen Stockton for encouragement and covering for me during the research and writing process; and my dear colleague and friend, Shelly Perry, for always "being there" for me.

I thank, too, my Leadership cohort, Karen Stockton, Cilla Tucker, Franci Faehner, and Marcia Kilsby for sharing
the literal Ph.D. journey. You, too, will complete the requirements, and soon.

I thank Donnett Blake for her capable administrative assistance with the GENESIS program, and accurate entry of the research data.

Finally, I must thank the GENESIS students who participated in the program, responded to the questionnaire, participated in the focus groups, and contributed to this study by sharing their insights.
CHAPTER 1

INTRODUCTION

Overview of the Chapter

This chapter begins with the background for the study and the statement of the problem, that of female impoverishment in the United States. Based on the poverty of women and the political implications of the feminization of poverty, a program was developed to mobilize female, single parents to earn college degrees. The purpose of the study is then outlined, that of determining the impact of the college experience on the lives of female single-parent students. The researcher's interest in the study is then presented using a narrative form. The chapter ends with the definition of terms used throughout the study.

Background

Women are at more risk, than are men, of being poor (Pearce, 1987). Diana Pearce, who coined the term "feminization of poverty," noted that in 1976 "almost two-thirds of the poor over sixteen years of age were women and almost half of all poor families were headed by women" (Pearce, 1978, p. 28). Charles Zastrow (2000), citing
anthropologist Oscar Lewis, points out that rather than declining in the past 20 years, more women and children are participants in the "culture of poverty" (Zastrow, 2000, p. 138). Lewis says that the culture of poverty goes beyond being financially poor (earning an income or receiving means below the poverty level); poverty arises in this capitalistic society as a result of people living in poor neighborhoods and adapting to impoverished surroundings. Their environments and living situations include, but are not limited to, poor housing, poor education, unemployment or underemployment, unstable family life, poor health, poor nutrition, incarceration, and often exposure to illicit drugs and crime. In addition, they have minimal access to protection (safety) and profitable recreational activities (Oscar Lewis, as cited in Zastrow, 2000, p. 138).

Although men and women experience the consequences of living in poverty due to loss of higher-paying manufacturing jobs, and are both unemployed and underemployed, women experience more poverty than do men due to divorce, domestic responsibilities of child and elder care, and because women earn lower wages (Goldberg & Kremen, 1990; Rocha, 1997). Single motherhood is perhaps the most important determinant of female poverty in the United States (Ewalt, 1995; Leacock, 1971; Pearce, 1987). "Three-fourths of all women with children receive no child support or only part of the amount due" (Starrels, Bould, & Nicholas, 1994, p. 3). Lack
of education is another contributing factor (Pearce, 1989; Rocha, 1997). "About 63% of all female householders with children under the age of 18 years did not complete high school" (U.S. Bureau of the Census, 1991, p. 85).

Since the inception of the Social Security Act of 1935, the political trend has been for the federal government to develop policies and programs targeting poor populations. Initially these means-tested programs were designed to provide financial and in-kind services such as food stamps, medicaid, housing subsidy, and the like to people in financial need (Garvin & Tropman, 1998, p. 15).

Recent policies, including the Family Support Act of 1988 and the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, have imposed time limitations on welfare benefits and require that all able-bodied recipients move toward gainful employment (Kates, 1996, p. 548). Minimum-wage jobs, however, do not offer substantial income to enable entry-level workers to rise above poverty (Kates, 1996; Rocha, 1997).

Erika Kates (1996) and Cynthia Rocha (1997) both cite other adversities which include the fact that many low-paying jobs do not provide a "benefit package" with health or dental insurance. They also mention additional challenges to gainful employment which include costs and availability of both child-care facilities and necessary transportation.
It is further assumed that female single parents are not as employable as other segments of the population. When they are employed, their earning potential is greatly restricted. They are less involved, due to time, energy, and interest, in community activities. Performance as parents is generally categorized as dysfunctional. They tend to have a more ritualized spiritual expression. And they tend to be less empowered as demonstrated by their low self-esteem and frequent victimization (Seccombe, 1999, p. 208).

Seccombe (1999) found that

Many women were poor and in need of welfare because of labor market conditions. Historically, women's labor has often been a reserve force under capitalism. Women workers are expendable; they are called out when needed because not enough men are available for work (e.g., wartime), because men do not want to do the type of work that needs to be done (e.g., nursing), or the pay is low (e.g., teaching). When the numbers of available men are once again sufficient to meet employment needs, or when the pay increases, or unemployment increases and men therefore begin to seek out the type of work they have been avoiding, women are then encouraged to leave their jobs on the grounds that men need these jobs in order to support their families. (Seccombe, 1999, p. 210)

Often categorized as "welfare queens" (Seccombe, 1999, p. 14), considerable stigma is attached to being an impoverished, single, female head-of-household. Karen Seccombe (1999) further states that

women who receive welfare have a long-standing history of being suspect or discredited as 'unworthy' of assistance. Recipients are depicted as lazy and responsible for their own economic circumstances through immoral behavior and irresponsible choices. They are criticized for living outside our idealized two-parent nuclear family form and are accused of doing this voluntarily, and often flagrantly. Consequently,
they are routinely denigrated, and feel the burning stigma of welfare as though its identification is etched on their foreheads. Individualistic beliefs about the causes of poverty are so widespread that, ironically, even many poor women believe them. Many were quick to berate other welfare recipients, at least in the abstract, as indolent and as not being interested in "bettering themselves." (Seccombe, 1999, p. 209)

Rocha (1997) views education as "the one human capital resource that is consistently found important in determining economic well-being" (p. 11). The one known key to escaping the trap of the cycle of poverty is education—which is the single most important avenue to empower lone parents to acquire a skill, to increase their choices, to improve their self-esteem, and to role-model success to their families (Kates, 1992, 1996; Rocha, 1997; Sandoval, 1990).

Erika Kates’s (1992) research, which covers the period of the 1970s through 1991, indicates that “substantial gaps in the literature hamper development of sound public policy. . .[and further, that] there is a lack of data on low income women’s experiences in, and their attempts to enter, higher education” (p. 3).

**Statement of the Problem**

The federal government has been concerned for a long time about the social problems of welfare dependency and poverty. More specifically, the government has been concerned about the feminization of poverty and the factors that seem to perpetuate it.
In an effort to respond to these social problems, legislation has been enacted in the past few decades. In 1977, President Jimmy Carter proposed the Program for Better Jobs and Income (PBJI); in the 1980s, President Reagan's administration approved the Work Incentive Programs (WIN); The Family Support Act was passed in 1988 which created the Basic Skills Training Program (JOBS); Bill Clinton's administration proposed the Work and Responsibility Act of 1994 and the Personal Responsibility and Work Opportunity Reconciliation Act of 1997 (Handler, 1995; Seccombe, 1999).

These federal laws have proposed that it is necessary to provide poor people, and particularly female single parents, with the necessary supports, such as transportation and child care, so they can make the transition from welfare to work. Other intended outcomes of these policies have been to help poor people escape poverty and to help them make valuable contributions to society.

In spite of these initiatives, however, female single parents remain disproportionately poor. Policy makers continue to search for alternative solutions. Education appears to be the one part of the equation that has not been adequately valued, supported, and utilized.

Purpose of the Study

The GENESIS program at Andrews University was created in harmony with the spirit of these policies. The purpose of
this dissertation is to describe the impact of the college experience on a group of single mothers who participated in the GENESIS program.

The GENESIS program is a tuition assistance program developed by Andrews University in 1987 to recruit and retain a selected number of female single parents to help them earn college degrees in order to obtain professional jobs. This program also operates on the assumption that education along with support services can help poor single mothers escape poverty.

**Research Question**

In seeking to describe the impact made in the quality of life of the student participants, the primary research question asks: To what extent does the GENESIS college experience impact program participants in the following areas: employment status and income, involvement in community, performance as parent, the inner spiritual life, and personal empowerment?

**Significance of the Study**

This descriptive study explores the impact of the college experience on the lives of former female single-parent students. This information is presented so that services and social responses to this multi-faceted and complex population may be improved.
Numerous studies continue to point out that welfare policies are failing to alleviate the poverty of families headed by women (Junne, 1988; Kates, 1992; Seccombe, 1999). The literature also suggests that welfare recipients who seek a college degree obtain self-sufficiency (Nilsson, 1992). Yet there is limited understanding about the impact of the college experience.

**Personal Interest in the Study**

My interest in and involvement with single parent issues can be illustrated in the following narrative:

"You can't understand. You've never gone through this before!". The tearful words emphatically conveyed the hurt and anger on her face. She had had a troubled life; her endurance had been stretched to its limits. Now she was being called upon to trust and grow, to think, make choices, and change. It was overwhelming; and in her despair, she lashed out at me, her counselor.

Cora was really an attractive, 25-year-old woman who actually looked younger than her years. She also seemed shorter than her 5'3" stature, for her shoulders drooped forward as if she carried the entire weight of the world. To her 25 years was credited much sorrow and despair. For most of her short adult life she felt out of her own control--controlled by others who did not have her best interest at heart.
She was married at 18, divorced by 22. She was now the sole provider for her three children, who ranged in age from 2½ to 7. With a high-school education and no marketable skills, Cora struggled to manage financially, as well as emotionally.

On a whim she had entered the educational program offered at the university. Now she was before me threatening to quit because she felt out of place and misunderstood.

"I've been through it all," she said loudly, to convince me. "There's nothing that hasn't happened to me." Then she challenged, "Are you going to sit there and try to tell me what to do with my life?"

"I can imagine it is hard to listen to someone you don't know. To hear again what you've heard before, and already know from your own experience that it won't work." I leaned toward her, watching her expression. My face mirrored her distress, then softened with caring. "I'm here to help you sort it out." I paused. "What's on your mind to bring you here today?"

She looked up. Could I gain her trust? Would she rehearse her difficulties yet again, indicating some hope?

Angry words came again. "You've never been without food. You've never been without a good job. You're an educated Black woman, you've always had it all. How would you know how to help me?"
I was fortunate. I had made wise decisions in my youth. After finishing high school and college, I pursued an advanced degree and completed my studies by the time I was 23. I married and had three children. Life, however, has its quirks for everyone. My marriage dissolved--I was left to care for my three children all alone. Then, after many years of being what appeared to be a successful single parent, I had found myself laid off from a very financially rewarding job. Unable to find comparable employment, I went into my own business, making money on a strictly commission-only basis. For the first 6-8 months, I barely made ends meet, completely depleting my savings to augment my meager earnings. I had fooled myself into thinking that if I gave my little business time, I would once again earn sufficient to supply the needs of my family. Unfortunately, when I began looking for meaningful, gainful employment in my field, no jobs could be found. For nearly 4 months I was unemployed. Initially I drew unemployment compensation (a far cry from a salary). That soon ended and I was left with no financial means. Yes, I had been scared. I had cried and feared the worst. I had no idea how or when things would improve.
"I imagine that is it hard to trust me. I do look like I have it all." I sat silent, thinking. How much should I share with her? My life is not private, but from which of my experiences could she find strength and comfort?

"Everyone's situation may not be what it seems," I began. "I believe that if you can tell me what is on your mind, we can find ways to cope and grow through experiences and feelings that we both share." I smiled. "Surely we have something in common."

"I've no husband to care for me," she pouted. "I'm sure you're married and your husband helps you with the kids and takes care of you. I bet you don't even have to work if you don't want to!"

I became a single parent when my children were 4, 6, and 8; just little people. Yes, I know the struggles of children whining and crying and needing more attention than I had energy or wisdom to give; of worrying about and paying for day-care; of keeping a raggedy car running; of not being able to meet the house note. I often wondered how I would meet the bills no longer covered by a second income. I even know how it feels to want a treat now and again—and know it is never in the budget. Yes, if I wanted to eat and feed my three I had to work—there was not choice!
"Yes, having someone to depend on and help pay bills certainly makes the load lighter," I replied. But since I've been a single parent for the past 10 years, I have also had to work. Perhaps I do understand some of your struggles." I mentioned a few: child care, upkeep of a car, a pretty dress once in a while. It was Cora's turn to pause and look at me. Did I have her attention? Was I gaining her confidence?

"Yeah, but you're educated. You've always had a good job." Cora was quick to find another point to make a difference between us.

"Lord, I've got to find a job. Please help me find employment. Oh, please Lord! I must take care of my family. I have absolutely no one, Lord. No one to call on, but You. Please, please, please help me. I don't know what to do. I'm so afraid." I cried and prayed and cried some more. All day I called friends and acquaintances, businesses and agencies--with no success. There were simply no jobs out there. After each call I cried some more. "Lord, what am I to do? Where am I to go?" Days stretched into weeks, weeks into months. Oh, I remember it all too well--the feeling of complete helplessness.

"Cora, everyone has trials. You know that," I gently reproved her. "And to each person, his or her own trials
loom great—no matter how small they may seem to someone else." I went on, "Finding employment can even be difficult when one has an education and more choices. Fortunately, there are more options, so as you pursue your education, know the problems won't be gone forever, but know, too, that the chances of being unemployed or underemployed are considerably lessened."

"What you're doing here is solving some of your problems—but new ones will come. Fortunately," I went on, "your past experiences have equipped you to find workable solutions to these concerns. Through all of these, you are becoming better able to meet life's challenges."

"I bet you think you know what it's like to be without money," she would not give up. "I have no money to pay the rent, or buy food and clothes for my children." She looked directly into my eyes. "I don't even have money to get my Steven shoes. He has blisters on his little toes from wearing too tight sneakers." Cora added, in a softer tone, "And my kitchen cabinets are nearly bare. The only reason I have food is because I can still get food stamps."

I remember my day waiting in the food stamp office—with 500 or so fellow Nashville residents who shared my need. I felt like a number—the clerks had to deal with so many people; their attempts to be efficient seemed more like
abruptness. There I was, rather than receiving understanding and encouragement, which I sorely needed, I was merely herded with the masses, like cattle. I even felt the sting of embarrassment when I was told, in the waiting area in front of all who might listen, that I did not qualify. My vehicle was worth too much!! I was turned down for food stamps. What was I supposed to eat, my car?

"Cora," I responded, "you indeed have had it rough. Life has been hard on you. When you needed so much, so little was given." I wanted to legitimize her feelings, to validate her concerns, then encourage her to make choices which would help her improve her situation.

She looked up. She was challenging me less and looking more for reassurance that I did understand. Perhaps I did know. Perhaps I could understand and encourage her.

"You've always had money to pay your bills, haven't you? You've never gotten behind in your payments, have you?" These were simply honest questions.

Dunning phone calls. Those terrible dunning phone calls. If I could pay my bills, I would! "Oh, Lord, what can I do?" I frequently prayed. "I've tried to be a responsible steward. I return a faithful tithe, and even cheerfully, yes cheerfully, give a second tithe in offerings. How much
longer must I be so financially strapped? I waited, prayed, and cried—and continued seeking employment. Time passed. Nothing came. I was acquainted with despair. I fought off depression.

"No, Cora," I chuckled, "if you've noticed, the reminders that are sent out with a delinquent bill aren't ever hand-written. When they made one, they printed thousands. Unfortunately, the American way seems to be to overspend—then we all get behind. When I got behind, I realized that I didn't get so terribly in debt in one day. So I tried not to fret that I couldn't get out of it so quickly, either. I just endeavored, when I was able, to pay a little something on everything, until I could do better."

Then a wonderful thing happened. Cora began talking more freely. When I talked, she listened. We were sharing—two women, learning of and drawing upon the strengths of the other.


Indeed, I do! Which leads to my understanding of single parent issues and interest in documenting the GENESIS program. My biases as a single parent were reflected in the
tool developed—the questions asked, the information gathered. It has also impacted the interpretation of data, for I, consciously or unconsciously, couch the findings in my understanding of this shared plight.

Definition of Terms

The following terms are defined as they are used in this study.

College Experience

The college experience is matriculation at an established institution of higher learning for one or more terms.

Culture of Poverty

This term includes the coping skills to survive the experience of growing up in a continuous climate of depravity—"an extended period of economic deprivation in a highly stratified capitalistic society" (Zastrow, 1996, p. 81). Adapting fatalistic, short-term, inferior goals and attitudes, people grow up in a continuous climate of deprivation and live for immediate gratification and have a high tolerance for psychological pathology of all kinds (Leacock, 1971; Lewis, 1966; Zastrow, 1993).
The Feminization of Poverty

A term first used in 1978 by Diana Pearce, and later expanded upon by Leonore Weitzman (1985), refers to the increasing poverty of women in the United States. Factors which contribute to the poverty of women include limitations in education, employment, and job opportunities (Goldberg & Kremen, 1990); socialization (Northrop, 1990; Scanlan, 1992); political implications of the right to an income (welfare) (Franklin, 1992; Goldberg & Kremen, 1990); cultural values and attitudes (Sanders, 1991); racism and stereotypes (Handler, 1995; Northrop, 1990; Pearce, 1989; Scanlan, 1992); and single motherhood (Ewalt, 1995; Leacock, 1971, Pearce, 1987).

Poverty

Although much time and energy have been spent in researching poverty, there is yet to be an agreed upon definition of poverty (DiNitto, 1995; Zastrow, 1993). Absolute poverty suggests that a certain amount of goods and services (and income) is essential to an individual's or family's welfare. When individuals cannot meet the "minimal" standard, they are determined poor. The minimal standard, however, is difficult to establish. "Depending on the income level selected, the number and the percentage of the population who are poor change substantially, along with the
characteristics of those defined as poor" (Zastrow, 1993, p. 89).

Relative poverty compares income, assets, and lifestyle with others in the population. In this approach, given the time and place, a person is poor when his or her income is substantially less than the average income of the population in which he or she lives. Using this definition, poverty will persist as long as income inequality exists (Zastrow, 1993, p. 90).

For this study, the 1998 U.S. Poverty Guidelines are used as the measure. Table 1 identifies the poverty income level and family size.

Quality of Life

This concept refers to income, socioeconomic satisfaction, mental/physical/emotional well-being, and social support system. For the purpose of this study, quality of life includes one’s employment status, financial resources and standard of living; contribution to one’s environment; capacity for effective parenting; personal well-being and sense of self; and personal empowerment.
TABLE 1
1998 U.S. FEDERAL POVERTY MEASURE USING POVERTY GUIDELINES

<table>
<thead>
<tr>
<th>Family size</th>
<th>Income standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$10,850</td>
</tr>
<tr>
<td>3</td>
<td>$13,650</td>
</tr>
<tr>
<td>4</td>
<td>$16,440</td>
</tr>
<tr>
<td>5</td>
<td>$19,350</td>
</tr>
<tr>
<td>6</td>
<td>$22,050</td>
</tr>
</tbody>
</table>


Religious/Faith-based Education

Faith-based education is when one matriculates in a church-based university setting that has as its mission the nurturance of one’s spirituality/religions faith. Andrews University, the setting for this study, is a Christian, Seventh-day Adventist (SDA) institution. The university encourages its students to study, practice, and develop an active religious experience. By corporate worship, community service, and a common concern for all, Andrews University students are led to develop a philosophy that makes them Christian not just in name, but in deed. (Andrews University Bulletin, 2000, p. 8)

Single-Parent Program Participant

Eligible single-parent students are unmarried women--women who have never married or are widowed or divorced. To qualify for program participation, they must be at least 21

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
years old, the primary care-giver of a minor child between
the ages of 12 months and 18 years, an American citizen or
permanent resident (to qualify for federal funding), and in
compliance with other University guidelines for admission.

**Upward Mobility**

Upward mobility is the process of moving from the
experience of poverty to economic self-sufficiency. Status
change may be reflected in income level, employment status,
family stability, contribution to society, and/or
personal/spiritual expression.

**Summary**

Many female single parents remain trapped in a culture
of poverty. Education appears to be one possible path out of
poverty. An educational program, entitled GENESIS, was
designed to benefit this particular population. To
illuminate the impact on the quality of life of female
single-parent participants in this educational program, this
study looked at five areas: employment status and income,
involvement in community, performance as parents, the inner
spiritual life, and personal empowerment.
CHAPTER 2

POVERTY, QUALITY-OF-LIFE, AND THE ROLE OF THE COLLEGE EXPERIENCE IN EMPOWERING FEMALE SINGLE-PARENT STUDENTS

Overview of the Chapter

This chapter, which discusses poverty issues in the United States, is intended to provide the reader with a historical overview of the recent history of poverty, federal poverty programs, and challenges of poverty with emphasis on the feminization of poverty. That broad-based discussion is followed by documentation of higher education as one means out of the poverty cycle. The final portion of the chapter focuses on vocational and academic settings that provide resources for female single parents to acquire education beyond high school with the goal of escaping the culture of poverty. Areas of escape include employment status and income, community involvement, performance as parents, the inner spiritual life, and personal empowerment.
Poverty in the United States

When family existence was based on an agrarian lifestyle, women worked with men. As a result, they had role definition that complemented that of men (Goldberg & Kremen, 1990). In the late 18th century, during the industrial era, the value of women's work was challenged. Unpaid household tasks were not of equal value as the duties of the wage-earner. Society placed value on age-related and sex-related roles without giving consideration to the contributions of women, especially of those who were female single parents (Oppenheimer, 1976). Research suggests that although it is generally assumed that men and women are equal, our Western society continues to differentiate between the status of men and women. With regard to employment opportunities, women are penalized merely because of their gender (Goldberg & Kremen, 1990; Pearce, 1989).

In the 1800s, providing alms for the poor, establishing workhouses, and creating indenture were punitive approaches to women who were not self-sufficient. During the 19th and 20th centuries, the United States demonstrated changing values with regard to its response to the poor (Zastrow, 1996, p. 15).
From about 1921 to 1935, during the Great Depression, the public attitude toward the poor continued to shift. The country realized that financial hardship was often beyond one's control, and a number of government-sponsored programs were established.

In 1935, the newly formed Social Security Administration put into place several government-sponsored programs that targeted specific populations. For example Old Age Survivors Disability Insurance (OASDI) provided benefits for senior citizens, and Aid to Permanently and Totally Disabled (APTD) provided benefits for people who qualified for that category. Initially, only individuals who had been gainfully employed were eligible to receive services (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 1996).

Also in 1935, Congress established Aid to Dependent Children (ADC), a program that provided financial support to families with little or no earned income (DuBois & Miley, 1999; Zastrow, 1996). One of the original purposes of ADC was to enable poverty-level single mothers with young children to remain at home through assistance payments based on family size (Garvin & Tropman, 1998, p. 53). Renamed Aid to Families with Dependent Children (AFDC) in 1962, the program's manifest goals were to strengthen family life and self-support (Morales & Sheafor, 1986).
The AFDC program addressed poverty by providing a minimal standard of living for poor female-headed households, but was not the vehicle for these families to move out of poverty. As the program has continued, the public rhetoric disagrees both in support and improved programming for AFDC. It is the most criticized public-assistance program because, according to its detractors, it fosters dependency (Zastrow, 1993, p. 102).

In the 1960s poverty issues again received attention when the Kennedy and Johnson administrations designed a host of government-sponsored programs to eliminate poverty. “The period from the election of John F. Kennedy to the election of Ronald Reagan was a period of great social policy development within U.S. society” (Garvin & Tropman, 1998, p. 24). These programs included VISTA (Volunteers in Service to America), The President’s Committee on Juvenile Delinquency and Youth Crime, and the Older Americans Act of July 1965 (Garvin & Tropman, 1998).

In 1988 the Family Support Act renewed the interest for families to become self-sustaining. Prior to 1988 assistance payments were based on entitlements. Beginning in that year, eligibility was limited to 24 consecutive months and no more than 60 months in one’s lifetime. In addition, recipients
were required to engage in gainful employment (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 2000).

**Current Approaches to Poverty Programs**

The Aid to Families with Dependent Children (AFDC) program was originally designed to assist White women who had become single parents because of the death of their spouses (Goldberg & Kremen, 1990; Kates, 1996; Rocha, 1997). The bedrock of the current poverty program also provides for women who have never been married and for women-of-color (Franklin, 1992; Handler, 1995).

In the 1990s society again expressed concern for people experiencing poverty (Goldberg & Kremen, 1990; Kates, 1996; Rocha, 1997). In the Clinton administration (1992 to 2000), the buzzwords were "welfare reform," the employment criteria for individuals, particularly "welfare mothers," to "get off the welfare rolls" (DiNitto, 1995; Ewalt, 1994, 1995; Zastro, 2000).

The current economic debate about the causes, consequences, and cures for poverty focuses on recipients of federal assistance, particularly female, single-parent heads-of-household.

Once again, America is getting tough on welfare. Although there are many assistance programs for the poor, when people say "welfare," they mean Aid to
Families with Dependent Children (AFDC)—the program essentially for single mothers and their children. As a presidential candidate Bill Clinton promised to "end welfare as we know it," and as president he introduced the Work and Responsibility Act of 1994. (Handler, 1995, p. 1)

The thrust is to move these "welfare" recipients to gainful employment, the concept of welfare-to-work. Previously the amount of time a person engaged in education or training fulfilled the work requirement. Currently, however, only a wage-paying job fulfills that requirement (Franklin, 1992).

Most recently, the AFDC program has undergone several rapid and sweeping changes. Previously administered through the Department of Social Services, in 1997 the office changed its name and direction. The current name is Family Independence Agency (FIA), and the assistance-payments grant is now titled Temporary Aid to Needy Families (TANF). More than just a name-change, the entitlement has a specific timeline for recipients. The goal is for recipients over 18 years of age to receive financial assistance for no more than 2 years (24 consecutive months) and no more than 5 years (60 months) in one's lifetime. Eligibility for non-dependents who are under 18 years of age will be reviewed individually, as the plan places responsibility for minors on their parent(s) or another responsible adult (Michigan
League for Human Services, 1997). States are developing their own policies and are administering the grant per their own regulations. Exceptions to these guidelines are reviewed on an individual basis (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 2000).

The FIA program further requires that during the 2-year assistance period, recipients must seek gainful employment and obtain needed, yet limited, job training. The requirement is for recipients to begin by working a minimum of 20 hours per week, with a plan to be self-sufficient by the end of the 2-year limit (Rocha, 1997).

Challenges of Poverty

One reason that poverty continues is because there are simply not enough jobs for everyone (Rocha, 1997, p. 5). "About 14% of our population still remain in poverty. . . [while] in recent years the unemployment rate has ranged between 4% and 11% for able-bodied workers" (Zastro, 2000, pp. 156, 401). This implies that people are looking for work in a saturated market. The challenge to find jobs is compounded by other job-related requirements: employee benefits, transportation, and suitable child care (Goldberg & Kremen, 1990; Kates, 1996; Rocha, 1997).
Research indicates that poverty can be cyclical (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 1996). Poor families beget poor children and become trapped in the "culture of poverty" (Zastro, 1996, p. 94), where they experience poor housing, poor education, poor employment opportunities, poor family life, decreased safety and protection, and poor nutrition and healthcare. These families are exposed to increased deviant social behaviors, drug use, and premarital and unprotected sex. They also have a higher probability of being incarcerated (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 1996).

**Challenges of the “Feminization of Poverty”**

The phrase "the feminization of poverty" was first used in 1978 by Diana Pearce, a research analysis at the Catholic University of America, to refer to the increasing poverty of women and children, especially among urban African Americans. Pearce noted that "in 1976 almost two-thirds of the poor over 16 years of age were women, that more than 70% of the elderly poor were female, and that almost half of all poor families were headed by women" (Pearce, 1978, p. 28).

Lenore Weitzman (1985) extended the meaning of the phrase to include middle-class and upper-class women who became impoverished owing to inadequate no-fault divorce
settlements. Together, the two analysts (Pearce and Weitzman) hold three points in common: (1) women are generally economically disadvantaged because of their inferior economic position, (2) mothers with dependent children are additionally at risk, and (3) women of color who live in historically poor communities where social institutions have deteriorated are especially likely to be poor (Northrop, 1990). The above concepts are defined below.

Economic disadvantage

In the United States the poverty population is increasingly comprised of single women with children (McLanahan, Sorensen, & Watson, 1991).

The poverty threshold for a family of four in 1991 was $13,924.00. In 1991 families with a female householder and no spouse present accounted for 53.1% of poor families. Of all families in 1990, 33.4% of female headed families were compared to just 12.0% of male headed families. (U.S. Bureau of the Census, 1991, p. 17)

Mothers with dependent children

Women are the primary custodial parents of their minor children. When they are lone parents, children are usually in the physical custody of their mothers, because women generally have their children whether they were never married or, when divorced, were awarded custody in the
divorce proceedings (Franklin, 1992; Goldberg & Kremen, 1990; McLanahan, et al., 1991). Currently "among the 5.7 million single-parent families, two out of every five are living below the poverty level compared to one out of every 16 two-parent families" (Garza, 1988, p. 1). Additionally, "60% of all poor families with children under age 18 have female householders" (U.S. Bureau of the Census, 1991, 1 e, p. 20).

Poor women-of-color

Minority women experience the double jeopardy of both gender and racial discrimination when seeking employment or receiving financial compensation (Garza, 1988, p. 11). Their financial earnings, although increasing, continue to lag behind their non-minority counterparts (Garza, 1988; McLanahan, et al., 1991).

Factors That Contribute to the Poverty of Women

Woman are poor for many reasons. The economic conditions of women in our society are a consequence of unemployment and decreased earnings, race and ethnicity, gender, and changes in family structure. Lack of education is another contributing factor.
Unemployment and decreased earnings

Absence from the labor force is the largest single source of poverty (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 1996). In addition to and included in the unemployed, the poor consist of aged persons, children, disabled people, those who are discriminated against (African Americans, Hispanic Americans, other people-of-color), and all categories of women (DiNitto, 1995).

When women are employed, they have decreased earning power because they are concentrated in the lower 20 job categories of the 420 job classifications (Franklin, 1992; Garza, 1988). Women are disproportionately working in non-managerial jobs and, consequently, earn lower wages than do their male counterparts (Goldberg & Kremen, 1990; Northrop, 1990).

Racial discrimination

Racism and discrimination are yet other components of the culture of poverty. They continue to have a negative impact on women (DuBois & Miley, 1999; Garvin & Tropman, 1998; Zastrow, 1996).

African-American single mothers are more vulnerable to poverty than are white single mothers, and African-American mothers who live in socially isolated urban neighborhoods are at greatest risk of experiencing the most persistent poverty. (Franklin, 1992, p. 142)
Being discriminated against because of race makes it more difficult to obtain adequate housing, financial resources, a quality education, employment, adequate health care, and equal justice in civil and criminal cases (Zastrow, 1993, p. 398).

Gender and changes in family structure

For women who have been married, changes in the family structure include separation, death of a spouse, and divorce. "Half of all marriages end in divorce" (Zastrow, 1996, p. 35). A critical point about divorce is that when it occurs, many of the costs incurred by a divorced family are paid by society. While women become the primary custodians of their minor children their sources of income are decreased. "Thirty-four percent of all previously married female heads of household are on welfare" (Zastrow, 1993, p. 165).

The U.S. Bureau of the Census (1991) reports that there are fewer women marrying, yet the number of single-parent families is increasing. With the decreased stigma on both divorce and pregnancy out of marriage, more women are choosing to remain unmarried and keep their children. As a result, divorced and female single parents are experiencing
increased poverty as compared to married couples or divorced men or single men (Feinberg & Knox, 1990).

Research supporting the needs of children (Moore, 1985; Morales & Sheafor, 1986) conflicts with the direction in which society is being politically driven. "Welfare" mothers are encouraged to work before their youngest child reaches 1 year of age, which studies have shown may be detrimental to the development of the child (McKenry & Price, 2000).

Single-motherhood is perhaps the most important determinant of female poverty in the United States. "Three-fourths of all women with children receive no child support or only part of the amount due" (Starrels, et al., 1994, p. 193). And, according to the Census report, 60% of all poor families with children under age 18 are in female-headed households (U.S. Bureau of the Census, 1991).

Lack of education

Lack of education is another contributing factor to women’s poverty. "About 63% of all female householders with children under the age of 18 years do not complete high school" (U.S. Bureau of the Census, 1991, p. 85).

"While the focus on access to higher education for low income women is relatively new," Erika Kates’ s (1991) study suggesting policy changes begins:
It [higher education for low income women] is slowly achieving some recognition in policymaking and research. This focus is especially timely during the 1990s, when several major social policy reforms enacted between 1986 and 1990 will require evaluation. Among these are efforts to address the problems of an unresponsive and unwieldy system of public welfare, and inadequate access to higher education for economically disadvantaged students, particularly low income women; these include the Amendments to the Higher Education Act of 1986, the Family Support Act of 1988, the revamping of a number of federal and state financial aid policies, and the Tax Reform Act of 1986. (p. 1)

"Recognizing that postsecondary education is a route off of welfare for some people," Gloria Ross (1992) noted the potential for policy change stating that "within the welfare system policy changes could impact significantly upon the experiences of AFDC mothers in college" (Ross, 1992, p. 146).

Giving an example of the welfare policy, Seccombe (1999) presents a case of a 26-year-old single woman who had a child as a result of a rape. One semester from completing an associate’s degree she was told that federal and state welfare guidelines under TANF would require her to be either employed, actively searching for a job, or to be involved in vocational training. If she did not comply, she would risk losing her cash assistance food stamps, and Medicaid coverage. (p. 41)

For this young woman, and others like her, completing college was not an option. Seccombe concluded: "The welfare system needs reforming because it does not help [women] get off welfare" (p. 166).
Without education . . . it is difficult for single women to provide an adequate living for their families. Economic well-being for families, especially for female-headed families is increasingly vulnerable in the current economic and political climate. Economically, the vulnerability stems from an increase in low wage work and an inadequate minimum wage; and politically, from a decreased commitment to higher education and assistance to our single parent families. (Rocha, 1997, p. 14)

Without exception, the literature research has failed to reveal any negative consequence of single-parent students pursuing a college education. It, rather, suggests positive consequences. “Persons with more education, more marketable skills, and extensive work experience will have an easier time finding a well-paying job than will someone without these human capital assets” (Seccombe, 1999, p. 186).

**Toward an Understanding of the Solutions to the Problem**

Carey (1999) suggests that the phenomenon of poverty is a vicious generational cycle that is or has been imbedded in the American system of free enterprise and democracy. Consequently, a discussion of a solution to this problem of necessity must be equally complex and systemic. That is to say individuals and institutions must cultivate and encourage an anti-poverty mind-set despite environmental and cultural endorsement (Carey, 1999).
Economic self-sufficiency for people experiencing poverty is now the quest of the federally mandated welfare-employment programs (Hagen & Lurie, 1995). The challenge is in mobilizing and empowering individuals who are unemployed and underemployed to achieve their own economic self-sufficiency.

Federal work programs and marginal employment

Kahn (1998) and Schmidt (1998) conducted research on the impact on single mothers of the Workfare program, the federal government’s work requirement for recipients of Aid to Dependent Children/Aid to Families with Dependent Children (ADC/AFDC). Their results indicated that single mothers abandon their hope of higher education as they face tougher work requirements and benefit time-limits. With the threat of losing health insurance (Medicaid), food stamps, and often dollar-per-dollar income from assistance benefits, gainful employment for the female single-parent, when all she is able to earn are substandard wages, in many instances is not economically feasible (Kahn, 1998; Schmidt, 1998).

In Michigan, for example (the setting for this study), the Family Independence Agency reports that the monthly income for a single parent and one dependent child receiving a public assistance grant is $391, plus $185 in food stamps.
Together, parent and child are eligible for Medicaid, which provides limited health-care coverage. In order to qualify for continued payment-assistance eligibility, the adult recipient is required to work a minimum of 20 hours per week. At minimum wage, her income may be increased by another $110 per week, without jeopardizing the amount of her federal assistance. This practice gives her as much as $440 per month, for a pre-tax cash income of about $831.

A single parent with one dependent who is not receiving an assistance check and who works 35 to 40 hours per week, again at minimum wage, has a monthly earning potential of between $730 and $880 before taxes. Although the dollar amount appears to be higher, her expenses are also greater. Out of that amount must come not only rent and living expenses, but also food and health insurance, if that benefit is not provided through her place of employment. In addition, if she has a pre-school child or elementary-school-age child or both, she will have to pay child care while she is working. She may also incur additional transportation and clothing costs (DuBois & Miley, 1999; Garvin & Tropman, 1998, Zastrow, 1996). The following tables, based on Michigan means-test guidelines, compare the income potential of a single parent with one child who receives "public assistance" (TANF), and another single
parent with one dependent who does not receive a payment grant and earns minimum wage (see Tables 2 and 3). Table 2 compares the resources or income potential between the two categories. Table 3 compares possible minimal expenses.

It is clear from Tables 2 and 3 that, for the working parent ineligible for public assistance, her earning power is not equal to her basic needs. The political arena appears hostile to her plight (Branch, 1994). Rather than providing assistance to move beyond poverty, the trend is to blame unmarried mothers for their poverty—the blaming-the-victim mentality (Zastrow, 1996, p. 12).

<table>
<thead>
<tr>
<th>TABLE 2</th>
<th>INCOME POTENTIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFDC (TANF) recipient</td>
<td>Non-AFDC (TANF) recipient</td>
</tr>
<tr>
<td>Monthly grant $391</td>
<td>not eligible</td>
</tr>
<tr>
<td>Food stamps $185</td>
<td>not eligible</td>
</tr>
<tr>
<td>Earned income $440</td>
<td>35-40 hr/wk @ $5.50/hr X 4 wks = $770-$880 (less taxes)</td>
</tr>
<tr>
<td>Medicaid &quot;reasonable costs&quot;</td>
<td>only if employer supplies health insurance</td>
</tr>
<tr>
<td>TOTAL $1095</td>
<td>MAX. TOTAL $880 (before taxes)</td>
</tr>
</tbody>
</table>

Note. Adapted from "Table 1: Average ADC/FS Benefit Levels," 1997, State of Michigan Family Independence Agency, Assistance Application, Benton Harbor, MI.
TABLE 3

<table>
<thead>
<tr>
<th>Estimated expenses</th>
<th>AFDC (TANF) recipient</th>
<th>Non-AFDC (TANF) recipient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average rent</td>
<td>$435</td>
<td>$425</td>
</tr>
<tr>
<td>Food</td>
<td>food stamps ($185)</td>
<td>$185</td>
</tr>
<tr>
<td>Non-food items</td>
<td>$150+</td>
<td>$150+</td>
</tr>
<tr>
<td>(soap, toiletries,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>toilet paper,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cleaning supplies,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>personal items, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clothing,</td>
<td>$100</td>
<td>$100</td>
</tr>
<tr>
<td>cleaners, uniforms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>for work, etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child care</td>
<td>covered through Work First Programs</td>
<td>range of $100 - $400*</td>
</tr>
<tr>
<td>Transportation</td>
<td>nominal = perhaps $35</td>
<td>public transportation fees (or car note, gas, maintenance, etc.) at $15 wk = $60</td>
</tr>
</tbody>
</table>

**TOTALS** $905 $1,020-$1,320

*Note. Adapted from “Table 1: Average ADC/FS Benefit Levels,” 1997, State of Michigan Family Independence Agency, Assistance Application, Benton Harbor, MI.*

Susan Thomas (1994), who explored the phenomenon of victimization by poverty, discusses the assumption that women themselves could be the cause of their own poverty.

The culture of single motherhood is a paradigm which treats poverty as a product of the cultural
deficiencies of unmarried mothers. It implies a mindset characterized by moral failure, that poor women are the victims of some shared character defect... The core ethic is one of individual responsibility for one’s actions. Because they assume that indigent women have freely chosen to reject this ethic, advocates view poverty as the price women pay for their transgressions. (p. 78)

Thomas (1994) concludes that the problem of welfare dependency is not the fault of the recipient, but is rather that of the job market and the conditions of work.

In the attempt to move female-headed households from poverty, the focus of federal programs is to impose certain restrictions on recipients, without addressing the barriers and challenges created by life situations. For example, the Family Support Act of 1988 required a minimum of 20 hours of volunteering, training or other education, or gainful employment per week. An updated version of this act, the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, changed the requirement to a minimum of 20 hours of work per week; community service and education no longer fulfilled any part of the requirement (Michigan League for Human Services, 1997). Effective strategies to equip this population for employment, however, are not yet in place (Handler, 1995).

"Welfare" assistance payments are decreased through state mandates and requirements by limiting resources,
length of assistance, and eligibility requirements. Rather than encouraging single-parent women to seek a professional 4-year college degree, "welfare programs" have encouraged and often supported only vocational education and training programs (Edmondson, 1990; Junne, 1988; Kates, 1992; Lieberman & Vaughn, 1990; Ross, 1992). Such programs include cosmetology, certified nurse technician, and 2-year associate-degree programs such as medical technology and child-care work. Although these jobs are a means of an income through employment, they continue to keep poor women earning marginalized incomes (Edmondson, 1990; Junne, 1988; Kates, 1992; Lieberman & Vaughn, 1990; Ross, 1992).

**Value of Higher Education**

In Stevenson’s (1997) commentary on the value of higher education, he emphasizes the importance of higher education in responding to the plight of poverty. “Higher education and the largest purposes of American society have been ‘inextricably intertwined’” (p. 216). He goes on to say that “higher education should be recognized and commended for the progress it has contributed,” although it is challenged by being ill prepared for the 21st century (p. 216).

Stevenson’s recommendation is for campus-wide action-plans to address the issue of poverty in America, plans “with
comprehensive impact for mitigating against the interdependent variables of the relentless, vicious cycle of poverty" (p. 217). Primarily focusing on the organizational structure of the university and course content, a challenge to higher education is to "get actively involved in social reform" (p. 220).

After World War II, the high cost of education beyond high school was outweighed, according to Lazerson (1998), by its value to society.

Higher education came to simultaneously embody both a public good--beneficial to the nation’s economy, protective of its national defense, opening up new avenues of knowledge, and able to realize equality of educational opportunity--and a private benefit, so that everyone who possessed it substantially improved their access to higher income, status, and security. (p. 64)

Lazerson saw higher education as the sole entry to middle-class status.

It became the licensing agency for Americans who wanted to enter the professions. Every occupation seeking to increase its prestige and income made going to college and beyond the requirement for entry. . . . College was the route upward. (p. 65)

Emphasizing the importance of education in breaking the cycle of poverty, researchers continued to connect education, and specifically literacy skills, with upward mobility, employment, and wages (Lazerson, 1998; Stevenson, 1997; Williamson, 1991). In addition, "the college years
still provide a time for a cultural education” (Pan, 1998, p. 117).

Interestingly, the educational system is chided for contributing to the perpetuation of poverty.

Three-fourths of all welfare/food stamp recipients perform at the lowest levels of literacy as defined by the national Adult Literacy Survey.... Low levels of literacy result in low employment rates and lower wages. Not having literacy skills usually make it impossible for an individual to break out of the intergenerational cycles of poverty. (A.C. Lewis, 1996, p. 186)

Studies reveal changes in the demographics of participants in higher educational facilities over the years. Lazerson (1998) describes the change for women.

Women grew from 40% of the student population to a majority during the 1970s, and up to 54% by 1990. The income returns for women college graduates also rose faster than those for men, so that by the end of the 1980s, while women with comparable education and jobs still earned less than men, the wage inequality gap was closing. Women were thus beginning to get more out of going to college than did men. (p. 76)

While inequity in opportunity continues to exist between men and women, Whites and people-of-color, and social classes, the unilateral key to breaking the cycle of poverty is higher education. “Going to college means better jobs, more income, higher status, and greater security” (p. 70).

Erika Kates (1996) noted that higher education may be the pathway out of poverty for female single parents.
Higher education has substantive long-term outcomes. It materially raises family incomes by opening up opportunities, and it transforms the participating women in important ways; these changes, in turn, benefit their children. Obtaining a higher education may be a more extended pathway to employment than some others; in the long run, it is less costly in both financial and human terms than the periodic cycling on and off welfare that results from the entrapment of women in low-paying jobs. (p. 549)

**Academic Environments for Single-Parent Students**

Available literature on the subject of higher education for single-parent students, as reviewed in 1977 by B. H. Young (1977), dealt with welfare mothers enrolled in vocational programs. She found that few studies had been done on the mobility rate of low-income, single-parent women attending traditional college and university settings. According to Young (1977, p. 38), researchers who studied the topic included Lowman and Spuck (1975), Polk and Hendricks (1975), and Levin and Slavet (1970). Young's (1977) research indicated that education (beyond high school) offered a viable means for ending welfare dependency by allowing recipients to enter professional fields and suggests that “higher education offers some women, at least, an opportunity to enter professional fields and to realize a greater development of their human potential” (p. 38).
In later studies, Erika Kates (1991, 1992, 1993, 1996), of the Center for Women's Policy Studies (Washington, DC), conducted extensive research on women, welfare, and higher education and compiled an annotated bibliography (Kates, 1992) as a resource for individuals who were concerned with improving access to higher education for low-income women.

Because the idea of access to higher education is a relatively new and often overlooked policy option for low income women, the literature on this topic is limited in range as well as in depth, evidenced by the lack of reliable national data on the number of low income women in higher education. (p. 2)

Kates's (1992) research suggests that “there are no current, comprehensive reviews of specially designed programs for low income women who are single parents” (p. 4). Kates (1996) continued to study the topic and in later publications states that “secondary education offers a continuum of choices and possibilities. It is unquestionably a promising option for AFDC recipients” (p. 550).

In the 1990s, a wide range of studies on single-parent programs addressed specific or vocational areas. These studies provide insight into the educational and training opportunities that have been provided single-parent students. Many of these studies, although not directly related to this study, are, however, important; they include the planning necessary for 2-year programs (Wroblewski,
1990), recruitment (Cheng, 1990), retention rates (Lieberman & Vaughn, 1990), campus services (Single Parent Project, 1990), techniques for classroom teaching (Space II, 1991), attrition (Van Cleve, 1994), the impact of student involvement (Glover & Hull-Toye, 1995), motivation (Scheifele, 1995), and persistence (Doris, 1996). Other relevant studies include the impact of racial and gender issues on the single-parent student (Johnson, 1998).

The aforementioned research supports student outcomes by presenting unique components of each particular program. The kinds of services offered included counseling, financial aid, subsidized housing, child-care programs, advocacy, and cooperative/collaborative learning for student success. Many of the studies focused on the design of the programs, rather than on the participant outcomes. These studies looked at the need for the program, program costs, program components, and effectiveness (Lieberman & Vaughn, 1990; Riley, 1991; Space II, 1991), project brochure and survey forms (Single Parent Project, 1990), special services for the children of the single-parent students (Mangan, 1990), and program guides for adult learners (Space II, 1991). None of the studies described above, however, focused primarily on the impact of the college experience on female single-parent students.
Educational Impact

Exploring the changes made by impoverished single-parent women, Brookshaw (1994), Krajewski (1992), and Nilsson (1992) gathered data about specific college programs that provided the opportunity for single-parent students to matriculate. They explored barriers to success, demographics of students attracted to these programs, the resources needed and used by participants, and outcomes of each project (see Appendix E for a chart of programs cited in the following sections). It is significant here to note that all three researchers found that finances were the greatest challenge (Brookshaw, 1994; Krajewski, 1992; Nilsson, 1992).

In their research, Fadale and Winter (1990) took a different approach when they provided a synthesis and needs-assessment of 2-year college programs that served, along with other marginalized populations, single-parent students. Rather than being a study of program participants and their successes per se, their's was a program analysis. They outlined components of a useful program, which included basic information such as communication skills and appropriate dress, personal concerns such as character strengths and weaknesses, and legal and financial concerns.
such as benefits and money management (Fadale & Winter, 1990).

The Single Parent Project (SPP) (1990), of Eastern Washington University, was limited to fewer than 50 participants per year. The SPP study provided four components of support: (1) direct services to students and their families, (2) support services such as child care and transportation, (3) special programming including mentoring, advising, and counseling; and (4) advocacy on and off the campus. The project assisted single-parent recipients of public assistance who were working toward an academic degree. It was a community involvement project, but did not document students' community involvement during the program or after they completed it.

The success of the SPP project was impeded by the external changes in the welfare-to-work requirements; these requirements had a negative impact on resources, especially on financial support. The SPP provided adequate support for individuals to pursue their education, but the federal government's 2-year educational limit interfered with success (Single Parent Project, 1990).

SPACE II (Single Parent Adults Choosing Education) also focuses on program design. This Los Angeles-based service, which provides remediation and support for non-traditional
students, analyzed their program and developed the Vocational Education Resource Package (VERP). VERP outlines necessary components for a successful education program for single parents. Components include a list of necessary materials, resources, curriculum outlines, and student self-evaluations (SPACE II, 1991).

Another study, conducted by Andrew Nilsson and limited to single parents who were AFDC recipients, stated at the onset that only a small number of impoverished women seek higher education (Nilsson, 1992). Nilsson purports that single parents who complete college do not fit the universal stereotype of welfare mothers. In an effort to dispel the myth about welfare recipients, Nilsson gathered data from the Connecticut State University system and tracked the progress of AFDC mothers in college from 1986 through 1989. Using questionnaires and personal interviews, he gathered information about the students during and after their college experience. Although differences were noted between AFDC students and non-recipients, the overall study found that essentially both populations were more alike than different with regard to goals, family values, and determination. The major differences that the study revealed were the increased problems of the AFDC students with regard
to stress levels and management, financial problems, and conflicts with college, work, or both (Nilsson, 1992).

In the 1990s, a variety of programs were developed to provide educational opportunities and other resources for single-parent students. These programs included the Single Parent/Displaced Homemaker Program at Gulf Coast Community College in Panama City, Florida (Gulf Coast Community College, 1987); the Two-year College Development Center in New York state (Fadale & Winter, 1990); the Public Assistance Comprehensive Education (PACE) program, also in the state of New York (Lieberman & Vaughn, 1990); the Single Parent Project (SPP) at Eastern Washington University (Single Parent Project, 1990); the Fresno City Community College's child development classes (Van Cleve, 1994); and the Building College and Community Services for Single Parents and Displaced Homemakers Project at Austin Community College (Texas) (Austin Community College, 1995).

Although not a researcher in the traditional sense, Julia Riley (1991) did an exhaustive overview of 20 programs providing educational opportunities for single parents. In her book, Living the Possible Dream, in which she intertwines her personal experiences, Riley provides details about such programs in the United States. She studied the environment with regard to the availability of grants and
loans, the AFDC requirements for college attendance, the accessibility of housing and child care, and the receptivity of college campuses for non-traditional students. Riley outlines success strategies for the numerous variables of college life. Throughout the text she also presents personal vignettes of other single parents who have shared her journey. Riley concludes that higher education is a viable option for single parents and she advances strategies to obtain it (Riley, 1991).

Motivated by the mandate for single parents to become gainfully employed, another program, the Building College and Community Services for Single Parents and Displaced Homemakers Project at Austin Community College (TX) (Austin Community College, 1995), recruited, provided support for, and tracked the transition of approximately 1,200 displaced homemakers and single parents. The project succeeded in encouraging more than 200 individuals to continue their education. Although the study does not distinguish between single parents and wives returning to school or between the financial resources of the two groups, it does track, over 1 academic year, the success of the participants as measured by GPA and academic retention. It does not, however, document the community involvement of any of the participants either while in school or after completing the
program. The study used only GPA and academic retention as measures of success. It found that program participants compared with or exceeded that of the general population. Student self-reporting also affirmed the positive and ongoing direction of the program (Austin Community College, 1995).

There is a wealth of research literature documenting educational programs that address concerns about, resources for, consequences of, and outcomes of educational opportunities for single parents. Although the above studies address various aspects of women and higher education, programs which relate specifically to the areas of interest for this study are presented below.

**Employment Status and Income**

Over the past two decades, numerous educational and training projects have been created for the non-traditional student population, which includes female single parents. These programs, which include formal and informal training settings, as well as vocational, 2-year, and 4-year colleges, operate on the premise that education will increase the likelihood that the single-parent student will move out of poverty through self-improvement. “One factor does make a substantial difference to women’s income levels
higher education" (Kates, 1991, p.4). The goal of such programs is for the single parent to develop a skill, trade, or profession and to become gainfully employed, with the hope of improving her employment status and increasing her earned income (Kates, 1996, p. 549). These changes are based on the assumption that "high wage jobs are more plentiful for persons with four-year degrees" (Gulf Coast Community College, 1987, p. 18).

Aletha Huston (1994) found that "women have achieved increases in work hours and income as a result of education and training programs" (p. 59). She states that the indices of success, rather than being upward mobility and consistent employment, are limited to such economic effects as changes in income, employment for mothers, and reductions in AFDC costs (Huston, 1994).

An ex post facto study by Cynthia Rocha (1997), a single parent who utilized education to escape poverty, recognized that even yet "there is a dearth of empirical information on what predicts economic well-being within working female-headed households" (p. 3). Rocha purports that "education is the one human capital resource that is consistently found important in determining economic well-being" (p. 11).
Involvement in Community

When educational settings offer tangible resources and support services, single-parent students become aware of and, consequently, receptive to utilizing non-educational external resources. In addition, students may then be more aware of and willing to be involved and contribute to their own communities. With this assumption, several studies explored necessary and useful support components of their single-parent programs. It appeared that the goal of each of the following programs was to interact with the student-recipient to stimulate community involvement. None of the programs, however, documented the student’s contribution to her community as a result of her college experience. Descriptions of several of these programs follow.

Focusing on encouraging participants to seek higher education, the Single Parent/Displaced Homemaker Program in Gulf Coast Community College, designed for single parents and displaced homemakers (women no longer providing primary in-home care for small children), targeted women who had already earned a high-school diploma (Gulf Coast Community College, 1997). A recruitment and retention initiative rather than a study on graduation and employability, this study looked at ancillary components needed to support this non-traditional college population. One of the enrollment
requirements was for the student to be involved with a community agency, either to provide services or to receive them. In addition to this community liaison work, other program components included, but were not limited to, student development, financial aid, training for specific jobs, and job placement (Gulf Coast Community College, 1987).

In another study Barbara Cheng (1990), examining the motivation of single mothers raising their families on AFDC, used a motivational profile to assess the success of 12 female single parents who were recruited to attend Trinity College in Vermont. These mothers, who were interested in public service, were provided a support system in order to matriculate on the college campus. Support included academic advising, tuition and fees, living expenses, sponsored child care, and transportation. Not only were they receiving support services, but the participants were required to provide 8 to 10 hours per week of voluntary public service (time for which they were reimbursed by the program).

Cheng’s (1990) report included the strengths as well as the fears of the participants. She found high strivings for achievement coupled with fear of failure . . . feelings of sorrow over separation and loss, but a strong sense of social power. Emerging high self esteem and high sense of control over one’s destiny were also indicated. (p. 1)
Although the initial study was limited to the 1989 academic year, a longitudinal study was planned to follow these mothers through their entire college experience. The follow-up study would evaluate the correlation between academic achievement and employment with self-worth and community involvement (Cheng, 1990).

Using the Community College Student Experiences Questionnaire (CCCSEQ), Glover and Hull-Toye (1995) studied the success rate of single-parent students in community-college vocational or technical programs. Using multiple regression analysis, she examined student involvement in extracurricular activities as predictors for grade-point averages (GPAs), career preparedness, and personal and social development. The extracurricular activities included some form of the student’s involvement in or contribution to her community (both paid and voluntary service, whether full- or part-time). Defining these components as inclusive of the total college experience, Glover and Hull-Toye found that these variables were accurate predictors of students’ self-reported success. The study did not document ongoing participant community involvement after her completion of the program (Glover & Hull-Toye, 1995).
Performance as Parents

In a qualitative study (N=9), Gloria Ross (1992) compared two groups of single AFDC mothers who returned to college to one group of single mothers who did not, and discovered the shared attribute of the demoralizing effect of welfare dependence on all participants. Factors that empowered the college group to return to and remain in college included the desire to increase their earning power and to improve the quality of life of the family. Subjects in the study stated that “the mere experience of being in college resulted in their ongoing retention, increased self-esteem, and parenting skills” (p. 143).

Using attrition rates as the basis for her study, Tamara Van Cleve (1994) focused on the increase in the level of self-esteem of single-parent students taking the child-development curriculum at a community college. This population was targeted for academic success and improved child care skills. Data were gathered from students’ journal entries, the student-services center, and students’ ongoing involvement in small-group participation. Those three program components were designed to empower the student and to foster their positive self-awareness.

The results of the study indicated that the participants did not consistently use the components, and
the outcomes did not reflect the desired attrition rate. The attrition rate was attributed to the program components, one of which was enrollment in child development classes. Emphasizing the value of improved parenting skills to the single-parent students, Van Cleve suggested that

> In order for the programs offered through community colleges to be successful, they need to be designed as comprehensive, seek to enhance educational levels, have exposure to the work world and incorporate parenting and life management skills. (p. 15)

**The Inner Spiritual Life**

April Warwick (1996), an exploratory researcher, used several existing prestige and attitude self-tests to explore the attitude about educational attainment of a group of single mothers in Anchorage, Alaska, during 1993. Rather than studying the college experience itself, Warwick compared such factors as the participants' self-reported perception of parental influence, socioeconomic status, academic performance, and gender identification between two groups of single mothers: those who did and those who did not go to college. Citing all the challenges of single parenting and college matriculation, Warwick noted that, coupled with their desire to be effective parents, single parents still aspire to complete college (Warwick, 1996). "Single mothers felt that the aspect of being a single
mother generally is a disadvantage when it comes to going to college, but they would still encourage other single mothers to attend college” (p. 106).

With regard to one’s inner spiritual life, Warwick (1996) noted that among the individuals in her sample (N=100) of single parents, high levels of religious values were reported.

More than 4 out of 5 (84%) viewed religion as important. More than half of the mothers in the sample were Protestant, 14% Catholic, and the remainder reported no affiliation, atheist or members of sects. (p. 62)

She did not, however, correlate the value of religion with academic success.

No other study focused on the self-reported or perceived spiritual/religious development of single-parent students in a faith-based academic setting.

**Personal Empowerment**

Personal empowerment proved to be a critical element in the educational success of impoverished women. Several studies (Brookshaw, 1994; Doris, 1996; Korb, 1991; Lieberman & Vaughn, 1990; Riley, 1991; Wroblewski, 1990) made this their focus. These studies suggested that because single-parent students have high life-stressors and minimal support, academic settings must provide a variety of support
services during the college years, until the person is able to manage without such support.

Gilbert (1984) conducted an extensive study documenting what is needed to empower welfare women in college. Program components crucial to the success of this population include: financial aid (funding and financial counseling), skill development training (academic advising, career development), and personal and psychological support (counseling) (Gilbert, 1984).

Working directly with the Department of Social Services (DSS), Lieberman and Vaughn (1990) developed a program description for the PACE (Public Assistance Comprehensive Education) program. A vocational training program, PACE provided up to five semesters of training for qualifying AFDC recipients, 60% of whom were single parents. Individuals enrolled in the project were coached weekly and were assisted in developing basic skills, in obtaining financial aid, and in working effectively with the Department of Social Services (DSS). Retention and a GPA of 3.0 and above were measures of the success of the program. The study compared rates of retention and grade-achievement of the participants in this 2-year program with that of the overall college populace and found higher numbers in both categories (Lieberman & Vaughn, 1990).
A Program evaluation showed that: (1) the retention rate for the 50 students who started PACE in fall 1986 was 88% through the end of the spring semester (compared to a college-wide rate of 81%); (2) retention rates were 50% for the same group through fall 1987; and (3) the mean grade point average (GPA) of PACE students for fall 1986 was 2.65, with 46% of the students earning GPA’s of 3.0 and above. The two-year degree PACE program has been completed by nine participants, who are all now gainfully employed. (p. 14)

Elizabeth Wroblewski (1990) polled the single-parent population of a Minnesota college. She then suggested the development of a single-parent program to empower these women to earn degrees in order to obtain professional employment. The researcher developed guidelines for campus administration, management, and support services to facilitate a quota of 25 student participants. Incorporated in the program design were short-term and long-term plans for support services necessary to ensure college success, as indicated by matriculation, retention, and graduation, of single-parent students (Wroblewski, 1990).

Julia Riley (1991), after experiencing the challenges of being a single parent seeking higher education, developed a guide for single parents to empower them to return to school. She reviewed existing programs and found, at that time, only 20 programs nationwide designed for the single-parent population. The Andrews University GENESIS program, which this study is about, is cited in her research (p.
138). Riley addressed many of the challenges single parents could face in the academic environment and gave guidelines to empower single parents to be successful in this setting. These guidelines dealt with such issues as preparation for college, financial needs, dealing with children, time management, study habits, coping with stresses, and self-care. Rather than being a study of one particular program, her document is a how-to manual for the single-parent student’s academic success.

Roslyn Korb (1991) compiled an adult-education profile for the 1990-91 academic year, and pointed out individuals who would most benefit from adult education. The poor, persons with a 12th-grade education or less, the unemployed, and minorities were, because of limited systematic support and increased life-stressors, the least likely to acquire an education (Korb, 1991). With regard to the challenges and impact of life-stressors, these findings were also supported in another limited time-study done on a small group of Andrews University GENESIS participants (VanderWaal, 1995). Both studies explored life-stressors and their impact on academic success and personal empowerment. Both studies suggested strategies such as time-management skills, to help single-parent students improve their self-esteem and personal success.
The Cooperative Agencies Resources for Education (CARE) also limited its study of single parents who were returning to college to only those mothers who were AFDC recipients. This California-based project assisted parents with children under age 6 to attend community colleges in order to earn a certificate, to complete a 2-year degree program, to transfer to a 4-year program, or to take advantage of all of these options (Brookshaw, 1994). The study identified three service areas that had an impact on the participants: (1) counseling services, (2) financial aid, and (3) tutoring and book-services awards. The findings indicated that students who used these services completed their degree at a higher rate than those who were not recipients of the CARE program (Brookshaw, 1994).

Cheryl Doris (1996), a phenomenologist, studied the participation and persistence factors of seven single-parent mothers who attended the University of Oklahoma. She found that their initial impetus to earn a college degree was for economic reasons but that the college experience itself was the motivational factor that kept them focused until completion. The academic environment provided the arena for the college experience, which included academic achievement, interaction with peers and professors, non-class
camaraderie, and the goal of having a timeline for graduation (Doris, 1996).

**Summary of Literature Review**

The term "the feminization of poverty" was coined to represent the economic condition of women in our society. "The feminization of poverty is a process by which the poverty population in the United States has become comprised increasingly of women, irrespective of race or age" (Goldberg & Kremen, 1990, p. 2).

Women continue to be poor because of their status and responsibilities in society. They are unemployed homemakers, care-givers of minor children and elderly adults, and are relegated to low-paying jobs (Goldberg & Kremen, 1990; Rocha, 1997). Lack of education is another contributing factor.

The poorest group of women are single parents with minor children (Ewalt, 1994; Leacock, 1971; Pearce, 1987). These women are the ones who do not readily seek education as a means toward self-sufficiency (Korb, 1991). "The greatest barrier to a woman’s ability to stay in school involved finances and governmental support services" (Young, 1977, p. 41).
Numerous studies show that welfare policies are failing to alleviate the poverty of families headed by women (Kates, 1991; Rocha, 1997; Ross, 1992; Seccombe, 1999; Young, 1977). The acquisition of education is indeed the single most empowering activity that is available to the impoverished (Kates, 1996). Education provides opportunity for female single parents to improve in such areas as employment status and income, involvement in the community, parenting skills, the inner spiritual life, and personal empowerment. With this in mind, Andrews University developed GENESIS, an educational empowerment program for single-parent students.
CHAPTER 3

THE GENESIS PROGRAM

Overview of the Chapter

Under the auspice of Andrews University, the GENESIS Program was developed. This chapter begins by describing the University. Before the GENESIS program description, the rational for the development of the program is presented followed by the impetus for the study. Components of the program, which include financial support, participant recruitment, guidelines for admission, and program benefits, are also included.

About The University

Andrews University is a faith-based college affiliated with the Seventh-day Adventist church, located in southwestern Michigan. Annual enrollment has grown over the 10 years of the single-parents program from nearly 2,000 students to over 3,000. These students matriculate in graduate and undergraduate programs, as well as on campus and in affiliated schools in and outside of the United States. The mission of the institution states that
Andrews University educates its students for generous service to the church and society in keeping with a faithful witness to Christ and to the worldwide mission of the Seventh-day Adventist Church. (Andrews University Bulletin, 2000, p. 8)

**Rationale for Genesis**

A fully accredited university, it offers a wide range of academic programs. Table 4 shows the division of undergraduate schools and many of the courses of study.

Government policies continue to enact major legislation with regard to the war on poverty. Emphasis moved from merely providing assistance payments to impoverished families, of which many were headed by single women, to requiring a training or work component.

Training was raised to a new level of primacy in the 1980s by two major pieces of federal legislation under the Republican administrations of Nixon and Reagan. The Job Training Partnership Act of 1982 clearly focused on training as the strategy of choice for reducing welfare dependency, while the 1988 Family Support Act reversed the emphasis of welfare policy from income maintenance with a job training component to job training with an income maintenance component. (Perlmutter, 1997, p. 9)

The Family Support Act of 1988 required the allocation of funds to provide supportive services to single mothers wanting to transition from welfare to work. Targeting this segment of the population has been and continues to be warranted since currently 20% of welfare caseloads are people without a high-school diploma or GED (Seccombe, 1999, p. 187). Support services included education and job-
# TABLE 4

<table>
<thead>
<tr>
<th>ANDREWS UNIVERSITY</th>
<th>PROGRAMS AND ACADEMIC OFFERINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School</strong></td>
<td><strong>Academic Programs</strong></td>
</tr>
<tr>
<td>College of Arts &amp;</td>
<td>Pre-Professional Programs</td>
</tr>
<tr>
<td>Sciences</td>
<td>Allied Health</td>
</tr>
<tr>
<td></td>
<td>Art, History &amp; Design</td>
</tr>
<tr>
<td></td>
<td>Behavioral Sciences</td>
</tr>
<tr>
<td></td>
<td>Biology</td>
</tr>
<tr>
<td></td>
<td>Chemistry, Biochemistry</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
</tr>
<tr>
<td></td>
<td>English</td>
</tr>
<tr>
<td></td>
<td>Political Science</td>
</tr>
<tr>
<td></td>
<td>International Language Studies</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
</tr>
<tr>
<td></td>
<td>Music</td>
</tr>
<tr>
<td></td>
<td>Nursing</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
</tr>
<tr>
<td></td>
<td>Physical Education</td>
</tr>
<tr>
<td></td>
<td>Physical Therapy</td>
</tr>
<tr>
<td></td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td>Religion</td>
</tr>
<tr>
<td></td>
<td>Social Work</td>
</tr>
<tr>
<td></td>
<td>Speech, Language Pathology</td>
</tr>
<tr>
<td>College of Technology</td>
<td>Agriculture</td>
</tr>
<tr>
<td></td>
<td>Aviation Technology</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
</tr>
<tr>
<td></td>
<td>Technology Education</td>
</tr>
<tr>
<td>Division of</td>
<td>Architecture</td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td>School of Business</td>
<td>Accounting, Economics, &amp; Finance</td>
</tr>
<tr>
<td></td>
<td>Computer Science &amp; Information</td>
</tr>
<tr>
<td></td>
<td>Systems</td>
</tr>
<tr>
<td></td>
<td>Management &amp; Marketing</td>
</tr>
<tr>
<td>School of Education</td>
<td>Elementary Education</td>
</tr>
<tr>
<td></td>
<td>Secondary Education</td>
</tr>
<tr>
<td></td>
<td>Teacher Certification Programs</td>
</tr>
</tbody>
</table>

*Note.* Taken from the Andrews University Bulletin, 2000, Berrien Springs, MI: Andrews University.
skills training as well as time-limited child care and medical benefits.

Consistent with the spirit of this act, the GENESIS program at Andrews University was created. The program was developed with the goal of empowering impoverished single-parent students to earn their first undergraduate degrees. Eligible participants included single parents with minor children who had completed high school and/or earned a GED (general education diploma), and those who had attended but not yet completed college.

This program has been in operation since the 1987-1988 academic year. It was developed to provide an opportunity for single parents to become educated in a vast array of professional fields, assuming that those who earned their degrees would be better equipped to move out of poverty. The greatest move, certainly, would be economical—with employment status and income. There would also be impacts on other quality-of-life areas: community involvement, parenting skills, the inner spiritual life, and personal empowerment.

The GENESIS program, therefore, is not the result of anybody's capricious wishes, instead it is part of prevalent social and political trends in this country. In other words, there is a national trend and a big emphasis to get people working and off welfare.
Impetus For The Study

This study is on the GENESIS Program. To date, there has been no systematic study evaluating the effectiveness of the project. Although word-of-mouth responses and University observations suggest that the program has empowered participants to achieve their personal and professional goals, there are many unanswered questions. Does GENESIS provide an opportunity for former participants to make radical improvements in their employment and income status? Are GENESIS participants empowered to be involved in and make a contribution to their communities? Do GENESIS participants improve their parenting skills and family's quality of life? Do GENESIS participants report growth in their spirituality/faith expression? Do GENESIS participants report personal empowerment?

Andrews University, as part of a wider debate, is seeking answers to these questions as the University provides the tuition assistance and other support services to this high-risk population. As the American political machinery continues to label and stigmatize single-parent families, Andrews seeks to make a difference, at least in the lives of the population who matriculate here.

Just how did the program begin? Who saw the need? How was it addressed? And who was eligible for the assistance?
History of the Development of Genesis

The Community Services Assistanceship Program (CSAP), the brain-child of Dr. Oystein LaBianca (the then chairperson of the University's Behavioral Sciences Department), introduced voluntary services to residents in the Benton Harbor, Michigan, community. This parent program provided "volunteers" (from all students currently enrolled at Andrews) to work in the community to assist in already-existing programs, which included latch-key services, a "breakfast club," day-care programs, and the like. Students provided both direct (i.e., child-care workers) and indirect services (i.e., assistants in the mayor's office). Since these students were not paid by the programs they served, the students worked as volunteers to the companies/businesses, yet they were paid by Andrews University through grants obtained to provide these community services.

During the 1986-1987 school year, when single-parent recipients of CSAP services were asked what other needs they wanted addressed, they expressed their desire for their own self-actualization through academic fulfillment.

As a result of this expressed need, and the awareness of the federal mandates for family self-sufficiency, Dr. LaBianca and Desiree Ham-Ying, an economics major directing the CSAP program, explored resources and developed the GENESIS program.
Financial Support of Genesis

The very next year (1987-1988), this program, called GENESIS after the initial child-care grant from the Whirlpool Foundation, began with 20 local female single-parent residents. At its inception it was merely a need-based, tuition assistance program, so all participants did not qualify for the full grant amount. To qualifying recipients, up to 75% of their educational expenses could be covered through grants such as PELL, SEOG, Michigan Grant, and the Andrews University grant. See Table 5 for potential benefits to Michigan residents.

After the first year, the program attracted participants from neighboring Indiana as recruits learned about the program through a follow-up public health project to assist single-parent teens. See Table 6 for estimated non-resident possible allocations.

The program benefitted participants who were recipients of meager means, because the smaller the reportable income one made the year prior to matriculation, the greater a monetary need was reflected in the financial aid application. The program, therefore, benefitted very poor people. Prime candidates were recipients of AFDC (Aid to Families With Dependent Children), which are funds distributed through the Family Independence Agency (formerly called the Department of Social Services).
TABLE 5

<table>
<thead>
<tr>
<th>MICHIGAN RESIDENT ANNUAL ESTIMATED FINANCIAL PACKAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annual cost of program</td>
</tr>
<tr>
<td>1. Yearly tuition/fees $8800</td>
</tr>
<tr>
<td>2. Books $1000</td>
</tr>
<tr>
<td>TOTAL EDUCATIONAL EXPENSES $9800</td>
</tr>
<tr>
<td>Income Sources</td>
</tr>
<tr>
<td>1. PELL Grant $2300</td>
</tr>
<tr>
<td>2. SEOG Grant $1200</td>
</tr>
<tr>
<td>3. Andrews Grant $1700</td>
</tr>
<tr>
<td>4. Michigan Grant $2150</td>
</tr>
<tr>
<td>TOTAL GIFT AID $7350</td>
</tr>
<tr>
<td>5. Cash contribution/student labor and/or $2450</td>
</tr>
<tr>
<td>student loan</td>
</tr>
<tr>
<td>TOTAL EDUCATIONAL RESOURCES $9800</td>
</tr>
</tbody>
</table>


Estimated budget was based on a student taking a full-time load of 13-16 quarter credits at approximately $225 per credit, for three of the four 12-week quarters: fall, winter, and spring.

Direct contact was made by the program developers (LaBianca and Ham-Ying) with the administration of the Department of Social Services (renamed, in 1997, Family Independence Agency) for approval of the GENESIS program. The agency sanctioned the project and consented to financially support eligible participants, as they would
still be in compliance with federal regulations. Students would continue to qualify for an assistance payment check as long as their class attendance and related study time fulfilled the 20-hour-per-week work, educational, or community service requirement.

### TABLE 6

<table>
<thead>
<tr>
<th>NON-RESIDENT ESTIMATED ANNUAL FINANCIAL PACKAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Yearly cost of program</strong></td>
</tr>
<tr>
<td>1. Yearly Tuition/Fee</td>
</tr>
<tr>
<td>2. Books</td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
</tr>
<tr>
<td><strong>Income Sources</strong></td>
</tr>
<tr>
<td>1. PELL Grant</td>
</tr>
<tr>
<td>2. SEOG Grant</td>
</tr>
<tr>
<td>3. Andrews Grant</td>
</tr>
<tr>
<td><strong>TOTAL GIFT AID</strong></td>
</tr>
<tr>
<td>4. Cash contribution, student labor and/or student loan</td>
</tr>
<tr>
<td><strong>TOTAL EDUCATIONAL RESOURCES</strong></td>
</tr>
</tbody>
</table>


### Recruiting

A brochure (see Appendix A) was prepared and program participants were recruited using advertisement through the Department of Social Services, the Health Department, local
schools and other agencies that served eligible single mothers of minor children. The first year, 20 students were enrolled. Table 7 charts the enrollment over the first 10 years of the program's existence.

TABLE 7
YEARLY ENROLLMENT AND GRADUATION NUMBERS
OF GENESIS STUDENTS FROM 1987-1997

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>21</td>
<td>5</td>
</tr>
<tr>
<td>1988-89</td>
<td>37</td>
<td>9</td>
</tr>
<tr>
<td>1989-90</td>
<td>42</td>
<td>9</td>
</tr>
<tr>
<td>1990-91</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>1991-92</td>
<td>85</td>
<td>7</td>
</tr>
<tr>
<td>1992-93</td>
<td>76</td>
<td>12</td>
</tr>
<tr>
<td>1993-94</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>1994-95</td>
<td>60</td>
<td>17</td>
</tr>
<tr>
<td>1995-96</td>
<td>58</td>
<td>10</td>
</tr>
<tr>
<td>1996-97</td>
<td>60</td>
<td>14</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>95</strong></td>
<td></td>
</tr>
</tbody>
</table>

Program Guidelines

As the years passed, the program grew and the guidelines for admission were revised (see Appendix C). The participant pool also changed. The initial enrollment population first changed to include non-state residents. Then the University recruitment office did a mailing to all
Seventh-day Adventist (SDA) churches in the United States. As a result of these two mailings (to programs serving single parents and to SDA constituents), the configuration of participants changed from local residents to include Seventh-day Adventists from throughout the United States.

Funding eligibility based on need continued, however, to benefit and therefore attract low-income individuals who represented perhaps 95% of the participants. After expanding to more than 80 students per year, to better serve those enrolled, the program was limited, in 1995, to 60 participants.

**Required and Peripheral Benefits Of Involvement in Genesis**

The tuition-assistance program provides the opportunity for single-parent students to earn degrees in a wide variety of academic programs. Other program benefits include student housing and a campus day-care center. Since the University is located in a rural setting, an additional benefit is the close proximity of both elementary and high schools so GENESIS participants can also meet the needs of their older children as well as be readily available should the schools need to contact them.

A required once-per-week seminar was the unique forum provided by the GENESIS Program. All program participants were expected to attend and participate throughout the academic year. Although officially a behavioral science
class, registration was required for only one quarter. For a sample of one year's (1996-1997) syllabi, see Appendix F.

The purpose of the seminar was to find strategies to effectively deal with single-parent issues. Using multiple methods to exchange knowledge such as "teacher talk," whole class and small-group discussions, guest presentations, videos, and out-of-class assignments, a variety of issues were explored. Topics included academic success, career planning, budgeting and time management, utilization and distribution of resources, parenting skills, spiritual growth, women's health and safety, and personal enrichment. The class also included opportunities to develop leadership skills as it was the forum for the GENESIS club's organization.

Although not ever guaranteed as a program component, during the 10 years the program has been operational, participants have received a variety of other services which include: professional counseling for students and/or their children, financial assistance with child care, rent subsidy, free car-care clinics, motivational/video/literature resources, informal and formal spiritual encouragement, free commodities, emergency financial help, and summer family field trips.
Personal Interest in the Study

The researcher had the privilege of directing the GENESIS program from July 1991 through June 1997. During this 6-year period, the project was moved from its fledgling state to a well-orchestrated program with admissions criteria, guidelines for continuance, and many support systems in place.

Summary

Out of the concern to empower women trapped in the existence of poverty, the GENESIS program was created. The desire of the program was to equip female single parents with a college degree and professional skills, moving them from minimal and marginal employment opportunities into meaningful, financially rewarding, gainful employment. GENESIS has now been in existence for 10 years. During this time, records have been kept and the program has been refined, with the goal ever in mind to assist female single parents, who have minor children, to complete their college degrees. Questions about the changes in the quality of life of participants in the areas of employment status and income, community involvement, parenting skills, the inner spiritual life, and personal empowerment give the impetus for studying the impact of the college experience on the lives of female single-parent students who enrolled in Andrews University and attended for some time. This study presents the outcome of this effort.
CHAPTER 4

METHODOLOGY

Overview of the Chapter

The purpose of this study was to examine the impact of the college experience on women who participated in GENESIS -- the Andrews University single-parent tuition-assistance program. Explored are the abilities of these women to become upwardly mobile after leaving the program in five specific areas: employment status and income, involvement in the community, parenting skills, the inner spiritual life, and personal empowerment. The focus of the research is on the impact of the college experience on both those who graduated and those who did not.

In the implementation of the GENESIS program, and for the 6 years that the researcher was the director, annual reports including evaluations and graduation rates of the participants were submitted to the university’s Vice President for Academic Advancement. These periodic reports were ongoing and necessary to document the need and continuing existence of the program. To enhance program
outcome understanding, quantitative and qualitative data were generated for these annual reports. This information offered only superficial understanding of the real-life experience and general impact that the program had on the well-being of the at-risk women who participated. The purpose of utilizing nonexperimental quantitative data was to "emphasize the objectivity and quantification of the phenomena" (Rubin & Babbie, 1997, p. 32). The purpose of the qualitative data was to understand the former GENESIS participants through their anecdotal stories.

Research Questions

In seeking to answer questions about changes made in the quality of life of the student participants, the primary research question asks: To what extent does a college experience impact a GENESIS participant in the following areas:

a. Employment status and income. As a result of their college experience, do more female single parents report that they are employed after leaving college than they were prior to attending college? Do female single parents who complete a college degree report earning more than those who simply attended college but did not earn a degree? In general, what was the reported effect of the program on the
female single-parent’s employment status and income after leaving college as compared to before they came?

b. Involvement in community. Do female single parents, as a result of their college experience, report an increased involvement in community and civic affairs after their college experience as compared to before their college experience?

c. Performance as parents. Do female single parents, as a result of their college experience, report better child-management skills after they leave than they had prior to attending college?

d. The inner spiritual life. Do female single parents, as a result of their college experience, report a difference in their religious profession and/or practices after leaving the program than they had prior to coming to college?

e. Personal empowerment. Do female single parents, as a result of their college experience, perceive improvement in: personal qualities, skills and talents, challenges overcome, and personal assessment after leaving college as compared to prior to coming to college?

The study also compares subjects who graduated with those who did not.
Much effort went into the development of the survey instrument that documented both respondents’ quantitative and qualitative perceptions. Rubin and Babbie (1997) suggest that findings are optimized when both open- and closed-ended questions are used (p. 192), and then pilot tested “to avoid measurement error” (p. 171).

In the fall of 1994, the first instrument was developed (see appendix B) and administered to a small sample of GENESIS participants (n=20) as recommended by McMillian and Schumacher (1997). These participants were current students who were receptive to using the survey to reflect both their measurable and narrative perception of the program.

Following this pilot, expert review was conducted. This was done by research consultants Drs. Oystein LaBianca and Jimmy Kijai. Dr. LaBianca is a world-renowned anthropologist who then chaired the university’s Behavioral Sciences Department. Dr. Kijai is a statistician, who teaches in the department of Education and Counseling Psychology. Input from both the researchers and the pilot group assisted in determining the appropriateness of each of the questions in the instrument. Following this review, the survey tool was modified to improve the overall validity of the study.
The only accurate list of GENESIS participants was maintained in the director's office. This formed the sampling frame (N=243).

This nonprobability sample, which "involved using whatever subjects who were available to the researcher" (McMillan & Schumacher, 1997, p. 160), suggested that the opportunity to participate in this study was given to all GENESIS former participants for whom there were addresses (n=154). Questionnaires were mailed to these 154 subjects, with a response rate of 36% (n=56).

Data Collection

Qualitative and quantitative methods were utilized to collect the data for this study. The data collection took place over 15 months.

Archival Records

Records that existed from the Genesis program provided an unobtrusive data source for the variables of grade point averages (GPA's) and graduation rates. Lincoln and Guba (1990) point out that existing records offer "useful sources of information . . . in evaluation" (p. 276). These University records also identified the participants or sampling frame for the study. "The sampling frame is simply
a list of the study population” (Rubin & Babbie, 1997, p. 239).

Survey Data

Self-administered questionnaires seeking information about the college experience were mailed to this accessible population of students who matriculated for the first 10 years of the program (1988-1997). Prepaid return postage was provided to facilitate ease for returning the surveys (McMillan & Schumacher, 1997).

The questionnaire or survey tool consisted of 37 questions in eight categories and allowed for both open-ended and closed-ended responses (see appendix C). The sections were alphabetically labeled as follows:

“A. Information about you.” Included in this section was residence prior to coming to Andrews; family size and configuration; and marital status.

“B. Matriculation data.” This included dates of matriculation; participation in the GENESIS program; and reason for leaving.

“C. Source of support.” Both earned income and other financial resources as well as in-kind support utilized by the participant before, during, and after leaving the program were asked for in this section.
“D. Employment history.” Included here was part- and full-time work; prior approximate annual earned income; categories of employment; and earned income per each year after leaving the program.

“E. Current educational/employment activity.” Questions asked what the participant had done since leaving the program.

“F. Religion/spirituality.” Questions compare self-assessment of religious/spiritual involvement both during and after leaving the program, and changes made as a result of participating in the program.

“G. Your Andrews experience.” This section sought to identify qualities, skills/talents, and challenges overcome (strengths gained) as a result of the program experience, as well as providing another list of self-assessment statements.

“H. Evaluation of GENESIS.” This section gave the participant the opportunity to write out any observations. As McMillan and Schumacher suggest, “Open-ended items exert the least amount of control over the respondent and can capture idiosyncratic differences” (p. 244). This provided an opportunity to critique the program and make observations suggesting informative summative outcomes, a test of whether
the program really worked for particular students (McMillan & Schumacher, 1997, p. 575).

**Interview Data**

In addition to the data generated from the survey’s open-ended questions, Morgan (1988) suggests that focus-group interviews with former participants could portray the value-added richness of their personal stories (p. 10).

Survey research can seldom deal with the context of social life. Although questionnaires can provide information in this area, the survey researcher can seldom develop the feel for the total life situation in which respondents are thinking and acting that, say, the participant observer can. (Rubin & Babbie, 1997, p. 364)

The critical experiential feedback of the focus groups provided the major source of qualitative material for this study. Participants were offered the opportunity to enhance the interpretations generated from the survey research “that captures the nature of the social world” (Denzin & Lincoln, 1994, p. 252) thus improving the overall study validity (Rubin & Babbie, 1997).

Former GENESIS students who lived within 50 miles of the University were invited, both by letter and phone, to participate in the focus groups. Two focus groups, one consisting of 4 participants, the other of 3 (n=7), were conducted. The groups met 3 weeks apart on 2 week-day
evenings. As a central location for the meetings, participants were invited to the Andrews University campus.

These focus group interviews lasted approximately 2 hours each and the narratives were audiotaped to improve the researcher's ability to capture greater detail. It has been suggested that unstructured group interviews “provide greater breadth than other types” (Denzin & Lincoln, 1994, p. 365). (See appendix D for Focus Group protocol.)

A non-participant observer recorded additional field notes (Jorgensen, 1989). One major advantage of having an observation research partner was that the group facilitator could focus on the interview without being distracted with note-taking and documenting observations (Lincoln & Guba, 1985). This was the primary function of the research partner. Another advantage of this assistant was that the notations made by the assistant concurred with those of the researcher and were added to the data gathered.

As suggested by Denzin and Lincoln (1994), former participants were offered opportunity to share their “lived experiences” for the study was “concerned with humans and their relations with themselves and their environments” (p. 414). These stories, consequently, were focused around the impact of their Andrews University/GENESIS life.
Data Analysis

Both the quantitative and qualitative responses were recorded. Specifically, data were tabulated from both the archival resources and the survey responses. The narratives from both the survey tool and focus groups were transcribed, organized into two volumes and paginated, then coded and analyzed for themes. When referring to this information in the findings chapter, volume 1 comes from the survey tool; volume 2 is from the focus groups.

The quantifiable data were entered into SPSS® software. Data were entered as each survey was returned. To enhance the validity, data entry errors were minimized by having only one trained research assistant doing the entry.

Quantitative data assessment involved analyzing the questionnaire responses pertinent to employment status and income, community involvement, performance as parents, inner spiritual life, and personal empowerment. To determine whether there were significant changes in the proportion of responses in each category, based on before and after the college experience, Chi-square tests were conducted (Hinkle, Weirsma, & Jurs, 1994, p. 534). McNemar’s chi-square tests for dependent samples involving nominal data were also conducted (p. 551).
As recommended by Denzin and Lincoln (1994) qualitative data analysis also included categorizing all of the open-ended responses from each of the survey instruments. These responses were compiled and typed. Each idea was categorized into like groupings. Combined with information from the focus groups, this analysis was summarized and used to articulate the GENESIS “lived” experience. Verification of these themes was enhanced through the use of data triangulation which is used to increase the credibility of the findings. “The use of multiple methods, or triangulation, reflects an attempt to secure an in-depth understanding of the phenomenon in question” (Denzin & Lincoln, 1994, p. 2). The multiple methods used included data from the closed-ended survey statements, the survey’s write-in responses, and the focus group narratives.

Additionally, “transparency” requires that qualitative data be clear and explicit.

That is expected so that (a) the reader will be confident of, and can verify, reported conclusions; (b) secondary analysis of the data is possible; (c) the study could in principle be replicated; and (d) fraud or misconduct, if it exists, will be more trackable. (Denzin & Lincoln, 1994, p. 439)

Both qualitative and quantitative findings are presented in the following chapter. The findings have been summarized with narratives and supported with tables.
Validity, Reliability, and Generalizability

Issues of response rate challenge the validity of the study. The mobility of this sample of female single parents stymied the researcher’s abilities to trace them. A larger number of participants would have greatly added to the quality of the study and decreased sampling error by increasing sample size (Rubin & Babbie, 1997).

Reliability and validity were study concerns. To provide reliability, in collaboration with expert consultants, a pilot survey tool was initially developed. The items in the survey were developed to reflect the goals and objectives of the GENESIS program. The tool was then reshaped, using the input from the pilot group and expert consultants. Because of this, the researcher suggests that the survey was reliable, for it “would yield the same results each time were it applied repeatedly to the same sample” (Rubin & Babbie, 1997, p. 174).

Validity of the survey, however, was harder to determine, for the survey tool (the empirical measurement) may not have adequately reflected the requested life-changes of the subjects (p. 177). The focus groups provided the forum for the participants to describe the impact of their college experience. From this method, information could be
clarified, documented, and themed, to ensure understanding by the researcher and corroboration with the survey tool.

Generalizability to the sample and ultimately to the population needs to be addressed, as well. “A generalization is usually thought of as a statement about a state of affairs, some claim or proposition that purports to be a true statement about something” (Eisner, 1990, p. 200).

Neither the focus group, nor the sample directly mirror the GENESIS population. Their similarities, however, were that they were all female single parents who matriculated for some time at Andrews University. Qualitative findings, according to Eisner (1990), further suggest that stories of a few “contribute significantly” to the whole.

Direct contact with the qualitative world is one of our most important sources of generalization. But another extremely important source is secured vicariously through parables, pictures, and precepts. One of the most useful of human abilities is the ability to learn from the experience of others. . . . All of these narratives are potentially rich sources of generalization. . . . “More often than not, inferences are made to larger populations not because of impeccable statistical logic, but because it makes good sense to do so.” (pp. 202, 203)

The role of the researcher in biasing outcomes also needs to be addressed here (Denzin & Lincoln, 1994). Being a single parent, and the program director for 6-years, the researcher undoubtedly had biases. This proved to be an asset, for Rubins and Babbie (1997) recommend “that
researchers spend a period of direct immersion in the culture of the population to be studied before administering” evaluative measures (p. 214). These subjective experiences undeniably impacted the overall objectivity of the study as indicated in the questions asked. Triangulation, which included the use of data from the closed-ended survey statements, the survey’s write-in responses, the focus group narratives, and the focus group research partner, however, served to decrease faulty study outcomes.

Summary

Using both quantitative and qualitative measures, data were gathered to determine the impact of the college experience on the lives of female single-parent students who matriculated during a 10-year period at Andrews University and participated in the GENESIS program. The surveys requested information about the subjects’ perceptions with regard to their lives in five specific areas: finance, parenting, community, spirituality, and empowerment. Many questions allowed subjects to document their situations before coming to college, while attending college, and after leaving college. In addition to the write-in comments, the focus groups allowed the participants to tell their
"experiential" stories, adding breadth and depth to the quantitative findings.
CHAPTER 5

THE RESULTS

Overview of the Chapter

In this chapter characteristics of the entire GENESIS population are described, followed by the characteristics of the study sample. The research questions are each answered and illustrated in tables and narratives, using both quantitative and qualitative data.

Research Process

The focus of this study was to determine the impact of the college experience and the Andrews University GENESIS program on single-parent students and their families in the following areas: employment status and income, involvement in community, performance as parents, the inner spiritual life, and personal empowerment. This study looked at the changes in the lives of single-parent students who were accepted into Andrews University, a faith-based university, and who qualified for additional tuition assistance through the GENESIS program. Sources of data for the study included the University's database system, a mail survey, and focus groups.
All "locatable" former participants \((N=154)\) were included in the sample and were contacted. The response rate \((N=56)\) represented 36% of those contacted. Although less than half of the program participants responded, this represents the best that could be done in trying to locate persons who have moved several times, and/or changed their names. Difficulty in locating participants increased over time.

**Characteristics of the Population**

During the 10 years, from 1987-1897, a total of 243 single parents participated in the GENESIS program. This program was designed for single women with children; however, exceptions were made and 4.1% of the total population were single-parent fathers \((n=10)\). Not all participants in the program graduated. Graduation data on two participants were missing from the data set. The graduation rate of the total reporting population \((N=241)\) was 39.4% \((n=95)\), meaning that 60.6% \((n=146)\) did not graduate.

All the participants were custodial parents of minor children who were pre-school, elementary aged, teenagers, or any combination of these groupings. Although not qualifying them for the program, several parents had adult children as well.
Grade point averages (GPAs) were not available for 4.9% (n=12) of the subjects. Of the remaining population (N=231), the GPA, on a 4.00 system, ranged from below 1.00 (n=6) to 4.00 (n=2), with a mean of 2.69, and standard deviation of .78. Approximately 13% (n=31) were between 1.00 and 1.99; 48% (n=111) earned 2.00 to 2.99; and 35% (n=81) earned 3.00 to 3.99. The mean GPA for those who graduated (n=95) was 2.93, with a standard deviation of .61. The mean GPA for those who did not graduate (n=146) was 2.57, with a standard deviation of .79.

Characteristics of the Sample

Of the total former GENESIS participants (research subjects) who responded to the survey (N=56), 62.5% (n=35) of them graduated from an undergraduate program. The remaining 37.5% (n=21) attended college for some period but did not graduate from the University as participants in this program. All the respondents were female.

Many subjects reported poverty-level incomes at time of admission (mean income = $7,260.71, median income = $7,500, standard deviation = $7,041.01); however, academic acceptance was not contingent on the student's previous receipt of or eligibility for federal funds (Aid to Families with Dependent Children [AFDC], Supplemental Security Income
[SSI], Old Age, Survivors, Disability Income [OASDI], or other federally funded programs).

Residency in the state of Michigan was not a criteria for program eligibility, although local participation from the state of Michigan (n=20) exceeded representation from any other single state. Students who came from Indiana (state line is less than 20 miles away) represented the second largest group (n=6). The remaining number of respondents (n=30) came from 18 other states.

Table 8 illustrates the marital status of the research subjects (N=56) upon admission to the University. The program was designed for single female-headed householders. These guidelines were not clarified until 1992. Until that time, married students who were legally separated from their spouses (n=4) and those with only documentation of “physical” separations (n=10) were accepted into the program. Twenty-five percent (n=14) of the subjects had never married. Nearly 45% (n=25) of the subjects were divorced at the time of initial enrollment.

**Previous Sources of Support**

Research subjects reported a varied financial base prior to enrollment in the University. Income and sources of funding, other than earnings from employment, are presented in Table 9. Subjects may have been eligible to receive
TABLE 8
MARITAL STATUS
UPON ARRIVAL AT ANDREWS UNIVERSITY (N=56)

<table>
<thead>
<tr>
<th>Status</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single (never married)</td>
<td>14</td>
<td>25.0</td>
</tr>
<tr>
<td>Separated</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>Legally separated</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>Divorced</td>
<td>25</td>
<td>44.6</td>
</tr>
<tr>
<td>Widowed</td>
<td>3</td>
<td>5.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>56</td>
<td>100.0</td>
</tr>
</tbody>
</table>

TABLE 9
SOURCE OF NON-EARNED INCOME
PRIOR TO COMING TO ANDREWS UNIVERSITY (N=56)

<table>
<thead>
<tr>
<th>Income source</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Social security&quot;</td>
<td>3</td>
<td>5.4</td>
</tr>
<tr>
<td>SSI</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>AFDC (TANF)</td>
<td>22</td>
<td>39.3</td>
</tr>
<tr>
<td>Family support</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Unemployment compensation</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>Alimony/child support</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Scholarships/endowments</td>
<td>9</td>
<td>16.1</td>
</tr>
</tbody>
</table>

assistance from several sources, so the numbers do not total 100%.

Reflecting eligibility for cash benefit as determined by a means test, few respondents received Supplemental Security Income (SSI) (n=4), whereas 39% of the respondents (n=22) had been recipients of Aid to Families with Dependent

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Children (AFDC) (renamed Temporary Aid to Needy Families (TANF) in 1997). To qualify for the above categories the potential recipient's resources were below the federal poverty level for their given family size.

Research subjects also received financial support from work-related assistance categories which included "social security" benefits (retirement or disability) \( (n=3) \), and unemployment compensation \( (n=2) \). No one reported receiving funding from workman's compensation or veteran's benefits. Other means of support included parental support \( (n=16) \), alimony or child support \( (n=16) \), and other kinds of income such as scholarships and endowments \( (n=9) \).

<table>
<thead>
<tr>
<th>in-kind services</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rent/utility assistance</td>
<td>9</td>
<td>16.1</td>
</tr>
<tr>
<td>Medicaid</td>
<td>19</td>
<td>33.9</td>
</tr>
<tr>
<td>Medicare</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Food stamps</td>
<td>21</td>
<td>37.5</td>
</tr>
<tr>
<td>Day-care subsidy</td>
<td>7</td>
<td>12.5</td>
</tr>
</tbody>
</table>

In addition to cash benefits, research subjects reported receipt of in-kind assistance which included
rent/utility assistance, medicaid and/or medicare (health insurance), daycare subsidy, and food stamps. Again, all totals in Table 10 do not add up to 100% because respondents could qualify for and receive one or more types of service. Eligibility for federal program assistance was not limited to qualifying persons who were unemployed. Employed persons whose annual incomes were at or below the poverty level could also receive benefits (see Table 11). In this case, 82% (n=46) of the subjects (N=56) reported annual earned income the year just prior to enrollment.

Approximately 18% (n=10) of the subjects reported no earned income, while 71.7% (n=33) reported earning $1 to $15,000, and still qualified for federal aid. Of the subjects who earned $1 to $15,000 (n=33), 47.8% earned $10,000 or less (n=22), 26% reported earnings of $5,000 or less (n=12), and 8.69% reported earning $500 or less (n=4). This represents both full- and part-time annual employment. Nearly 29% (n=13) of those reporting earned income earned above $15,000.

**Employment History**

Prior to coming to college, 77% (n=43) of the research subjects reported the kinds of employment in which they engaged either full-time (n=26) or part-time (n=17) (see
Most of the subjects (n=41) were employed the year prior to admission.

<table>
<thead>
<tr>
<th>Annual earned income</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>$00.00</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>$1 - $500</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>$501 - $5,000</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>$5,001 - $10,000</td>
<td>10</td>
<td>17.9</td>
</tr>
<tr>
<td>$10,001 - $15,000</td>
<td>11</td>
<td>19.6</td>
</tr>
<tr>
<td>$15,001 - $20,000</td>
<td>6</td>
<td>10.7</td>
</tr>
<tr>
<td>$20,001 - $25,000</td>
<td>3</td>
<td>5.4</td>
</tr>
<tr>
<td>$25,001 +</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>56</td>
<td>100</td>
</tr>
</tbody>
</table>

Subjects reflected a wide range of kinds of work they engaged in most, prior to enrolling in college. Types of work ranged from being a beautician to being a utility worker (see Table 12 for all the categories). Work most frequently represented included clerical (n=11), education related (n=7), and health services (n=9). Service work included custodial and waitress jobs. Kinds of work listed on the survey, but in which subjects did not primarily engage, included computer sciences and consultation.
TABLE 12
CATEGORIES OF WORK DONE MOST
PRIOR TO ATTENDING ANDREWS UNIVERSITY (N=43)

<table>
<thead>
<tr>
<th>Job categories</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Beautician</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Business</td>
<td>2</td>
<td>3.6</td>
</tr>
<tr>
<td>Clerical</td>
<td>11</td>
<td>19.6</td>
</tr>
<tr>
<td>Education</td>
<td>7</td>
<td>12.5</td>
</tr>
<tr>
<td>Equipment operator</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Factory</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Health care related</td>
<td>9</td>
<td>16.0</td>
</tr>
<tr>
<td>Paralegal</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td>Sales</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>Service work</td>
<td>4</td>
<td>7.1</td>
</tr>
<tr>
<td>Utility work</td>
<td>1</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>43</td>
<td></td>
</tr>
</tbody>
</table>

Description of Focus Group Participants

The survey's open-ended comments were completed by 47 of the 56 subjects. The focus groups consisted of seven participants who were also part of the sample (N=56) and lived within 50 miles of the University. Six of the participants had been gainfully employed just prior to their college experience. All names are pseudonyms.

Diane had been on "welfare" receiving Aid to Families with Dependent Children (AFDC). Delores, whose mental health issues interfered with consistent employment, had been a baby-sitter for her church. Her main source of
income was also federal assistance payments (OASDI, SSI) (Vol. 1, p. 21). Julie, Margo, and Diedre had been homemakers, working to augment a spouse's income. Beth and Cheryl, who had never been married, also worked full- or part-time making minimum wage (Vol. 2, p. 48).

Life After Leaving the University

The objective of this study was to determine in what ways the college experience via the Andrews University GENESIS program helped low-income families make positive changes in their lives. Following are the findings of this study related to these five areas: employment status and income, involvement in community, performance as parents, the inner spiritual life, and personal empowerment.

Employment Status and Income

The GENESIS program is great for showing single parents where to look for resources and how to achieve the dream of higher education. This program made it possible for me to receive four years of quality education with only a GED. The Freshman Seminar helped me learn to set goals, find the study styles that fit me, and to organize my time. I am now using my degree as a RN. (Vol. 1, p. 7)

Question #1

The research question asked, "As a result of their college experience, do more female single parents report being employed after leaving college than prior to attending college?"
Table 13 shows the number of employed and unemployed subjects prior to coming to and after leaving Andrews University. The number of subjects who were employed before coming to Andrews University (n=41) was greater than those who were unemployed (n=15). The number of subjects who were employed after leaving Andrews University (n=40) was also greater than those who were unemployed (n=16). Of the subjects who were employed (n=41) prior to coming to Andrews University, 24.39% (n=10) were not employed after leaving Andrews University. Of the subjects who were unemployed (n=15) prior to attending Andrews University, 60% (n=9) became employed after leaving Andrews University. As the McNemar test suggests, the net change was not significant ($\chi^2=0.052$, df=1, p>0.05).

Several reasons were given for not being employed after leaving Andrews University: being in graduate school (n=6), completing a graduate degree but not yet working (n=1), transferring to another undergraduate program (n=1), getting married and not working (n=6). The remaining subjects (n=2) did not give reason for their unemployment.

One subject profoundly stated that "the honest evaluation in regard to your career is if it is marketable or not" (Vol. 1, p. 13).
### TABLE 13
EMPLOYMENT STATUS BEFORE COMING AND AFTER LEAVING ANDREWS UNIVERSITY (N=56)

<table>
<thead>
<tr>
<th>Employed after leaving Andrews University</th>
<th>Not employed after leaving Andrews University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subjects employed before coming to Andrews University</td>
<td>31 (75.6%)</td>
<td>10 (24.39%)</td>
</tr>
<tr>
<td>Subjects not employed before coming to Andrews University</td>
<td>9 (60.0%)</td>
<td>6 (40.0%)</td>
</tr>
<tr>
<td>Total</td>
<td>40 (71.4%)</td>
<td>16 (28.6%)</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=0.052$, df=1, $p>0.05$.*

**Question #2**

The second question asked, "Do female single parents who complete a college degree report earning more than those who simply attended college but did not earn a degree?"

Nearly 98% (n=39) of those who were employed after leaving Andrews University reported their earned income after leaving Andrews University. Of these, 57% (n=26) were graduates. The mean income of the graduates was $20,299 (SD=$11,543). The average income of the non-graduates was
$20,520 (SD=$10,845). At the 0.05 level, no statistical significant difference between the two group means was found ($t= -0.057, df=37, p=0.95$).

### TABLE 14
SALARIES FOR GENESIS GRADUATES AND NON-GRADUATES AFTER LEAVING ANDREWS UNIVERSITY

<table>
<thead>
<tr>
<th>Group</th>
<th>n</th>
<th>Mean income</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>26</td>
<td>$20,299</td>
<td>$11,543</td>
</tr>
<tr>
<td>Non-graduates</td>
<td>13</td>
<td>$20,520</td>
<td>$10,845</td>
</tr>
<tr>
<td>All subjects</td>
<td></td>
<td>$20,372</td>
<td>$11,172</td>
</tr>
</tbody>
</table>

Note. $t=-0.057, df=37, p=0.95$.

Question #3

The third question asked, "In general, what was the reported effect of the program on the female single parents' income after leaving college as compared to before they came?" In other words, were the average incomes of the female single parents different after they left college from what they were before they came to college?

As Table 15 shows, the average income of the students prior to coming to Andrews University was $8,079 (SD=$6,945). Their average income after attending Andrews University was $20,488 (SD=$11,052). A dependent t-test clearly showed that their income after leaving Andrews
University was significantly higher than their income prior to coming to Andrews University ($t=8.90$, $df=39$, $p<0.001$).

**TABLE 15**

<table>
<thead>
<tr>
<th></th>
<th>$n$</th>
<th>Mean Income</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Income before</td>
<td>41</td>
<td>$8,069</td>
<td>$6,945</td>
</tr>
<tr>
<td>Income after</td>
<td>40</td>
<td>$20,488</td>
<td>$11,052</td>
</tr>
</tbody>
</table>

*Note. $t=8.90$, $df=39$, $p<0.001$.*

Even though the income was significantly higher after leaving Andrews University, there appeared to be a downside to the improved income.

I have found I have no more money than before I went to school--in trying to pay my school loans--especially alone. The $4000.00 in Genesis grants that I should have gotten--(added to Andrews University grant) would have made a difference in the total amount--and my payments--So now I make too much money to be helped but have no more money to pay to keep my children healthy--doctors, dentists, eye doctors, hospitals and schools. Somehow there has to be a better way. I couldn't stop going to school because I couldn't get paid enough. If I quit school, "welfare" would stop, but I know the payments for school would take all my income. I feel stuck between a rock and a hard place!. (Vol. 1, p. 3)

**Question #4**

The final question related to employment status and income asked, "How do graduates compare with those who did
not graduate with regard to being employed immediately after leaving Andrews University?"

Table 16 indicates that 21 of the 55 valid respondents were non-graduates. Of the 21 non-graduates, 61.9% (n=13) were employed after leaving Andrews University. Of the 34 graduates, 76.5% (n=26) were employed. The Chi-square test revealed that no significant difference was found between graduates and non-graduates with regard to the proportion of subjects who were employed ($\chi^2=1.33$, $df=1$, $p=.24$).

<table>
<thead>
<tr>
<th></th>
<th>Not employed after leaving college</th>
<th>Employed after leaving college</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-graduate</td>
<td>8 (38.1%)</td>
<td>13 (61.9%)</td>
<td>21</td>
</tr>
<tr>
<td>Graduate</td>
<td>8 (23.5%)</td>
<td>26 (76.5%)</td>
<td>34</td>
</tr>
<tr>
<td>Totals</td>
<td>16</td>
<td>39</td>
<td>55</td>
</tr>
</tbody>
</table>

Note. $\chi^2=1.33$, $df=1$, $p=.24$.

The above numbers reflect the quantitative findings of the study. The "lived experience" presented in the focus groups and survey comments broaden the understanding of the impact of the college experience related to employment.
status and income of the former GENESIS participants after leaving Andrews University.

The college experience equipped each of the focus group participants to find gainful employment which reflected a marked increase in earnings. Deloris reported that the increase was directly and "absolutely" related to acquiring a college degree. She said, "My income had been $5,000 a year, and all of a sudden it jumped to $23,275 the year I graduated. Education does pay!" (Vol. 2, p. 48). Before returning to school, Beth and Diedre earned minimum wage, now they reported making $12.50 an hour (Vol. 2, p. 76).

The incentive to move out of poverty was best expressed by Diana when she said,

I tell people all the time that poverty, that the mindset of poverty, is so pervasive that unless you get the idea that you have to break free of it, you will be stuck in it for life. And I truly believe that the whole system of welfare has a way of pulling you down. If you don't know what the ramifications are then you cannot teach people to steer clear of it. (Vol. 2, p. 15)

Diedre later commented about the plight of other single women by saying, "I think a lot of single women would like to go back to college, but they've been abused by the system and feel beat up a lot" (Vol. 2, p. 59). She advocated for these women to have an opportunity to go to college.

Each of the focus group participants worked toward a professional degree: four majored in social work, one in theology, one in accounting, and one in education. Julia,
Deidre, and Beth have graduated and are pleased to have found employment in their fields of study, reporting both a sense of satisfaction as well as the awareness of the challenges of their jobs. Margo majored in theology but is doing human service work at a Family and Children's Center. She said regretfully, "I'm working, but it's neither in my field nor paying the amount of money that I want" (Vol. 2, p. 26). Diana, who earned a bachelor's degree in social work, initially worked in her field, but is currently teaching in the elementary school system (Vol. 2, p. 42).

Cheryl, who had not completed college at the time of the study, is now back in school working toward her degree in accounting. Although she received income to support her son's disability, she is also working part-time now, too. She told us:

My major was accounting when I was here, and now I'm back in school, and my major is still accounting. The reason that I left was because I had financial difficulties. Basically I was trying to work full-time and go to school full-time and it wasn't working. I needed to work. My financial situation now has changed and now I don't have to work as much. I am getting more assistance. I have a part-time job being a health care provider. It's basically helping my mother out like I was already doing, and they give me a check for that. It's not that much money, but it's tying me over with a little bit of assistance. The times I dropped out of school and worked full-time hurt me with the assistance I was getting, so now they're deducting my son's disability check, and I have to pay them back. A little over $800. And I made a little over $12,000 that year but that was too much income so it's better for me to be in college and finish. So if I make any income it won't matter because of the money that I receive from the government only helps me with my son. His disability is not enough to be a full income. And even
with the help that I'm getting with my rent I can work just so much. Working full-time with a good income my assistance would be cut off. So it's like, if I don't go to college I'm stuck in a rut. So it's better to be poor for a few years and graduate from college and then when I make an income it won't matter what happens, 'cause I'll be able to carry on. (Vol. 2, pp. 67, 68)

Deloris, after graduating and working in her profession earning an annual salary of over $23,000, has for the past 2 years, however, been unemployed due to her emotional health challenges. Again living on federal assistance, she complains that she's "trying to figure out what to do" (Vol. 2, p. 13). She lamented,

My biggest thing right now is finances, because I haven't had an income since August. Now the income has just started to come back [she's receiving federal assistance]. It's not much, but it's a regular payment. So now it's like, oooh, I can pay a bill. I don't have to run and hide when the phone rings. (Vol. 2, p. 21)

She added: "In my situation, it's not so much lacking the ability to get the job, right now I'm dealing with emotional and mental disorders" (Vol. 2, p. 23).

The focus group participants dared to share current challenges with regard to their income status, for several of them are overwhelmed by educational loans taken out while in school to complete their education and augment their meager resources.

Even though I am somewhat encumbered by student loans, I have no regrets for having attended Andrews University. My experience was very positive. (Vol. 1, p. 2)
Wishing she had thought more about the consequences of taking out so many loans while in school, Diana bemoaned her challenge of not earning enough to meet living expenses and make a large loan payment. Punctuating her angst with a big sigh, she shared:

Ah!! My choices were to pay the loan off or to keep a roof over my head. My salary was not enough to pay $300 on my student loan. It was more than that, like $350 or $400 a month. And I didn't have the money.

What I did was, another company contacted me and asked me if they could buy my loan promising that I could pay as little as $100 per month. Because I did that, I was able to get my loan out of default and go back into repayment. So I did start paying on it again. Unfortunately the interest charges were out of this world. And it was only later that I learned that I had loans that could have been forgiven due to the type and place of work I was doing. When the other company bought it, however, I could no longer have it forgiven. (Vol. 2, p. 19)

Again qualifying for federal assistance, Diedre commented about her loans by saying, “I've contacted my loan company a couple of different times and they just put them in deferment, so I'm currently not paying that” (Vol. 2, p. 22).

Cognizant of the possibility, while in school, of accumulating a staggering educational debt, Margo continually worked while taking a less than full-time course load. She completed her senior-year requirements through home-study courses which were less costly and allowed her to decrease her loan indebtedness. Although successful in
ultimately reaching her goal, her observation was that it took her longer than it would have otherwise:

And it was tougher. It was more detailed and when you're not actually in school you don't have as much structure and many deadlines, so you're on your own. I did this for two years and when I worked I put a big dent in my loans. And now that I'm working again full time I'm doing the same thing. I've kept it in my face so I can deal with it. Certainly it hasn't been easy, and there are times when I struggle to keep up the payments. (Vol. 2, pp. 24, 25)

Outstanding loan indebtedness was a reoccurring theme, succinctly stated by a survey subject:

The only criticism I have of the Genesis program is the financial support and counseling on loans. There needs to be more practical discussion on what your payments will be to pay the loans back. (Vol. 1, p. 24)

Diedre ended with, "This is my 10th year working with students and I've finally paid off my school loan" (Vol. 2, p. 68).

Participants were aware that their earned income substantially increased as a result of their obtaining a college degree, but bemoaned the burden of additional financial demands on their earnings because of huge college-loan payments.

Involvement in the Community

"I am now using my degree as a RN (registered nurse). I feel I am giving back to the community and contributing to society in a positive way" (Vol. 1, p. 7).
Question #1

The research question asked, "Do female single parents, as a result of their college experience, report an increased involvement in community and civic affairs after their college experience as compared to before their college experience?"

As indicated by their agreement to the statement, "I am more actively involved in community and civic affairs," Table 17 shows that 37.5% (n=21) of the subjects reported more involvement in their communities after leaving Andrews University as compared to before they came to Andrews University. While 46.4% (n=26) neither agreed nor disagreed with the statement, 16.1% (n=9) disagreed with it.

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>21</td>
<td>37.5</td>
</tr>
<tr>
<td>Neither</td>
<td>26</td>
<td>46.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>16.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>56</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Question #2

"How do former GENESIS participants who graduated compare with those who did not graduate with regard to reporting more community and civic activity or involvement after leaving Andrews University?"

As Table 18 shows, 34 graduates and 21 non-graduates responded to the statement, "I am more actively involved in community and civic affairs." Of the graduates, 35.3% (n=12) agreed with the statement, while 8.8% (n=3) disagreed with it. Of the 21 non-graduates, 38.1% (n=8) agreed and 28.6% (n=6) disagreed. Only 33.3% (n=7) neither agreed nor disagreed with it. A Chi-square test revealed no significant relationship between graduation status and subjects' perception of increased involvement in community service activity after leaving Andrews University ($\chi^2=4.52, df=2, p=.104$).

Before commenting on their current community involvement, the focus group participants shared how the college experience impacted them while they were students. Julia stated:

The Andrews University experience introduced me to community because when I moved up here I didn't really have that much time to be involved in the community. Class assignments (after enrolling at Andrews University) required that I give 40 hours here and 40 hours there, and I was providing most of that in Benton Harbor. This definitely impacted what I later did with my husband and a few others. We ran an after-school program in Benton Harbor. And that was for a couple of
years. And I don't think I would ever have done that had it not been for my involvement at Andrews University, in the course work, and just becoming familiar with the community and the needs. A lot of my research papers ended up being on Benton Harbor from different aspects. Another place I served was the Literacy Council where I still help out from time to time. So I am definitely more involved in my community as a result of my Andrews University experience! (Vol. 2, p. 41)

| TABLE 18 |
| COMPARISON BETWEEN GRADUATES' AND NON-GRADUATES' RESPONSES TO STATEMENT: "I AM MORE ACTIVELY INVOLVED IN COMMUNITY & CIVIC AFFAIRS" (N=56) |

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>agree</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>neither</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>disagree</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>3</td>
</tr>
<tr>
<td>Non-graduates</td>
<td>agree</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>neither</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>disagree</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>total</td>
<td>21</td>
</tr>
</tbody>
</table>

Note. $\chi^2=4.52$, df=2, $p=.104$.

Margo currently volunteers in several areas in her community: the Soup Kitchen, as a visiting chaplain in the local hospital, and as a presenter when asked to speak. Even though she was doing some of this before coming to school, she shared that the college experience increased her
activity and "just cemented some of my experiences. (Vol. 2, p. 42)

Diana excitedly ran through a list of both voluntary and paid involvement in her community:

Being here at Andrews University I was able to get involved in Benton Harbor through the CSAP [Community Services Assistantship Program] program. That was something I really enjoyed because it also helped me begin working in my field. I was able to work with the Area Agency on Aging and I started helping out with teen moms even at that time. Even to this day I work with the Benton Harbor Street Ministries. I also go to the Soup Kitchen on the days that our church goes. I'm more involved in the community issues. I live there now. I moved there two years ago. So I'm really deeply involved in community issues, especially with the state take-over of the schools. I'm able to work with young people every day. I'm a substitute teacher now, and I love it because I can help children make decisions about which track they want to take in life. I actually enjoy that. I'm also dealing with parents in a different arena. I love working with people who are open and ready to grow. I prepare sermons for churches. I really enjoy doing this. So yes, I'm quite involved! (Vol. 2, pp. 42, 43)

Diedre graduated from Andrews University 10 years ago and has most recently earned a master's degree. She is now making a contribution to her community as a teacher and says,

I've been in a college situation for the last 10 years, my experience has been very helpful to me. I have some knowledge about single parents who tend to be the traditional student now. They used to be the non-traditional students, but more single women are going back to school, which is cool. I am very patient with them. I know they need support and I try to be that. (Vol. 2, p. 60)

Being more secure now, Diedre elaborated further:

I actually went into education, and what I experienced here I've used with the students I now have. I really had a useful, successful experience, and I'm better
able to assist those whom I serve. Back then I was juggling so many things. Now I'm more secure. (Vol. 2, p. 88)

As a result of a financial “blessing,” someone supporting her for a year, Diedre shared the outgrowth of that experience, ending her story with,

I didn't ever get to give the money back, but she told me to pass it on to someone else in need. In my program is a Native American and several Puerto Ricans that I'm able to help. It was an enormous contribution. It's rare that we can give something like that, and hard to give it back. It's like giving blood or something. (Vol. 2, p. 107)

Feeling that she is a better teacher, Diedre wants to help people now and use her knowledge and experience to duplicate GENESIS:

I always wished there were other schools that did this. I always wished that I could get something going like this where I'm teaching. I tried to initiate it a couple of time, but they focused on child care and said that was hard to do. I still have that ongoing desire, though. Even now when I come here I have those thoughts--and fond memories. (Vol. 2, pp. 98, 99)

Diedre ends by simply saying, "This experience has opened my eyes to so much more--of what I can do and what I can give" (Vol. 2, p. 107).

Beth, parenting two small children, is not yet able to volunteer, but feels she is contributing to her community through her job. She simply stated, "I've been at my job 9 months now, and I feel like I'm contributing something" (Vol. 2, p. 76). She has a desire to be more involved, sharing:

I wish I could do more in the community. Just down the road there's a program where I'd like to volunteer my
time. I could listen and help them with my personal experiences. And that would make such a big difference. But I just don't have the time. (Vol. 2, p. 104)

With this in mind, Beth shares a specific direction:

"My goals are to become more confident so that I can participate in more leadership in my community and in whatever job I'm doing" (Vol. 2, p. 101).

Diana's dealings with the "welfare" system coupled with her impoverishment during her college experience empowered her to know the system and assist both her friends and clients when she worked for the public health department. She shared:

After I graduated, I was always helping other families to deal with the application process. My goal was to break down the barrier and really care. Because when you're taking clients in to see other professionals, professionals at times have the tendency to talk down to people; to talk to them in such a way that they feel that 'you're nothing, and, of course, I'm something.' So I was trying to help them (the worker) understand that this person (the client) is a person regardless of the situation that they're in. I wanted the client to feel like a worth-while individual, because welfare is very demeaning. It is. But it's a necessary evil for some of us. (Vol. 2, p. 31)

Cheryl, who has returned to school, is already demonstrating her commitment to contribute back to her community. She busies herself with a multiplicity of tasks, sharing:

I try to help the students here in the program, now. I tell them how to get to the Department of Social Services, well Family Independence Agency now. I give them information about resources in the area. If I'm able to, I sometimes take them places, since I know my way around. I tell them where to grocery shop. The first place I tell them to go it Aldi's. Go there for your staples,'cus that's where you're going to get them
where they cost the least amount. And it's good food. I try to give them information. I show them how to do little things like banking and things like that. (Vol. 2, pp. 104, 105)

With all this activity, however, she despaired,

I'm not able to do as much as I'd like to, because I have so many things to take care of for myself. And my son requires so much time. And I also try to help my mother. (Vol. 2, p. 105)

Only Deloris initially reported minimal community involvement, sharing, "I've become more withdrawn, but I think that's more because of the illness" (Vol. 2, p. 43). Her completing college, however, has given her the opportunity to influence someone else. With mixed feelings she shared:

I'm actually a role-model for somebody. It's because I went back to school after many years and graduated. About three years ago, a friend of mine decided to go back to school too. This is her second year. She has told me many times that I'm her role-model. I don't know if I like that position or not. (Vol. 2, p. 45)

Focus group participants, reflecting on the opportunity provided and the many times it was required for them to volunteer in and/or contribute to their communities, were aware of their desire to both help others who are in situations similar to theirs as well as to serve in the larger community. All connect their altruism directly to their college experience.

Performance as Parents

Excellent, excellent program. Thank God for Genesis. I am now able to provide for the needs of myself and my children. (Vol. 1, p. 2)
There is such a proud feeling to make something of yourself and make a better life for your kids. I was glad to be a part of Genesis. My kids also liked to see that other kids were in the same boat 'being poor, having only a mom and no dad.' It also helped them to feel not so different. (Vol. 1, p. 10)

Question #1

The research question asked, “Do female single parents, as a result of their college experience, report better child-management skills after they leave than they had prior to attending college?”

The survey asked specific questions in an attempt to expand on this research question, as Tables 19 and 20 show.

To the statement, “I am better equipped to deal with problems with my children,” 44.6% (n=25) of the subjects agreed, 41.1% (n=23) neither agreed nor disagreed with it, and 14.3% (n=8) disagreed with it (see Table 19).

As represented in Table 20, more than half of the respondents, 53.6% (n=30), neither agreed nor disagreed with the statement, “I am better able to manage my children now than before coming to Andrews University.” Of the remaining responses (n=26), 26.8% (n=15) agreed with the statement while 19.6% (n=11) disagreed with it.

In response to the statement, “I am better able to manage my children now than before coming to Andrews University,” Table 21 shows the comparison between graduates
and non-graduates in terms of the frequency with which they reported. The table shows that 28.6% (n=10) of the graduates and 23.8% (n=5) of the non-graduates reported better management skills, whereas 51.4% (n=18) of the graduates and 57.1% (n=12) of the non-graduates reported no difference (neither agreed nor disagreed with the statement). Twenty percent (n=7) of the graduates and 19%
(n=4) of the non-graduates, did not agree with the statement
($\chi^2=.20, df=2, p=.91$).

<table>
<thead>
<tr>
<th>TABLE 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I AM BETTER ABLE TO MANAGE MY CHILDREN&quot; (N=56)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Graduates</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>neither</td>
<td>18</td>
<td>51.4</td>
</tr>
<tr>
<td>disagree</td>
<td>6</td>
<td>20.0</td>
</tr>
<tr>
<td>total</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-graduates</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>neither</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>disagree</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=.20, df=2, p=.91.$*

As illustrated in Table 22, in response to the statement "I am better equipped to deal with problems with my children," nearly half of both groups reported being better equipped to deal with problems with their children after attending college. Sixteen (45.7%) of the graduates and 9 (42.9%) of the non-graduates agreed with that statement. Five (14.3%) of the graduates and 3 (14.3%) of the non-graduates reported they were no better equipped to deal with problems with their children. A Chi-square
revealed no significant difference between graduate and non-graduate responses ($\chi^2(2) = .05, p = .98$).

<p>| TABLE 22 |
| &quot;I AM BETTER EQUIPPED TO DEAL WITH PROBLEMS WITH MY CHILDREN&quot; |</p>
<table>
<thead>
<tr>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>neither</td>
</tr>
<tr>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>total</td>
</tr>
<tr>
<td>Non-graduates</td>
<td>agree</td>
</tr>
<tr>
<td></td>
<td>neither</td>
</tr>
<tr>
<td></td>
<td>disagree</td>
</tr>
<tr>
<td></td>
<td>total</td>
</tr>
</tbody>
</table>

Note. $\chi^2(2) = .05, p = .98$.

Three of the focus group participants were divorced, the other four had never been married. They all shared the challenge of raising their children alone. "Prior to coming to Andrews University," Diana reported, "my whole life wasn't conducive to raising a child" (Vol. 2, p. 1).

Focus group participants were also aware of the stigmas, identified by the survey comments, associated with single-parenting.

I used the childcare [center] for a while. My kids felt like a stigma was given for going there. I also had to
take a self-esteem course that was personally offensive. (Vol. 1, p. 10)

Challenges of parenting both while in school and after leaving included child care, parental availability, setting an example, and child management skills.

Child care

"The Genesis day care was definitely the best day care my two sons ever received" (Vol. 1, p. 12), summarized a survey subject.

Diana shared her experience with finding adequate child care for her 3-year-old child:

The first two years I had a really difficult time trying to find child care, because at that time they weren't offering child care at a certain age.... and so I had to go on and try to find child care for him and that was a real trip because for two weeks, um, during my second year here, Danny went to school with me every day. And he knew where my classes were.

When I finally found a baby-sitter for him, the baby-sitter was in [the apartments]. Well, when I finally found her, Danny decided that's not where he wanted to be. So when she laid all the kids down for a nap--this happened two days in a row--the first day he waited until everybody was out of the room. She'd left the kids with her husband. Her husband was in the bathroom. All the kids were supposed to be asleep but Danny sneaked out of the house and walked here to Classroom Hall, and he met me in my class room. He knew exactly where to come. He was three! This was just before I got him in the daycare center" (Vol. 2, p. 7).

The participants appreciated the availability of the on-campus day-care center, and utilized it for their preschool children, being pleased with the care provided (Vol. 2, p. 79). Cheryl was the one focus group participant who
was unable to utilize the center due to her son's special needs—he is both physically and mentally challenged.

So what are the concerns about child care after the participants have left college? The needs have markedly changed since the time they were in school. At that time their children were smaller, since to qualify for the program they had to have minor children. Now that all but one of the focus group participants are out of school, their children are older and day care is not the problem it once was. Education, however, continues to be. With two elementary-aged daughters, Beth does the balancing act between school, work, and home (Vol. 2, p. 103). Before earning her degree, Julia found the challenge of private education for her children a near impossibility (Vol. 2, p. 5). Now that their children are teenagers and beyond, the child-care concerns of Julia, Margo, and Delores no longer exist. Teenagers, when she began, Deidre's children are now all adults, and she simply enjoys the relationship she has with them. So although an issue of great magnitude while in school, the passage of time has virtually eliminated the concern of child care.

Parental availability

The participants reinforced the idea that children of all ages need attention, and single-parent mothers feel guilty for the time they must spend away from their children, no matter the reason.
Margo presented the dilemma:

The time I spent with Katrina was important to me. But I was always challenged with that. Sometimes I felt that I was neglecting her because I was not spending as much time with her as I did before we came here. Many times I felt torn. I would do the things that we usually did, then after a while that could not happen because I was spending so much time with her and I was having to stay up later than usual at night so I could study and do other things that I had to do. (Vol. 2, p. 25)

With a sense of relief, Margo added:

The time I spent in GENESIS was good, for I didn't think I was neglecting her so much because I saw other people doing that and their kids weren't straying. I don't so much like the term "quality" time, I like "quantity," for I enjoy being with her. But I had to learn how to use that time. (Vol. 2, p. 25)

Now that she is out of school, she is learning the balancing act of parenting and gainful employment. But at least she does not have to feel guilty about not studying all the time.

Diedre remembers how it was when she thought of returning to school:

I had just gone through a divorce. I had living with me a 14-year-old son and a 17-year-old son. I realized that I couldn't make a living working only part-time, because that's what I was doing. I had to support myself now, so I wanted to come back to school, and Andrews University was so accommodating in welcoming me back to school. I loved it. And there were so many frustrations being a single parent, that even though I had teenaged kids, they still needed me. I felt pulled in so many different ways. I had to be in class--I had to be in so many different places. (Vol. 2, p. 57)

Desiring to maintain a solid GPA, Diedre also feared for her children and others when that was their sole goal:

Children suffer because their parents are so dedicated trying to keep their grade point average up that
they're giving all their time and attention to their studies. Then their kids are having behavior problems. (Vol. 2, p. 83)

Cheryl had a "special" child who did not qualify for enrollment in the campus day care. Often challenged with care for him, she remembers the support other parents offered her:

If I needed help, there was always someone there to help me with my classes. And if I needed child care, I could always trade off with someone else. She could watch my kids then I could watch hers. So we helped each other. (Vol. 2, p. 80)

Certainly this was not always the case. Cheryl remembered her angst about her availability, or lack thereof:

I know that life gets discouraging, and so many obstacles can get in the way. You're dealing with school, and trying to keep the house clean, and taking care of groceries, and washing clothes, and doing all that stuff, plus spending time with your children--not making them feel that they're the last persons on your mind since you have so many things you have to do. (Vol. 2, p. 80)

Setting an example

The importance of setting an example was reflected in several dimensions: academics, finances, family struggles, and parent-child relationships.

Role-modeling the value of education, going to class and studying with her son, Diana now reports that Danny reflects her interest in learning and possesses an "incredible vocabulary" (Vol. 2, p. 9). She says, "His desire to learn is outstanding. . . . I really feel that the
college atmosphere was excellent for him" (Vol. 2, pp. 9, 10).

Deidre and Cheryl modeled studying both day and night. First Dedre speaks, "I used to sleep with my books and my kids thought I was absorbing the information by osmosis. But actually I would read, then go back to sleep, then read some more" (Vol. 2, p. 81). Cheryl echoed, "Yeah, I had my books in the bed all the time. Always trying to get that homework done" (Vol. 2, p. 81). Beth summed it all up, "I did that, too. I was promoting college education all the way!" (Vol. 2, p. 81).

Now this is paying off, for Beth sees the direction her 11-year-old daughter is taking. She shared:

I guess her interests are here, and I'm pushing her in this direction. We are very close. She picks up on my example and my tastes and interests in the internationality of Andrews University. It's a wonderful program, it's a diverse school, it's a lovely campus. I'm drawn to it. I guess about 3/4 of her life I was in school. I think that I have probably modeled it enough that she will want to have an education. I want her to go as far as she can go. She says, 'I'm going here Mom.' and I say, "Okay, that's fine." (Vol. 2, p. 83)

A benefit of having children is the motivation they provide to increase one's earning power and role-model success. Diana put it this way,

My whole idea was to get in school because I looked into my son's face and I said I can't have him ever grow up and say, "you never went to school; you never tried to make yourself better, so why should I?" (Vol. 2, p. 3)
And now her son has his own goals. Diana confidently shared:

Danny's college minded, too. He wants to go to school! I'm glad I can say that I'm the only one in my family to graduate with a degree, and my son will be the next. He's the only one who's college bound, of his cousins. Right now he wants to be a pilot. He wants to fly. He wants to be one of the Tuskegee Air Men. That's where he wants to end up. He just has to do one year at Andrews University, then he can go to Tuskegee and join the air force. Yes, he's very well rounded and his teachers say constantly that they see how well versed he is. (Vol. 2, p. 54)

Delores, proud of her son who has just completed high school, shared that he, too, is motivated to go to college. During his senior year he took 16 college credits which will transfer to college when he goes in the fall (Vol. 2, p. 53).

Recognizing that children observe all that parents do and say, Margo endeavored to role-model financial responsibility before her daughter, reasoning:

I thought that if I could model how to manage money for Katrina she would see what I do and learn how to do it herself little by little. Unfortunately, there were many things which I had to learn all at once. Watching and copying me, she won't have to do that. It's paying off already. She started working two years ago during the summer so she has a checking account. (At her age, I didn't have a checking account.) And she can balance her statement. Of course I double check with her monthly as to how things are going. With her understanding about money, bills and debts, she'll be more balanced. Hopefully then, she won't have to meet deadlines at school, while trying to pinch pennies and things like that. (Vol. 2, p. 24)

Deidre remembers the struggle but feels role-modeling success before her children has been worth it. She shares:
I don't think my kids understood that there was a program like GENESIS, even though they were teenagers. They just knew that their mom went to school. Now one is 28 and the other one is in his 30s. They've seen mom do it, and they say, "if she can do anything, we can do anything." And they know what kind of pain I went through. One of my kids was suicidal through this time, too. And we made it through this time together. I don't know how we made it through because at one point we were all running away from home, we were all going our own ways. I was going to school, my youngest one was with his friends all the time, my oldest one I didn't know where he was, and the collie would go out and I didn't know where she was, either. Then we'd all come straggling home at the end of the day, even the dog. But for the grace of God, I don't know how we got through it. But I graduated! I have two girls that are older and there were three of us in college at the same time. I had one in Southwestern, I had one in another school and I was at Andrews University. When I graduated they all came and they were excited. They all just love this place. And they're so proud of their mom. But if you ask them what GENESIS was, they wouldn't know. (Vol. 2, p 84)

Child management skills

Talking about her role as a single mom, Beth poignantly looked at her challenges, her influence, and her parenting goals with her two daughters. She reflected:

I think I'm maturing more. I see myself growing here, too. . . . [Before coming to school I didn't know much] about parenting and time-management and things like that. . . . [Now] I think [my girls] will grow in their appreciation of education, seeing me role-model my going back to school. I think it will positively impact them throughout their whole life-span. If I could have had this when I was growing up, I would have been much different. Now I'm mentoring my children to be interested in education. I'm raising them so differently than I was raised. (Vol. 2, p. 95)

Summarizing experiences of several of the other participants who grew up in troubled, abusive, alcoholic
and/or single-parent homes, Beth talked about her background and looked at her desires for her children now. She said:

I know rearing them I'm making a big impact on my daughters' lives. I want them to make good choices, big time, not the choices I made. I'm raising them totally differently than I was raised. I'm single and never been married, but I grew up in a home with two parents who didn't love each other. They slept in different rooms. My mother is emotionally blank. And there was fighting and verbal abuse. And eventually they were divorced. But there's not that craziness in our home that I had to go through. Although I'm a single parent, it's not all that bad. I hate the stereotype that because you're a single mom your kids have to turn out bad. I wish people wouldn't perpetuate that myth—I could just slap them because it's so untrue, it's so unfair. (Vol. 2, p. 96)

Cheryl described her challenge to parenting of dealing with a son with physical and developmental learning disabilities. Dwayne is mute with a decreased attention span, rendering him unable to grasp sign language, so he virtually communicates only with his mother. Sharing her fear, Cheryl said,

Just recently I've come to face the fact that there may be a time that I will have to put him in a home. I really don't want to do that. I'm hoping that I'll be able to pay for care to take care of him so he won't have to be in a home. My son is pretty big for his age. He's 7 and he's already 4' 10" and 77 lbs. His father was 6' 3". Right now he's still scared of me, but he's getting bigger and I don't know how long that will last. He'll be looking down on me real quick. I'm hoping that I'll be able to care for him as long as I can. I want to be able to. And I'm hoping I'll be able to. If that day every comes that I have to place him, however, I'm hoping I'll be able to part with him, too. (Vol. 2, p. 106)

Participants described their parenting as a continuum—rather than as better or worse. Looking at their
backgrounds, their struggles and their goals, they shared both growth and fears.

The Inner Spiritual Life

My goal is to have a Christ-centered life and to bring my children up knowing the Lord personally--seeing Him in all aspects of their lives. (Vol. 1, p. 7)

Religions profession

The research questions asked, "Do female single parents, as a result of their college experience, report a difference in their religious profession and/or practices after leaving college than they had prior to coming to college?"

One measure of the single parent's profession of and commitment to spirituality is evidenced by church affiliation. Table 23 shows the number of subjects who had a denominational affiliation prior to coming and after leaving Andrews University. Prior to enrolling at Andrews University, 55 (98.2%) of the 56 subjects had a denominational affiliation. After leaving Andrews University, 55 (98.2%) of the subjects also reported a denominational affiliation. The difference after leaving Andrews University is that 1 (1.78%) less subject reported affiliation with the Seventh-day Adventist religion, 1 (1.78%) more subject identified as Catholic, and the category "other" increased from 3 (5.36%) to 5 (8.93%). It seems evident that there was no significant change with
regard to denominational affiliation when one was no longer a participant in the GENESIS program.

TABLE 23
PROFESSED DENOMINATIONAL AFFILIATION BEFORE AND AFTER THE COLLEGE EXPERIENCE (N=56)

<table>
<thead>
<tr>
<th>Denomination/religion</th>
<th>Before n(%)</th>
<th>After n(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seventh-day Adventist</td>
<td>47 (83.9)</td>
<td>46 (82.1)</td>
</tr>
<tr>
<td>Assembly of God</td>
<td>1 (1.8)</td>
<td>1 (1.8)</td>
</tr>
<tr>
<td>Methodist</td>
<td>2 (3.6)</td>
<td>2 (3.6)</td>
</tr>
<tr>
<td>Catholic</td>
<td>2 (3.6)</td>
<td>1 (1.8)</td>
</tr>
<tr>
<td>Other</td>
<td>3 (5.4)</td>
<td>5 (8.9)</td>
</tr>
<tr>
<td>None</td>
<td>1 (1.8)</td>
<td>1 (1.8)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56 (100.0)</strong></td>
<td><strong>56 (100.0)</strong></td>
</tr>
</tbody>
</table>

Changes related to religious affiliation and practices are reflected in the subjects' self-reports about the increased importance of their faith experience since leaving Andrews University.

**Religious commitment**

The survey did not call for a measure of subjects' religious commitment prior to the college experience. Questions were asked, however, with regard to religious commitment as a result of the college experience. As Table 24 shows, the responses indicated strong support for each of
the value statements posed: "I share my faith experience frequently." "I seek opportunity to witness about my faith." "I draw strength from my faith experience." "I am aware of blessings in my life." "I am teaching my children to believe in my faith." "I am strongly committed to my church faith." "I attend church regularly." "I frequently support my church with money."

To the statement, "I usually hold an office in my church," 37.5% (n=21) of the subjects agreed with the statement and 39.3% (n=22) disagreed.

All value statements, except that of holding a church office, were embraced by nearly 60% (n=33) or more of the subjects. Less than 38% (n=21) of the subjects reported holding a church office.

To the last statement in the section, findings revealed that 48.2% (n=27) of the subjects agreed that, "As a result of my Andrews University experience, my religious life is stronger."

Table 25 shows a comparison of the percentages for graduates (N=35) and non-graduates (N=21) who agreed with the spiritual commitment value statements. With the exception of holding a church office, nearly 50% of both categories reported spiritual development. The responses of graduates and non-graduates to the statement about awareness of blessings approaches significance. Nearly all of the non-
graduates \((n=19)\) and all of the graduates \((n=35)\) responded favorably to that statement.

Crosstab findings revealed that, in general, 45.7\% \((n=16)\) of the graduates and 52.4\% \((n=11)\) of the non-graduates reported that their religious life was stronger as a result of the college experience \(\chi^2 = .81, \text{df}=3, p=.85\).

<table>
<thead>
<tr>
<th>Value statement</th>
<th>(n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share faith</td>
<td>39</td>
<td>69.6</td>
</tr>
<tr>
<td>Aware of blessing</td>
<td>54</td>
<td>96.4</td>
</tr>
<tr>
<td>Draw strength from faith</td>
<td>53</td>
<td>94.6</td>
</tr>
<tr>
<td>Witness about faith</td>
<td>33</td>
<td>58.9</td>
</tr>
<tr>
<td>Hold church office</td>
<td>21</td>
<td>37.5</td>
</tr>
<tr>
<td>Teach children beliefs</td>
<td>50</td>
<td>89.3</td>
</tr>
<tr>
<td>Children in church school</td>
<td>27</td>
<td>48.2</td>
</tr>
<tr>
<td>Committed to faith</td>
<td>42</td>
<td>75.0</td>
</tr>
<tr>
<td>Attend church regularly</td>
<td>39</td>
<td>69.6</td>
</tr>
<tr>
<td>Support financially</td>
<td>38</td>
<td>67.9</td>
</tr>
<tr>
<td>Stronger religious life</td>
<td>27</td>
<td>48.2</td>
</tr>
</tbody>
</table>
TABLE 25
COMPARISON OF GRADUATES AND NON-GRADUATES WHO AGreed
WITH SPIRITUAL COMMITMENT VALUE STATEMENTS

<table>
<thead>
<tr>
<th>Value statement</th>
<th>Graduates</th>
<th>Non-graduates</th>
<th>χ²</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=35</td>
<td>%</td>
<td>n=21</td>
<td>%</td>
</tr>
<tr>
<td>Share faith</td>
<td>25</td>
<td>71.4</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Aware of blessings</td>
<td>35</td>
<td>100.0</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Strength from faith</td>
<td>33</td>
<td>94.3</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Witness about faith</td>
<td>21</td>
<td>60.0</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Hold church office</td>
<td>13</td>
<td>37.1</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Teach children beliefs</td>
<td>31</td>
<td>88.6</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Children/church school</td>
<td>16</td>
<td>45.7</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Committed to faith</td>
<td>25</td>
<td>71.4</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Attend church regularly</td>
<td>23</td>
<td>65.7</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Support financially</td>
<td>21</td>
<td>60.0</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Strong religious life</td>
<td>16</td>
<td>45.7</td>
<td>11</td>
<td>52.4</td>
</tr>
</tbody>
</table>

Note. df=2

For a complete breakdown of responses, Tables 35 through 45 (see appendix D) show the comparison of the spiritual indices of graduates and non-graduates who agreed with each statement, who disagreed with each statement, and who neither agreed nor disagreed with the statements posed in the survey.

The qualitative findings broaden the results, presenting a more complete understanding of the impact of the college experience on the subject's perceived spiritual journeys. With other educational options, focus group participants chose Andrews University because it provided.
support in a Christian atmosphere (Vol. 2, p. 3). "The GENESIS program is unique at Andrews University since it provides the spiritual support secular universities do not offer" (Vol. 1, p. 12).

Beth had been in a community college, but found the nurturing she needed when she transferred to Andrews University.

I was going through my spiritual re-birth, my spiritual birth. It was when I pretty much found the Lord. I found Him for the first time. I was 23.... I already knew OF God, but He wasn't a part of my life. I finally went to Him, and things begin to develop in my attitude. It changed, and my heart changed. And God said, "this is what you need to do." I took a leap of faith and made the mental decision to do this [return to school] then I thought, "how am I going to do it?" (Vol. 2, p. 61)

Beth told the story of her rewarded faith journey. Others divulged similar stories. Julia commented, "When I was experiencing single parenting and going to school and struggling, my faith was the only constant that kept me from falling apart over the whole thing" (Vol. 2, p. 38).

Diedre, raised Catholic, was drawn to the warm spirituality of the University's campus and Seventh-day Adventist atmosphere, but says she has "come about 90 degrees in my spiritual journey. I'm embracing my grandfather's spirituality now, he's Native American" (Vol. 2, p. 65). Then she recounted a "blessing."

Someone at my old job said, "I don't know what you're going to college for, people like you are losers. You just haven't got what it takes." I went back to my office and I actually got down on my knees and prayed. I really thought I was losing it. That evening, on my
way home I was convinced that there's no God because so much was going wrong with my life. "If there's a God, show yourself to me." That very night this real estate lady who I bought a house from, called me and said, "I've been thinking about you. You've been on my mind. And you know, you shouldn't be trying to go to school and work full-time. I want you to concentrate on going to school, and I'll support you for at least a year." I said, "I can't think of doing that, of taking money from you. I just can't." She said, "well, all right. You think about it." Well, at 6 o'clock in the morning the phone rings and she says, "When God answers your prayers you don't say no." And she supported me and I got to go to school without having to work. And I got to be a mom and a student. Bless her heart, she was such a good person. (Vol. 2, pp. 86, 87)

Reflecting on her religious practices, Diana thought her spirituality was better when she was in school than it is now that she has graduated. She describes her experience:

When I lived on campus I could just walk over to PMC [Pioneer Memorial Church], and on Friday evenings there was BSCF [Black Students' Christian Forum]. There were several worshipful services going on. I could go everywhere. It was real easy. Friday night was just wonderful because the people where worshiping bringing in the Sabbath. I heard the neighbors down the hall playing the piano and people singing. It was just wonderful! Then I graduated and moved into an apartment and every now and again they'd start a fight on Friday night. They'd play the music and there'd be thumping and thumping, and I'd say, "Oh, Jesus." I figure my spirituality was better then than it is now, for I'm still struggling to keep my relationship with Christ. For a while there I was just kind of letting Him go. Kind of drifting away. Then I'd come back. But it comforts me to know that I haven't gone so far from Him that I cannot come back to Him. That's comforting me. (Vol. 2, p. 37)

She went on to say:

It was better when I was in school than it is now. I struggle with it. I'm close enough to God to know that He hasn't left me at all. Even though I take a hiatus every now and again, He's still there. I hear His voice a whole lot easier now than I did when I was making up my own mind to do what I wanted to do. I hear Him and He's always back here. (Vol. 2, p. 38)
Margo's confident manner belied the struggle that she shared:

The idea in my head is that I need to get to know Him. I think I'm still struggling. I have not gone anywhere, I am still dependent. If there is something naturally that I do well, I still give God the credit. I go back and remember that it was He in the first place who gave it to me. It may not be something I've done before, but if I've done well I thank Him. My spirituality is a lifestyle. It's who I am. Not just on Saturday but right through the week. (Vol. 2, p. 39)

Spirituality was expressed in relationships and the need to forgive and go on with one's life. Diana expressed growth by stating that,

When it came down to looking at my son's father's responsibility and how to help me raise him, I had to realize that it wasn't about him any more. It was about what I needed to do. And then just saying 'I forgive him, it's time to move on.' And once I was able to do that, then I was no longer carrying that baggage. (Vol. 2, p. 12)

The teachings of the SDA church about the imminent advent of Jesus were referred to when looking at the future. Diana lamented the fact that she had acquired an enormous financial debt as a result of taking out so many loans for educational expenses. She said regretfully, "Okay, Jesus might not come tomorrow" as she described the length of time it will take to repay her debts (Vol. 2, p. 14).

Knowing that she was doing the "right thing" was important to Cheryl, who had an added stress of raising a "special" son, who is only 7 years old. She simply shared, "I do get discouraged, sometimes, saying, 'what am I doing?' But God works things out, so I know that I'm doing the right
Desiring to participate in and contribute to her corporate worship service, Cheryl stated, "Hopefully when I'm able to get a little more assistance I'll be able to do more. Because I'd like to be involved in the church again like I used to. I used to be in the choir. I haven't been able to do that since Dwayne was born." (Vol. 2, p. 105)

Not all of the participants expressed the desire for spiritual growth. "When I started Andrews University, it was strictly for the education," Delores shared. Her support system chided her for her lack of interest, but she said, "That's just not my thing now, it wasn't then and it's still not" (Vol. 2, p. 36). Delores went on to say,

That's one of the hardest areas of my life and it still is. I just have to accept the fact that other people are religious and can be and will be, and it's just not my bag right now. I'm still educating people about my faith, that I could care less right now. I have some friends that are really upset with me because it doesn't bother me that I'm missing church every Sunday because I'm in the nursery taking care of babies. I'm okay with that, and others aren't. (Vol. 1, p. 36)

Spirituality was reflected in comments about tangible as well as intangible benefits. Margo struggled with transportation needs and when she finally got a car, she said, "When I did get to buy a car, I think it was God-sent" (Vol. 2, p. 11).

Beth also prayed about her car situation:

That summer, in the month of July, I was planning to come here. At that time I was a brand, spanking new Christian, and trying to pray, "now Lord, how am I going to get rid of this car note?" You know what He did? I had a car accident. And it wasn't that pretty, either. And in '92 they didn't require, like they do in Michigan, the seat belt law. It totaled my car that I had. Now I had bruises, but I thanked God that I was
okay. I had braces [on my teeth] too, when I was 23 and 24 when I came here. But I think they saved my teeth because I hit the steering wheel and it broke off four brackets and I think they took the impact of the hit. (Vol. 2, p. 64)

Calling the experience a blessing, she went on:

My daughter was with me. She was 3½. And it's so weird. She always sat behind me, and on that day, I had my sister with me in the front on the passenger side. I put my daughter behind her aunt. When I got into the intersection, the person turned in front of me and I swerved so that I would take the hit, so she [my daughter] was all right. That was something else. (Vol. 2, p. 64)

The difference the participants reported in regard to their inner spiritual life was in degrees of spirituality, not in direction. Those who were looking for opportunities for their faith experience to grow found them; those who were not open to an expression of a faith experience were not disquieted by the faith-based academic environment of the University.

Personal Empowerment

This program changed me and in a lot of ways saved my life. My daughter and I moved to AU emotionally and financially distraught. The teachers and friends at AU helped me to believe in myself and find a career and goals. (Vol. 1, p. 1)

Question #1

The general research question asks, "Do female single-parents, as a result of their college experience, perceive improvement in: personal qualities, skills and talents, and challenges they overcame after leaving college as compared
to prior to coming to college?" In addition, the research questions wanted to know, "What is their personal assessment of themselves?" This study looks at these four areas separately.

**Personal qualities.** "Do female single-parents, as a result of their college experience, perceive improvement in their personal qualities?" Personal qualities included: leadership, commitment, ability to complete tasks, boldness, assertiveness, advocacy, spirituality, and personal balance.

As Table 26 shows, 40% or more of the subjects reported, as a result of their Andrews University/GENESIS experience, that they developed the qualities of: leadership, commitment, the ability to complete tasks, assertiveness, and personal balance.

<table>
<thead>
<tr>
<th>Qualities developed</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>23</td>
<td>41.1</td>
</tr>
<tr>
<td>Commitment</td>
<td>27</td>
<td>48.2</td>
</tr>
<tr>
<td>Ability to complete tasks</td>
<td>26</td>
<td>46.4</td>
</tr>
<tr>
<td>Boldness</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>26</td>
<td>46.4</td>
</tr>
<tr>
<td>Advocacy</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Spirituality</td>
<td>19</td>
<td>33.9</td>
</tr>
<tr>
<td>Personal balance</td>
<td>30</td>
<td>53.6</td>
</tr>
</tbody>
</table>

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
The focus groups and narrative responses used different words to describe the qualities developed as a result of the Andrews University experience. Emphasizing that the experience was a journey, not an end result in itself, participants described changes they saw in themselves. The essence of comments about change is expressed in this comment:

So many of us came broken. Some left better, others even better. But all, no matter what, I believe had improved. The changes made in our lives were a result of personal decisions. (Vol. 1, p. 8)

Rather than infusing the narrative in here, these changes are described at the end of this section.

**Skills and talents.** Another part of the research question asked, "As a result of participating in the college experience, did single-parent students improve their skills and talents over what they had prior to coming to college?"

Skills and talents include: personal management, team playing, business management, study habits, parenting skills, budgeting, time organization, and goal setting.

As Table 27 shows, 40% or more of the subjects reported developing or improving the following skills and talents: personal management, study habits, parenting skills, time organization, and goal setting. More than half of the subjects reported that they had gained time organization and goal-setting skills.
TABLE 27

SUBJECTS WHO DEVELOPED SKILLS AND TALENTS (N=56)

<table>
<thead>
<tr>
<th>Skills &amp; talents</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal management</td>
<td>25</td>
<td>44.6</td>
</tr>
<tr>
<td>Team player</td>
<td>16</td>
<td>28.6</td>
</tr>
<tr>
<td>Business management</td>
<td>6</td>
<td>10.7</td>
</tr>
<tr>
<td>Study habits</td>
<td>25</td>
<td>44.6</td>
</tr>
<tr>
<td>Parenting skills</td>
<td>24</td>
<td>42.9</td>
</tr>
<tr>
<td>Budgeting</td>
<td>17</td>
<td>30.3</td>
</tr>
<tr>
<td>Time organization</td>
<td>29</td>
<td>51.8</td>
</tr>
<tr>
<td>Goal setting</td>
<td>32</td>
<td>57.1</td>
</tr>
</tbody>
</table>

Challenges overcome. "As a result of participating in the college experience, were single-parent students better able to cope with life's challenges than they were before coming to college?" Challenges listed in the survey include: shyness, overbearance, self-centeredness, intolerance of others, being a victim, fear of failure, fear of accomplishment, and over-protectiveness.

The data revealed that, in most categories, less than one third of the subjects reported overcoming the challenges listed in the survey (see Table 28). In two areas; overcoming overbearance and overcoming self-centeredness, as few as 5.4% (n=3) of the subjects indicated a change. Conversely, of all the subjects (N=56), 30% (n=17) reported
overcoming shyness, nearly 36% (n=20) cited the area of being a victim, and 46% (n=26) reported overcoming their fear of failure.

**TABLE 28**

<table>
<thead>
<tr>
<th>Challenges</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shyness</td>
<td>17</td>
<td>30.3</td>
</tr>
<tr>
<td>Overbearance</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Self-centeredness</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Intolerance of others</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>Being a victim</td>
<td>20</td>
<td>35.7</td>
</tr>
<tr>
<td>Fear of accomplishment</td>
<td>12</td>
<td>21.4</td>
</tr>
<tr>
<td>Overprotectiveness</td>
<td>8</td>
<td>14.3</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>26</td>
<td>46.4</td>
</tr>
</tbody>
</table>

This statement summarizes the narrative responses of challenges that participants overcame:

GENESIS provided for me the support and encouragement I needed to continue in the path of success toward graduation and change. The experience was sprinkled with joys, struggles, triumphs, sadness, accomplishment, and defeat. These and other forces worked in conjunction to mold me into the 'new' woman that I am today. Praise God for new beginnings. (Vol. 1, p. 9)

*Personal assessment.* With regard to their personal assessment, “Do female single parents, as a result of their
college experience, report a difference in their self-assessment after leaving college?"

With regard to their personal assessment, 48% of the subjects reported improvement in these categories: finding gainful employment, satisfactorily supporting their families, coping with life's stresses, taking responsibility for their lives, managing time effectively, and taking chances to accomplish more (see Table 29).

<table>
<thead>
<tr>
<th>Variable</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding gainful employment</td>
<td>41</td>
<td>73.2</td>
</tr>
<tr>
<td>Satisfactorily supporting family</td>
<td>29</td>
<td>51.8</td>
</tr>
<tr>
<td>Reaching financial goals</td>
<td>21</td>
<td>37.5</td>
</tr>
<tr>
<td>Better equipped to problem-solve</td>
<td>15</td>
<td>26.8</td>
</tr>
<tr>
<td>Receptive to parenting counseling</td>
<td>18</td>
<td>32.1</td>
</tr>
<tr>
<td>Coping with life's stresses</td>
<td>34</td>
<td>60.7</td>
</tr>
<tr>
<td>Taking responsibility for life</td>
<td>27</td>
<td>48.2</td>
</tr>
<tr>
<td>Managing time effectively</td>
<td>27</td>
<td>48.2</td>
</tr>
<tr>
<td>Taking chances to accomplish more</td>
<td>40</td>
<td>71.4</td>
</tr>
</tbody>
</table>

A comparison between types of work subjects participated in before leaving Andrews University showed minimal change after leaving, although subjects reported
more satisfaction in finding gainful employment, satisfactorily supporting themselves and their families, and reaching their financial goals. Table 30 shows the categories of work done most after the University experience.

The narrative revealed the self-perception of participants in these statements:

I found the GENESIS program to be unique because it allowed a large number of single parents (especially mothers) a beneficial support group. It helped me a lot knowing and being with women who were having the same struggles and challenges. I gained support and encouragement from them. I am very appreciative of the program. It has helped me to develop a sense of self-worth. (Vol. 1, p. 9, 10)

I believe I became a better person as a result of wanting to better myself. I felt the need to be strong because I had a support system I could call on. (Vol. 1, p. 11)

Question #2

With regard to the personal challenges they overcame, the second half of the research question in this section asked, "How do those who graduated compare with those who did not?" Again, the data are presented separately, looking first at (1) personal qualities, (2) skills and talents, (3) challenges overcome, and (4) personal assessment after leaving college.

**Personal qualities.** More subjects reported than did not report developing the personal qualities listed in the survey. As indicated in Table 31, findings suggest that
there was no significant difference between those who graduated (n=35) and those who did not graduate (n=21) with regard to the following personal qualities: leadership, commitment, boldness, assertiveness, self-advocacy, spirituality, and personal balance. There was a significant difference between graduates and non-graduates with regard to developing the ability to complete tasks. The data

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
revealed that 57% (n=20) of the graduates and 28.6% (n=6) of the non-graduates reported developing this quality ($\chi^2=4.31$, df=1, $p=.04$).

**Skills and talents.** With regard to skills and/or talents developed, the research question asks, "How do those who graduated compare with those who did not?"

With regard to skills and/or talents developed, the research findings reveal no significant difference between those who graduated (n=35) and those who did not graduate (n=21) as indicated in Table 32. Skills and/or talents included: personal management, team playing, business management, study habits, parenting skills, budgeting, time organization, and goal setting.

**Challenges overcome.** With regard to personal challenges overcome, the research question asks, "How do those who graduated compare with those who did not?"

Findings suggest that there was no significant difference between those who graduated (n=35) and those who did not graduate (n=21) with regard to changes related to all except two of the personal challenges listed in the survey. These two areas were: overcoming shyness and fear of failure (see Table 33). Proportionately more graduates (40%) reported overcoming their shyness than non-graduates (14.3%).
TABLE 31
PERSONAL QUALITIES DEVELOPED, COMPARISON BETWEEN GRADUATES AND NON-GRADUATES

<table>
<thead>
<tr>
<th>Personal qualities</th>
<th>Graduates (N=35)</th>
<th>Non-graduates (N=21)</th>
<th>$\chi^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership</td>
<td>14 (40.0)</td>
<td>9 (42.9)</td>
<td>.04</td>
<td>.83</td>
</tr>
<tr>
<td>Commitment</td>
<td>18 (51.4)</td>
<td>9 (42.9)</td>
<td>.39</td>
<td>.53</td>
</tr>
<tr>
<td>Task completion</td>
<td>20 (57.0)</td>
<td>6 (28.6)</td>
<td>4.31</td>
<td>.04</td>
</tr>
<tr>
<td>Boldness</td>
<td>4 (11.4)</td>
<td>4 (19.0)</td>
<td>.62</td>
<td>.43</td>
</tr>
<tr>
<td>Assertiveness</td>
<td>17 (48.6)</td>
<td>9 (42.9)</td>
<td>.17</td>
<td>.68</td>
</tr>
<tr>
<td>Self-advocacy</td>
<td>9 (25.7)</td>
<td>7 (33.3)</td>
<td>.37</td>
<td>.54</td>
</tr>
<tr>
<td>Spirituality</td>
<td>13 (37.1)</td>
<td>6 (28.6)</td>
<td>.43</td>
<td>.51</td>
</tr>
<tr>
<td>Personal balance</td>
<td>19 (54.3%)</td>
<td>11 (52.4%)</td>
<td>.02</td>
<td>.89</td>
</tr>
</tbody>
</table>

Note. $df=1$.

($\chi^2=4.11$, $df=1$, $p=.04$). Proportionately more graduates (57.1%) than non graduates (28.6%) reported overcoming their fear of failure ($\chi^2=4.31$, $df=1$, $p=.04$).

**Personal assessment.** With regard to their personal assessment, the research question asks, "How do those who graduated compare with those who did not?" As Table 34 shows, findings revealed no significant differences between graduates and non-graduates in terms of the percentage of the reporting subjects in each group with regard to (1) having gainful employment in their field of interest ($\chi^2=.78$, $df=2$, $p=.68$); (2) satisfactorily supporting their
TABLE 32
SKILLS/TALENTS DEVELOPED, COMPARISON BETWEEN GRADUATES AND NON-GRADUATES

<table>
<thead>
<tr>
<th>Skills/talent developed</th>
<th>Graduates (N=35)</th>
<th>Non-graduates (N=21)</th>
<th>$\chi^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$n$ (%)</td>
<td>$n$ (%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal management</td>
<td>18 (51.4)</td>
<td>7 (33.3)</td>
<td>1.74</td>
<td>.19</td>
</tr>
<tr>
<td>Team player</td>
<td>12 (34.3)</td>
<td>4 (19.0)</td>
<td>1.50</td>
<td>.22</td>
</tr>
<tr>
<td>Business management</td>
<td>3 (8.6)</td>
<td>3 (14.3)</td>
<td>.45</td>
<td>.50</td>
</tr>
<tr>
<td>Study habits</td>
<td>18 (51.4)</td>
<td>7 (33.3)</td>
<td>1.74</td>
<td>.19</td>
</tr>
<tr>
<td>Parenting skills</td>
<td>17 (48.6)</td>
<td>7 (33.3)</td>
<td>1.24</td>
<td>.27</td>
</tr>
<tr>
<td>Budgeting</td>
<td>12 (34.3)</td>
<td>5 (23.8)</td>
<td>.68</td>
<td>.41</td>
</tr>
<tr>
<td>Time organization</td>
<td>18 (51.4)</td>
<td>11 (52.4)</td>
<td>.005</td>
<td>.95</td>
</tr>
<tr>
<td>Goal setting</td>
<td>22 (61.8%)</td>
<td>10 (47.6%)</td>
<td>1.24</td>
<td>.27</td>
</tr>
</tbody>
</table>

Note. $df=1$.  

families and themselves ($\chi^2=.31, df=2, p=.86$); (3) being better equipped to cope with life's stresses ($\chi^2=.71, df=2, p=.7$); (4) taking more responsibility for their lives ($\chi^2=1.7, df=2, p=.43$); and (5) being more willing to take chances and risk failure in order to accomplish more ($\chi^2=1.17, df=2, p=.56$).
TABLE 33
CHALLENGES OVERCOME, COMPARISON BETWEEN GRADUATES AND NON-GRADUATES

<table>
<thead>
<tr>
<th>Challenges overcome</th>
<th>Graduates (N=35)</th>
<th>Non-graduates (N=21)</th>
<th>(\chi^2)</th>
<th>(p)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(n)</td>
<td>(n%)</td>
<td>(n)</td>
<td>(n%)</td>
</tr>
<tr>
<td>Shyness</td>
<td>14 (40.0)</td>
<td>3 (14.3)</td>
<td>4.11</td>
<td>.04</td>
</tr>
<tr>
<td>Over-bearance</td>
<td>3 (8.6)</td>
<td>0 (0.0)</td>
<td>1.9</td>
<td>.17</td>
</tr>
<tr>
<td>Self-centeredness</td>
<td>2 (5.7)</td>
<td>1 (4.8)</td>
<td>.02</td>
<td>.88</td>
</tr>
<tr>
<td>Intolerance of others</td>
<td>6 (17.1)</td>
<td>2 (9.5)</td>
<td>.62</td>
<td>.43</td>
</tr>
<tr>
<td>Being a victim</td>
<td>14 (40.0)</td>
<td>6 (28.6)</td>
<td>.75</td>
<td>.39</td>
</tr>
<tr>
<td>Fear of failure</td>
<td>20 (57.1)</td>
<td>6 (28.6)</td>
<td>4.31</td>
<td>.03</td>
</tr>
<tr>
<td>Fear of accomplishment</td>
<td>7 (20.0)</td>
<td>5 (23.8)</td>
<td>.11</td>
<td>.74</td>
</tr>
<tr>
<td>Overprotectiveness</td>
<td>6 (17.1)</td>
<td>2 (9.5)</td>
<td>.62</td>
<td>.43</td>
</tr>
</tbody>
</table>

Note. \(df=1\).

Findings comparing graduates and non-graduates approached significance in the area of reaching their financial goals because proportionately more graduates (48.6%) than non-graduates (19.05%) responded favorably to this statement \(\left(\chi^2=5.14, \ df=2, \ p=.08\right)\). Significance was reached in the area of ability to manage time more effectively. Proportionately more graduates (61.8%) than non-graduates (28.57%) favorably responded to this statement \(\left(\chi^2=6.2, \ df=2, \ p=.045\right)\).
TABLE 34
PERSONAL ASSESSMENT COMPARISON OF GRADUATES AND NON GRADUATES

<table>
<thead>
<tr>
<th>Variable</th>
<th>Graduates (N=35)</th>
<th>Non-graduates (N=21)</th>
<th>$\chi^2$</th>
<th>$p$</th>
</tr>
</thead>
<tbody>
<tr>
<td>gainful employment in one's field</td>
<td>27 (77.1)</td>
<td>14 (66.7)</td>
<td>.78</td>
<td>.68</td>
</tr>
<tr>
<td>satisfactorily supporting family</td>
<td>19 (54.3)</td>
<td>10 (47.6)</td>
<td>.31</td>
<td>.86</td>
</tr>
<tr>
<td>reaching financial goals</td>
<td>17 (48.6)</td>
<td>4 (19.1)</td>
<td>5.14</td>
<td>.08</td>
</tr>
<tr>
<td>better equipped to cope with life's stresses</td>
<td>22 (62.7)</td>
<td>12 (57.1)</td>
<td>.71</td>
<td>.7</td>
</tr>
<tr>
<td>Taking more responsibility for life</td>
<td>19 (55.9)</td>
<td>8 (38.1)</td>
<td>1.69</td>
<td>.43</td>
</tr>
<tr>
<td>Managing time more effectively</td>
<td>21 (61.8)</td>
<td>6 (28.6)</td>
<td>6.20</td>
<td>.05</td>
</tr>
<tr>
<td>taking chances to accomplish more</td>
<td>26 (74.3)</td>
<td>14 (66.7)</td>
<td>1.17</td>
<td>.56</td>
</tr>
</tbody>
</table>

The research question, although intentionally broad, limited the quantitative findings since the survey respondents were confined to specific word categories. Focus-group participants were provided the forum to identify their life challenges before sharing their growth areas. From the survey's narrative section and focus-group storying, participants were able to add depth to the quantitative findings by sharing their challenges and needs,
program benefits, and personal growth as a result of their Andrews University/GENESIS experience.

Personal growth


**Accountability.** With a sense of satisfaction, Margo stated, "I became accountable to myself" (Vol. 2, p. 12). Delores described it as being able to "stand on my own feet" (Vol. 2, p. 12). She went on:

> Life is taking responsibility for the things that you do, the things that you say. It's saying there's no one else who can handle, who can take care of me. I have to find people who can support me, who can encourage me to move on, but eventually, when it's all said and done, it's all up to me. I'm not playing the blame game, like saying it's your fault. (Vol. 2, p. 12)

**Counseling and Emotional Support.** A frequent resource was the program director. She provided one-on-one support as well as class presentations and invited guest presenters to discuss topics pertinent to single parents. Diana described the support by saying,

> When I wanted to stop and talk to you, I was able to do that. I could vent, then move out of the office and feel so much better. . . . That was good. I had a place to go to. I didn't have to hold all that stuff. . . . I
could get rid of it and just move on. And that helped. (Vol. 2, p. 13)

Beth's comments echoed her utilization of this service:

Mrs. Watson, you were often there to listen to me and my problems. It was a good resource. I could come into you office and talk. And I know other participants could come to you, too. You helped me discover answers to the question, “what can I do with my problems?” (Vol. 2, p. 67)

**Sexuality.** Focus group subjects dared to mention their challenges of being alone in a world of couples. Diana began by saying, “I'm a sexual being. I just have to say it” (Vol. 2, p. 15). Participants went on to share growth in areas where they were once afraid. They cited challenges of the consequences of being a single parent, such as fear of relationships or of being hurt again (Vol. 2, p. 12), of being forever alone (Vol. 2, p. 93), or of enjoying and appreciating one's aloneness (Vol. 2, p. 57).

**Relationships.** Support from one's family influenced the perception of subjects' college experience. Beth shared that even with the emotional distance between herself and her mother during and after her college experience, she is now finding support in that relationship. “My mother helped out in a lot of little ways. She's not very big in the support and verbal area” but financially she helped when it was most needed (Vol. 2, p. 65).

Each subject realized that there were other academic options even in this locale. “I really think the
difference," shared Beth, regarding her choice to come to Andrews University, "and the key here, was just the fact that here I knew that there were others like me," referring to single-parent students in the GENESIS program (Vol. 2, p. 67).

Since leaving Andrews University, several of the focus-group participants have dated, hoping for a lasting marital relationship. One participant, Julia, has gotten married. She has been married now for 7 years (Vol. 2, p. 45). Deitre and Margo are still divorced; Diana, Beth, and Deloris have never been married; and Cheryl is in the process of a divorce, having married during her interim out of school. Diedre summed up her feelings about singleness, and got the others' approval when she said, "I've learned that I'm happy single. I can take care of myself. It's a good feeling to be self-sufficient" (Vol. 2, p. 93).

Their openness to marriage was best expressed by Beth when she said, "I’m interested in marriage, if the opportunity presents itself. But so far, there’s no one on the horizon." With a bit of laughter she added, "I’ve always been single, so it’s old hat now" (Vol. 2, p. 93).

**Self Perceptions.** Beth was motivated to return to school because of the challenges of her life's circumstances. She remembers:

I hated my life in a sense because I hated the work I was doing. I thought, "I know there’s so much more that
I can do, there's so much more to me." I get bored too quick, too much. And I couldn't stand the thought of doing this [working in a mundane job in a camera shop] the rest of my life. I'll get old feeling this way. (Vol. 2, p. 61)

Diedre's description of herself before and after her college experience are presented in her memories:

I had dropped out of school for 25 years and I was coming back, and it was really hard. You talk about being scared, I was so scared I had to set myself little short-term goals, like "get in the car." Then I'd get in the car and say, "drive to Andrews University." That was all I could think about. I couldn't think of the whole picture. (Vol. 2, p. 63)

She attributed her ability to speak out to her college experience:

I'm an extravert now, but when I was in school, I was rather introverted. But it was the group, being together, listening to others speak up, that finally made me share. Because before every time I'd talk I'd ball my eyes out; I was going through so much trauma. I had been married 20 some years, then all of a sudden, boom, I'm on my own. I was afraid, but having the chance to be with the group was very helpful. It drew me out of my shell a little. (Vol. 2, pp. 81, 82)

Now that she has been out of school for 10 years, she has conquered her fears and is passing on her strength to others. "For the last 10 years I've learned so much. I used to be so scared and shy and introverted, but I learned to have confidence and strength in myself. And that is really important, to grow and develop" (Vol. 2, p. 91). She summed it up by saying, "From my situation, I feel now there's nothing I can't go through" (Vol. 2, p. 76). Deidre goes on, describing herself in her job:
I think I’m a better teacher. I am more patient and more real. I take into consideration the situations my students are in. Not only because I’m interested, but because I lived it. (Vol. 2, p. 98)

Her advice to others is:

The hardest thing to do is to pick up unfinished business and finish it. I want you to know that education will open all kinds of doors for you. And that’s something I learned that got me hungry, like you said, for more knowledge (Vol. 2, p. 92)

Referencing her lifestyle both before and after the college experience, Beth reminisced:

I was sitting here thinking as she was talking, that when I was back in the experience I really see that this bridged the gap between lifestyle before and now. It’s not only that, but I look at the family dynamics, for I come from a broken home, middle-class poor, and it’s like I’m stepping out way beyond what anybody else has done. I’m the first person in my family to complete college. I would like to see more programs like this on campuses. I think it would empower a lot of females. I came in with a lot of problems, too. It helped me get a grip, it helped me to become focused. Like I said before, I finally had some direction in my life. I had this contentment that I’d never experienced. (Vol. 2, p. 75)

She went on:

I struggled, and you know what happened to me and my experience here. It set me back. I almost quit. I felt I had so much under my belt, academically and financially, that I didn’t know what to do. I wanted to quit. I was thinking and thinking, how can I go on. I can’t keep up. I’d just had a new baby. And being a parent was very demanding. I’ve got all these loans, and I’m still nowhere. I’d had some classes, but I wasn’t any where near completing a degree. Spiritually I was blank for a while. It was hard, really, really hard. But I’m so thankful for perseverance. The Lord blessed me through that period. And every day when I go to work I’m pleased. This is my first real social working job and I’m being paid a decent wage. (Vol. 2, p. 75)
She later added:

I look back on 5 years of just surviving, of thinking, ‘Oh, God, I wish this were over.’ I look back and feel so proud of what I accomplished. (Vol. 2, p. 76)

Able to see her developing confidence, Beth stated:

I would say, it’s only just now that my confidence has really been growing. That was a revelation for me, because I was very reticent, I would stand back and let others do things for me. I felt bad about it, but I was too scared to say anything. I looked too vulnerable, I felt too vulnerable. I got all the education, I got all the experience and all of that, but I just wasn’t confident. I didn’t dare to do things. I’d like to be able to talk in front of lots of people, but I still can’t. I want to conquer that so much. (Vol. 2, pp. 89, 90)

I’ve just got to grow. And I can see myself growing. I’m not where I want to be yet, I still can’t get up in front of a crowd yet, but I’m growing. I’ve still got a long way to go, but I’m doing so much better than I did five years ago. (Vol. 2, p. 94)

There are areas where Beth sees personal growth. She exclaims, “I’ve grown more effective with my girls. I’ve grown more spiritually and mentally” (Vol. 2, p. 101). She goes on:

I don’t know what my niche is yet, but I want to do more. I’m working in a nursing home now and it’s opened my eyes to kinds of work I can do. I don’t know whether that’s where I want to stay. It was so cool to be able to take my education and go out and use it. I was pleased to go right into a job utilizing my skills. Yes!! That in itself build the confidence. I’m learning the dynamics of the psycho-social, emotional, biological systems. I’m using what I learned from all the courses I took. When I first took biology and chemistry, I felt overwhelmed, but now I’m glad that I took social work. It was so rounding and so diverse. I do know, though, that I’m going to have to eventually create my own job. And I have to get more confidence, too. I’m so thankful, however, that I started. And I
have the kind of mentality that if I start something, I’m going to finish it. I’ve started the masters program, and I’m going to come back and finish. I think I should have taken a break between the bachelors and the masters. But I’m learning from this experience. (Vol. 2, pp. 90, 91)

Her joy of learning and the added possibility of utilizing it in every area of her life prompted Beth to exclaim:

I had grown to enjoy the love of learning. And I just want to get more. Knowledge empowers me and it’s even set me apart from my own family. I’m so proud. It’s not a haughty pride, it’s a humble pride. I’m not better than my family members, but I’m pleased with what I’ve done. And I think, too, that someday I may even help somebody in my family, for they’re all going to get old. Some day they might need me (Vol. 2, p. 91)

Pleased that she is both “self-sufficient” and “self-reliant,” Beth stated, “I can take care of myself now if I have to!” (Vol. 2, p. 92). As a result of her college experience, Beth’s peace exuded. She shared, “This was the first time in my whole life that I felt contentment” (Vol. 2, p. 63).

Diedre echoed memories of the impact of her college experience and shared, “I loved the peace, too, because I was dealing with so much misery” (Vol. 2, p. 77). She went on, “This was kind of a safe place” (Vol. 2, p. 78). Diana summarized it by saying, “I feel that I have grown a lot by coming to Andrews University” (Vol. 2, p. 1). Julia simply stated, “The college experience broadened my perspective” (Vol. 2, p. 50). She elaborated:
I grew up in a family that was very . . . not prejudiced or discriminating against people, so I didn't have that that I was carrying around, but every place I looked it was still very one color. I saw this in southern Illinois, in mid-Missouri, . . . everybody's White. I didn't see any diversity at all. And so living in Berrien Springs was a great plus for my children to be able to have experiences with different kinds of people. They have friends of all races.

Yes, the college experience was still even more challenging and broadened my perspective even more than just living in a multi-cultural community. The experiences of the college classes were challenging. It made me have to think about it even more, because even now I still run into a lot of people who are close-minded in this 50 mile radius. (Vol. 2, p. 51)

Cheryl’s perception of herself is related to her personal growth, evidenced in her remarks:

I’m growing. I’ll either continue working or going to school, because I’m developing confidence. I always want to be self-sufficient whether I’m working to pay my bills, or working to get something extra, or working toward getting a grade so I can make that next step toward my degree. That in itself is an achievement, and when you have that type of fulfillment, you have a certain pride. Not in a sense of pride in yourself, but in the fact that you’re willing to take a chance and step out and do the best that you can. It’s easy to sit back and kind of wait for things to happen, but people who get out there and do things are the ones who accomplish them. It’s easy to sit back and let others do it for you, but if you give the best you can, that’s one of the best feelings. Education means choices! (Vol. 2, pp. 93, 94)

Additional Questions

Unasked questions are raised and answered through the narratives of program participants. What motivates single parents to return to school?
Before coming, Beth cited, "All I did was work. . . . I didn't really have any goals. I had some dreams, but I didn't know how to fulfill them" (Vol. 2, p. 62). Margo succinctly summarized, "We came here because we wanted more for ourselves and more for our children" (Vol. 2, p. 4).

What additional life-stressors do single-parent students face? There were many challenges, in addition to parenting and related issues, which participants shared and found resources to overcome. They included time management and financial planning (Vol. 2, p. 10), transportation and car maintenance (Vol. 2, p. 11), and dealing with stigmas (Vol. 2, p. 29).

What challenges and oppositions do single parents face that other students may not? Social stigmas accompanied the participants to their campus life. Diana was the first to mention her experience:

I just remember some things that we went through as we were getting started in the program, for the campus wasn't really equipped to handle single parents. There was a stigma, oh, my goodness, there was a stigma around us which was just incredible. "They're wild, they're loose." Guys would see us and say, "We want you." I remember getting calls from a man who lived next door--and he was married! I remember getting stopped along the way and just having strange experiences dealing with that whole thing.

I remember one of my professors, my sociology professor, was grappling with the whole welfare system himself. He was upset that when he would go through with his limiting Andrews University check that he would be buying his little meager morsels and see two people in front of him and they'd have leather coats on and their baskets would be full of food and they'd pull...
out these coupons, food stamps to pay for their food. And just hearing all of that I felt so ashamed to go to the store and buy anything. I would wait 'til late at night or go early in the morning when I wouldn't see anybody. I'd buy a few things and I wouldn't buy a whole lot of stuff because I knew that the community did not like us here.

I was also in the social work club. At that time I was the vice president of the social work club. I remember one of the young men in the club saying, "I don't know how to deal with you single parents. I don't like having to deal with you. I know I have to, but I don't like it." And just hearing those comments all the time I was always embarrassed. I tried to stay away as much as possible. It wasn't until my senior year that I started really coming out, really doing some things and having a good time because I wasn't focusing on that. My freshmen and sophomore years I was just trying to stay away from people so they wouldn't see me as an embarrassment. Just hearing all the stuff, it was difficult. It was really difficult. (Vol. 2, pp. 29, 30)

Julia had the unique distinction of also having a daughter in GENESIS while she was in the program. Julia chose not to utilize public assistance, but her daughter had to, so she (Julia) dealt with the stigma secondhand. She observed:

My daughter was on welfare, so I understand the system from just dealing with her. It is unfortunate that the stigma goes with it, because if you're going to school, you're trying to raise a child, you're trying to survive, and then people say you're just lazy because you're on welfare. It's really a difficult time. My daughter had a nine-month old when she started going to school. Just having a baby and trying to study is a challenge enough without the financial problems and the social ramifications of what you're trying to do. (Vol. 2, p. 32)
Diana quipped, “They think you’re trying to make money. How could that be? My rent was $350 per month and my allotment was $341. Figure that out!” (Vol. 2, p. 32).

After leaving the University, participants remained aware of the stigmas they were facing. Sharing more of the pain of a mental illness, Delores presented her perspective:

Intolerance goes beyond finances and race. My boss told me she wouldn't have hired me because I was a mental health consumer. Somebody else hired me into the job that I had. It was her supervisor who put me in the job. But she [my immediate supervisor] told me, I wouldn't have hired you. (Vol. 2, p. 51)

Program Benefits

What aspects of the GENESIS program were utilized by the participants? Each participant did not equally benefit from all of the program components which the GENESIS program offered. Diana complained:

I think I felt there were some things that I needed that I didn't get when I was here. I heard people saying that they were able to get information about help from the Larry Burkett program. That they were able to get help with their cars and that kind of thing. That wasn't available to me at the time when I was here. And I made a lot of very foolish financial decisions. I think more than that, because I came from that kind of background where my family did not learn how to handle money, that was never passed on to us. Now, knowing how to even acquire that information or to even think that was something that we needed--it came 'way too late for me. (Vol. 2, p. 14)

Viewing the above challenges and the following benefits of a college experience through the participants’ eyes, the research questions are answered, and the participants’ self-
perceptions of who they are as a result of going through the college experience are better understood.

The benefits of the college experience included the scholarship targeting GENESIS participants (Vol. 2, p. 5), exposure to the campus environment (Vol. 2, p. 2); socialization with other parents who have things in common (Vol. 2, p. 4); child care (Vol. 2, p. 80); and the GENESIS class seminars which included time management (Vol. 2, pp. 6, 10) and financial planning (Vol. 2, p. 10).

Scholarship and Academics

Certainly there were other academic options for each of the participants. Deidre described both the options and the opportunity Andrews University afforded her.

I had always dreamed about coming back to school. But when I started to go back to school I dreamed of going to Notre Dame, but they didn’t accept me. I went to IUSB [Indiana University at South Bend], and they didn’t have anybody who wanted to talk to me. And I went to St. Mary’s. I went all over. Then someone asked why I didn’t go to Andrews University. I went over there and this was the place. (Vol. 2, p. 71)

She remembered the cordial welcome she got and the financial assistance. Several years after her graduation, she attended a luncheon with the University's financial aid officer. Recognizing him, she said:

“You’re the one who told me that there was a way that I could go back to school.” And he’s the one who said financial arrangements would be made. (Vol. 2, p. 72)

And they were!
Giving a plug for the academic arena and program support, Beth commented:

I think that when we talk about Andrews University and GENESIS, I would say the education in general helped me. I learned so much in the psychology classes, I learned how to deal better with my daughters. Sociology and all the classes were so informing. It did help me. It helped me a lot. This is not just another college. When I think of what the GENESIS program has done for me I realize that I’ve developed in leadership and in so many other areas. I owe so much to you Ms. Watson ‘cause you got this program started. You advocated for us, and it made a difference. (Vol. 2, p.. 100, 101)

Campus Environment and Socialization

One recurring theme was the lasting friendships developed (Vol. 2, pp. 9,59, 70).

Overall, I feel that the GENESIS program was/is a valuable organization to the student-participant and the school. The emotional and financial support, and the friendships are far reaching and invaluable. (Vol. 1, p. 6)

Diedre put it this way:

It was excellent when I was here at school. It was a good support group. The best thing that it did was that I got to meet all the other people who were in the same situation as I was in. We got to socialize and we worked toward solutions. (Vol. 2, p. 70)

She reiterated again, “It was just fun. It was just fun. It was a fantastic experience. I enjoyed the group support” (Vol. 2, p. 72). Identifying her educational experience with Andrews University, she proudly shared:

There’s another thing. I got my master’s at IUSB, but I got my bachelor’s here and I enjoyed this experience far more. When people ask me my alma mater, I always say Andrews University because of the support system. I
went to IUSB, but I just went to classes there. But I always felt like a number, just one fish in the sea. But I didn’t feel like that here. It was the last two years especially [when she was in GENESIS] that provided all the support that I so desperately needed. In recognition of this, I’m pleased. (Vol. 2, p. 110)

Others benefitted by sharing about the relationships they formed. After a tour abroad with her Art class, several program participants shared housing. Several others found relatives and enjoyed the feeling of family (Vol. 2, p. 44). Diana took advantage of many unique opportunities and proudly said:

I was first in a lot of things because I was here. I acted in several plays, I was in the University Singers, and I traveled quite a bit. I joined the Deliverance Mass Choir and traveled to New York several times. I wouldn't have gotten this if I'd stayed at home [and not gone back to school].(Vol. 2, p. 54)

Julia summarized her growth in the following statement:

I think that the fact that we were just in the program knowing that other people were sharing similar situations in some way gives you strength, for you know you're not alone. Even if you don't always deal with it the same way. Just to know that other people are facing the same problems. (Vol. 2, p. 27)

Beth answered her own question:

I was thinking earlier, what would have been different if I'd gone to some other school. . . . I tell you, it was this program, because it helped gather us together. There was that camaraderie, that common ground. You know that nobody else was better than you. They’re all like me. (Vol. 2, pp. 76, 77)
Child Care

The Child Development Center, called Crayon Box, provided day care for pre-school children. Since all of the participants did not have little children, they did not use the center. Those who did seemed pleased with this service. Beth's daughter was in the center. She remembers:

Having child care and pre-school on campus was a blessing to me. That was a major catalyst in giving me a new start. It was so good to have it right here. I could drop her off and I could walk to whichever building I had my class in. And I knew she was being taken care of, and I liked that. It was a good pre-school, child care program there. (Vol. 2, p. 80)

GENESIS Seminar

At one time, all GENESIS participants were required to attend the weekly class where information was presented, time was allotted for personal sharing, guest lecturers gave insights on topics, and club officers connected with the members. The requirement was met with mixed enthusiasm, but the outgrowth of the class was additional camaraderie.

Sometimes the class became a forum for venting emotional stress, where people would emotionally outpour as it were a "shoulder to cry on," perhaps looking for pity and comfort. I'm not saying this is totally inappropriate, on the contrary it can be very positive for all parties. However it did appear at a rate that undermined the more constructive aspects of the class. (Vol. 1, pp. 6, 7)

Diedre remembers:

I can remember roughly once a month coming to a meeting. I didn't always get here because of other things. I also noticed that the bulk of people had little kids. And they had little kids problems. Once I
met the people who had big kid problems we hung out together in the cafeteria, so we had a lot of informal little gatherings. (Vol. 2, p. 72)

Beth was empowered by the class and shared:

I appreciated getting the chance to meet—you know it was required that we be there. I didn’t have any problems coming. Listening to you was inspiring, hearing the devotionals and hearing other stories. Sharing resources. It just made you feel like you know you can do it! (Vol. 2, p. 75)

The GENESIS class provides seminars and workshops remembered by the participants. Delores shared, “When you mentioned the time management portion, I remember there was a special segment on financial planning in the GENESIS class and I’m still using that stuff.” The benefit is that “it keeps the bills paid” (Vol. 2, p. 10).

**Summary of Findings**

The quantitative data analysis suggests that there are no significant differences between subjects who were GENESIS non-graduate participants and graduate participants in relation to many characteristics. It appears, therefore, that the Andrews University/GENESIS experience had a similar impact on study subjects whether they graduated or not. Although not significantly different, the quantitative data reflected that graduates reported positive changes more frequently than the non-graduates. Subjects who graduated remained in the university environment frequently longer than those who did not. It appears then, that the length of time that a female single-parent student was in the program,
the more positive the impact of the Andrews University/GENESIS experience.

The analysis of this study's qualitative data also suggests that there are differences between participants before and after their GENESIS/Andrews University experience in relation to key characteristics.

While there was no significant difference between employment status of participants before and after college, one very important finding of this study was the picture of participants' financial gain after leaving college. The average salary before attending college was about $8,000. The average salary after leaving college was nearly $20,500.

With regard to community involvement, more than one third of the participants consistently reported increased involvement in community or civic affairs. Focus-group participants expressed the desire to contribute back to society, but emphasized the limitations of time and other life-stressors which prevented them from currently doing so.

With regard to parenting skills, a fourth (26.8%) of the subjects reported improved child management and nearly half (44.6%) of the subjects reported improved ability to deal with problems with their children. Although all of the subjects did not indicate a change in their parenting skills, less than 20% reported decreased child-management skills, and less then 15% reported decreased ability to deal with problems with their children.
With regard to the inner spiritual life, nearly 93% (n=52) of the subjects indicated denominational affiliation upon their college arrival, and there was little change in the affiliation (n=51) after leaving college. Religious practices were reflected in responses to value statements. With the exception of holding a church office, nearly 60% (n=33) of the subjects consistently agreed with all of the value statements that were listed in the survey. Most of the subjects indicated that they drew strength from their faith (94.6%) and that they were aware of their blessings (96.4%), suggesting a positive impact of the college experience on their inner spiritual lives.

The greatest differences between graduates and non-graduates were reflected in subjects' responses to personal growth qualities. Attributes that were essential to college success, identified more by graduates than non-graduates, included commitment, task completion, assertiveness, spirituality, and personal balance. Talents and skills as reported by graduates more frequently than by non-graduates included personal management, being a team player, study habits, parenting skills, budgeting, time organization, and goal setting. In five areas (personal management, study habits, parenting skills, time organization, and goal setting), 50%-61% of the graduates reported gains, whereas only 33%-52% of the non-graduates reported gains. All subjects indicated overcoming many challenges, but more
graduates than non-graduates reported overcoming shyness, being a victim, and their fear of failure. In these areas, 40-60% of the graduates indicated change, whereas 14-28% of the non-graduates reported positive change.

A greater percentage of graduates also reported satisfaction with their lives after leaving college. The key may be in their finding “gainful employment in [their] field of interest.” More than 77% of the graduates responded favorably to this statement while 67% of the non-graduates did. Both graduates (54.3%) and non-graduates (47.6%) reported satisfaction in supporting themselves, but only 48.6% of the graduates reported that they were reaching their financial goals.

The fact, however, that there was no significant difference between non-graduate and graduate participants in many areas suggests that the mere opportunity to attend college is a positive experience.
CHAPTER 6

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Overview of the Chapter

This chapter summarizes the findings of the study, discusses the outcomes revealed in the data, and makes recommendations for reader audiences as well as suggestions for additional study.

Brief Summary of Study

The female single-parent population in the United States continues to increase and languish at the lowest economic level. Diana Pearce (1978), who coined the term “feminization of poverty,” encouraged the federal government as well as colleges and universities to study this group and find better avenues out of poverty. Federally funded payment-assistance programs do little to alleviate the poverty of female single-parent families. The single most effective avenue out of poverty has proven to be educational and training programs which prepare these female single parents for professional jobs and other employment opportunities above part-time minimum-wage jobs.
The purpose of this study was to determine in what way the college experience impacted the lives of female single-parent students who had matriculated at Andrews University between 1987-1997. The project was called GENESIS and the study included female single-parent students who attended college, for any length of time, during its first 10 years of operation. During that period, 243 female single-parent students enrolled for some time in the college setting. Of those, 39% (n=95) completed the requirements for a college degree and graduated. Many of these reported going on to graduate school.

Surveys were mailed to the 154 students whose addresses were accurate. Of these, 36.3% (n=56) returned the completed survey. Through-the-mail surveys and focus groups were the tools used to gather information from former students who participated in the GENESIS program. The SPSS statistical program was used to tabulate quantitative data. Interviews from the focus groups were taped and transcribed, then the contents were coded and analyzed for themes.

**Summary of Findings**

Explored were changes in the lives of participants in the areas of employment status and income, involvement in the community, performance as parents, the inner spiritual life, and personal empowerment.
Comparing the quality of life of former female single-parent students before they attended college and after they left college, quantitative findings suggested incremental changes, while qualitative findings from the narratives amplified and described these positive changes. For example, incremental changes suggested by the quantitative data included the subjects' marginal increased involvement in the community. Parenting skills, yet another area, were not static, suggesting that as certain age-specific concerns were dealt with, with the passage of time others emerged. These and other changes, as well as their implications, are discussed in the following sections.

The survey consisted of a collection of forced-choice questions and statements which were used to determine "the extent to which respondents held a particular attitude or perspective" (Rubin & Babbie, 1997, p. 191). In the collection of returned surveys, there were missing values on each item because the study subjects did not respond to every one of the survey questions. A more effective method to prevent subjects from leaving as many unanswered items as they did might have been for the study to include Likert scales, "a format in which respondents are asked to strongly agree, agree, disagree, or strongly disagree" (Rubin & Babbie, 1997, p. 191). Rather than using a dichotomous (yes/no) response, a 4-point scale might have provided the
extra choice needed so subjects would have responded to each item.

The particular value of this format is the unambiguous ordinality of response categories. . . . [It] also lends itself to a straightforward method of scale or index construction (p. 212)

Conversely, from the comments presented in the focus groups, a small group of students (n=7) who had graduated or returned to complete their college degrees, an emphatic and decisive picture of positive change emerged. Within these narratives, the “lived experiences” of the participants came alive.

Discussion of Findings

Employment Status and Income

Virtually the same number of subjects (N=41) were employed both before and after leaving college, although they were not always the same subjects. Reasons given for subjects not being employed after leaving college included marriage and graduate education, both arenas to increase income status.

Not surprisingly, the data revealed that the greatest impact of the college experience on the lives of female single-parent students was in earned income. The average income of the students rose from $8,079 before college to $20,488 after college, and there was minimal difference between those who graduated and those who did not. Subjects
attributed their ability to increase their earning potential to the college experience.

It is interesting to note that female single-parent study subjects who were attracted to the Andrews University/GENESIS program were largely employed before coming to college. Nearly 75% (n=41) of the study participants were working the year prior to returning to school. The biggest challenge to this employment experience was that the employment was in low-paying jobs (which include clerical and service work). In these types of jobs, the female single parent's earning power was grossly inadequate (an annual salary of $15,000 or less) and did not disqualify nearly 40% (n=22) of them from receiving TANF (assistance payments, food stamps, medicaid).

The stereotypical portrait of female single parents is often of an unemployed, never-married, teen-aged woman. In contrast, to shatter that myth, the study participants were over 21 year of age, nearly 75% (n=41) of them had been employed, and 75% (n=42) of them had been married.

As was the targeted design of the program, GENESIS attracted poor, working, once-married, female single parents who may never have attended college for a multiplicity of reasons. Most significantly, these female single-parent students demonstrated the internal resiliency and drive to succeed that fueled their motivation to not allow the
“welfare” system to entrap them. They intuitively, for whatever the reason, were not willing to subsist merely on the governmental grants for which they were eligible. In addition, they may have elected to return to college because other options they might have explored to raise their income levels were thwarted. These options may have included financial dependence on their parents, utilizing the court system for child-care payments or increased payments, marriage or re-marriage to someone who was also employed, on-the-job training in entry-level positions, or even aspiring and applying for higher-paying jobs. Traditionally these pathways met with limited success. As Erica Kates (1991, 1992, 1993, 1996) noted, female single parents maximized their opportunity to move out of poverty by earning a college degree.

Yet another motivation for poor, female single parents to return to college might have been impacted by their vision of the future. Since most of the study participants returned to college prior to the imposition of the governmental 2-year assistance limit, they saw beyond the struggles which would be imposed by this life-change, to a better future. Such struggles included relocating, in most cases, of the subjects' families to the University locale, leaving support systems, and incurring additional debt.

The GENESIS population, therefore, was made up of adult women (over age 21) with minor children, many of whom had
been married and employed. These characteristic life-experiences appeared to foster resiliency that equipped them to attend college and be positively impacted by the Andrews University/GENESIS experience with regard to their employment status and income.

The downside of the increased income, subjects reported, was the school loan indebtedness incurred, requiring a considerable amount of the female single parents' earnings to go toward repayment. The researcher believes that this issue is a "tip of the iceberg" with regard to indebtedness. Poor students arrived at college already financially challenged. Certainly one of the reasons they came was their awareness that their income was not and probably would never be sufficient to cover their basic family needs. The financial challenge during college, however, was greater for the female single-parent student than it was for the traditional student (18-years-old, single, supported by parents) since the female single-parent student had added family obligations. These responsibilities included apartment rental (as opposed to dorm fees), greater meal bills (compared with board rates), transportation costs (car note and/or repairs), clothing for each family member, as well as day care and/or school-related expenses. The result of greater financial demands was an increased use of educational loans. Not surprisingly, female single-parent students frequently borrowed the maximum amount allowable to
augment their assistance checks, part-time jobs, child-support payments, or other means of survival. During the college experience, female single-parent students and their families continued to live below the poverty level. It was frequently only the promise of upward mobility that motivated them to face this ongoing and continual challenge.

It is well to note, then, that study subjects credit the Andrews University/GENESIS program for their move into higher income brackets even as they recognize that the experience has, hopefully only in the short-run, increased their indebtedness.

**Involvement in the Community**

Andrews University, as part of the matriculation component, requires all students to participate in a community service initiative. This experience could be gained through formal field placements as well as paid (CSAP) or unpaid voluntary services. The concept of altruism grew out of the University's mission statement.

The University's requirement for community involvement, therefore, may have attracted students to begin the college experience, may have assisted in their retention, and may have encouraged their altruism. The survey did not gather this information, so it continues to be an unknown. Regarding the statement, "I am more actively involved in community activities," many students did not indicate their
level of community involvement after leaving college. Believing that this may be one of the components to after-college success, however, the researcher asked about community activities, anticipating increased involvement. Although the results may not have reflected all aspects of subjects' involvement, the researcher was pleased that, of those who responded to the statement, consistently, more than one third of the participants reported increased involvement in community or civic affairs. Illuminating subjects' survey responses, the focus-group participants credited the University's opportunity for service and service requirement as the impetus to become, continue, and remain involved in their communities. Rather than lack of interest, multiple demands on the lives of the participants prevented them from being as involved as they reported they would like to be.

Although the study results suggest limited increased involvement in the community, these results may not illustrate the true picture of the impact of the college experience. More subjects than noted may have been involved in and contributing to their communities prior to their college experience, but subjects' involvement may not have been adequately reflected in the responses; they may have already been involved in their communities and, rather than changing, this involvement may have continued at the same rate after subjects left college. The question did not
address this. The survey asked for the change or increase in GENESIS participants' community activity attributable to the Andrews University/GENESIS experience.

Also, the college experience appears not to have changed study subjects because one of the reasons the female single parents were attracted to the Andrews University/GENESIS program came from their own altruistic natures. These subjects had participated in service work and had passion for others; they had experienced firsthand the challenges of social injustice and deprivation and found that those hurting were drawn to them; and many of their academic majors reflected service professions (such as nursing, teaching, and social work). Subjects may also have interpreted “community activity” and involvement as volunteer work rather than the outgrowth of their professional employment or church service, and thus they did not report an increase.

The converse may also be the case—that no more than one third of the study subjects increased their community involvement. Were this the actual case, there may be several explanations for this as well. First, one of the challenges presented all through the study was the time restraints and increased life-stressors of female single parents. There are certain “must do's” for basic survival--bringing in an income to meet financial obligations, raising and supervising children, and household management, which
includes cleaning, meals, laundry, and the like. "Free" time to volunteer rarely fits into the "must do" list.

Second, feeling that one has something to contribute impacts one's desire to do so. Perhaps female single parents, victimized so often by the systems for which they may serve, hesitate to become part of those systems. For example, if one has been challenged by the educational system, one may be reluctant to be a classroom parent; if one has received poor and inadequate health care, one is reticent to serve others with challenging health problems; if one has been disenfranchised by the legal system, one is disinclined to have a voice and speak up for social injustice; or if one has had limited financial means or has been censured in their church setting, one is reluctant to take an office. These reservations may have stifled this growth area and been adequately reflected in the survey responses.

Theoretically, as suggested by Maslow (1987), with what we know about altruism, it is premature to expect that this female single-parent population would have the personal time and internal resources to do significant altruism until they have reach the phase in their life where they have achieved employment stability and repaid some of their indebtedness.
Performance as Parents

Being equipped better to deal with problems with their children, and the ability to better manage their children after leaving college, were the two aspects of parenting about which the survey inquired. It is important to note that a fourth (26.8%) to nearly one half (44.6%) of the subjects reported improved parenting and child-management skills, respectfully.

Why were these the levels of response to this area? Clearly one of the greatest challenges for all types of parents (single parents, two-parent families, foster and adoptive families, kinship care-givers, blended families, gay and lesbian families) is the definition of what are effective parenting and child-management skills. Much literature abounds on this topic with a multiplicity of definitions and different approaches. Parenting and child-management skills are studied through various lenses which include developmental needs of children, effective parenting styles, impact of cultural differences, and mandates of religious entities. As with all other statements, the survey tool allowed study subjects to self-define child management and effective parenting skills.

Knowing this, the female single parents in the study may have assessed themselves with less skills than they perceived others to have. They measured themselves against others, perhaps even the two-parent family, although the
tool did not. As should be noted, this self-assessment also may relate to the other areas of this study, and may be reflected in the female single parents' decreased confidence with regard to employability and earning power, and societal contributions.

Conversely, and perhaps intuitively, female single parents also knew when they were being effective with regard to their parenting. Since no definitions were given in the survey, the subjects self-defined and reported marginal to moderate improvement. Certainly a challenge to parenting is that it is never really finished. As one area is approached and even satisfactorily addressed, life continues and children transition into other developmental periods with different parental demands. This was the case across the varying amounts of time that female single-parent families were in the Andrews University/GENESIS program. As with all parents, different strategies were required for problem solving and management skills. The minimal to moderate responses were given, then understandably, because female single parents might have been reluctant to rate themselves higher, waiting until the job was completed (their children were grown). Their hesitation would be very understandable. This may have impacted their more accurate reflection on their effectiveness as parents.

Certainly if female single parents possessed effective parenting skills upon arrival at college they would have
less of a need to improve their skills. That would explain why nearly half of the subjects neither agreed nor disagreed with survey statements. And that, of course, presents the most positive reasons for the minimal to moderate responses in improvement in parenting skills. Why fix what is not broken?

Yet another perhaps more realistic reason why less than half of the female single parents indicated improvement with regard to their child management and problem-solving parenting skills may be an outgrowth of the challenges of heading a female-only household. This certainly explains why 20% (n=7) of the graduates and 19% (n=4) of the non-graduates revealed that they were not better able to manage their children. Research documents that the needs of children growing up with a lone parent are frequently greater than the available resources. Not surprisingly then, children accompanying their parents to the Andrews University/GENESIS environment may have demonstrated increased problems and exhibited greater needs than the parents were equipped to deal with. Although the female single parents may have gradually increased their retinue of parenting strategies, their children's behaviors and needs were not eliminated, leaving the parents feeling inadequate with regard to their own skills.

It was comforting, therefore, to note that the narrative gave insights about the challenges of both
parenting and balancing all the other life-stressors imposed upon the female single-parent students. These challenges to effective parenting included, but were not limited to, time management, financial resources, academic requirements, and social stigmas. Participants noted that children continue to grow, and what once may have been a problem (i.e., day care and potty training) was replaced by something else (i.e., getting the child to do homework) as time went by.

It is worth noting, also, that even with the demands of parenting while in school, participants shared that the experience gave them the opportunity and the reward of being positive role-models to their children.

The Inner Spiritual Life
Possibly attracted to Andrews University for its faith-based setting, all except one of the subjects identified a denominational affiliation prior to attending. Not surprisingly, after leaving the University, most of the subjects did not report a change of religions affiliation. Conversely, it also might not have been surprising if the subjects had reported decreased spirituality as a response the challenges, pressures and social stigmas experiences by the female single-parent students while at the University. Faith-challenging experiences were shared throughout the narrative.
The researcher was pleasantly surprised, then, to discover the favorable responses to many of the statements. As the quantitative data revealed, the subjects appeared to have a stronger spiritual commitment after leaving the University setting, with both graduates and non-graduates responding favorably to the spirituality indices statements. For example, while 90% of the non-graduates responded favorably, all of the graduates revealed that they were aware of blessings in their lives. Only in the area of holding a church office was there less than a 60% response to all statements.

The vast majority of study subjects heartily agreed that they drew strength from their faith experiences and frequently witnessed about and shared their faith. They consciously taught their children their faith beliefs and expressed a strong commitment to their church. More non-graduates than graduates reported regular church attendance and monetary support, but both groups indicated an overwhelming positive response. Here again, the increased commitment may have been an outgrowth of the female single parents' internal resilience and previous faith experiences rather than attributable solely to the Andrews University/GENESIS experience, as about half of both groups reported. Nevertheless, study subjects overwhelmingly reflected positively about their inner spiritual lives.
There may be several reasons for such awareness. First, as an outgrowth of the University's mission, the environment appreciated and fostered spirituality. A general-education requirement stipulated that all students take a religion course for every year they matriculated at Andrews University. Other University-wide opportunities for spiritual growth included formal chapel and worship programs, mid-week and weekend worship services, outreach services to local churches, infusion of religion and spirituality in course materials, the noontime call-to-prayer bell reminder, and the fact that University employees were hired who expressed commitment to demonstrate and foster Christianity. Reportedly, the ritual of Sabbath keeping, with its sundown worships and no work-related tasks performed on Saturday, certainly impacted all of the students. Study subjects articulated that they saw visible evidence of the University's spiritual culture.

Second, the GENESIS program expressly devoted time during the required focus class toward nurturing participants' spiritual journeys. Students were also invited to identify and share their challenges and faith experiences, as well as their requests for and answers to prayer. Although never imposed as a requirement, prayer and support groups were encouraged.

Third, being exposed to a Christian environment, many of the female single parents responded favorably. Their
willingness to learn, which included professional development, simply included spiritual resiliency as well. Just as they increased their store of knowledge in other areas, these female single parents tried spiritual approaches to solving life's issues. Through these channels they gained an awareness and understanding of God, their Higher Power. Utilizing their belief system and internal resources coupled with the institutional support, they effectively developed strength to face the many challenges of their lives.

Overall, students may have responded to the environment and nurtured their inner spiritual selves because these were preexisting qualities of students who were attracted to the Andrews University/GENESIS program. These were female single parents who gravitated toward settings where they could grow and freely express their inner spiritual selves. Certainly the fact that less than 40% (n=21) of the subjects held a church office may not be an indication of decreased spiritual commitment but rather of the increased demands on the time and energy of female single parents. And again, the fact that only about half of the female single parents indicated that they sent their children to a church-related school may have less to do with commitment than financial means to do so.

To reinforce the quantitative date, the narratives strongly suggested that there was an increased importance of
participants' faith experiences. Being in an environment to have their spirituality nurtured was often the single most important factor, the one constant that carried and continues to carry these female single parents through their difficult times.

The program was developed in a sectarian setting with the goal of nurturing the participants' spirituality. Although difficult to externally measure, study subjects readily identified their faith experiences and appreciation of their spiritual growth.

**Personal Empowerment**

The survey did not request information about the subjects' perceived academic or educational benefits, assuming that that was a "given" in a university setting. The survey, however, did provide a list of personal qualities, challenges overcome, and skills and talents developed. The subjects were requested to identify growth areas attributable to their Andrews University/GENESIS experience.

Here again, a challenge of the survey tool was that it did not mandate a response to all terms, so many list items may not have been identified by subjects as personal change areas that they attributed to their college experience. When choices were made, more subjects reported than did not, that
they developed most of the listed qualities, skills, and talents.

With regard to qualities subjects developed, it is interesting to note that 40% or more of all the subjects reported, as a result of their Andrews University/GENESIS experience, that they developed the qualities of leadership, commitment, the ability to complete tasks, assertiveness, and personal balance. The one quality not identified as a growth area was that of boldness. This may suggest that subjects did not see this as a positive quality, preferring rather to identify with the quality of being assertive, where 46% reported developing this quality.

In many areas there was usually no significant difference between those who graduated and those who did not, although in most areas, a larger percentage of the graduates reported developing certain personal qualities. The areas in which a greater percentage of graduates than non-graduates reported included: commitment, task completion, assertiveness, spirituality, and personal balance. It may be assumed that developing these qualities contributed to the successful college completion of these female single parents.

The area where there was a significant difference between graduates and non-graduates was in the reported ability to complete tasks. Here again, this may be one of
the characteristics demonstrated by those equipped to successfully earn a college degree.

With regard to skills or talents developed, a third or more of all the subjects identified several areas of growth which included personal management, study habits, parenting skills, time organization, and goal setting. Here again, subjects who graduated reported developing the skills and talents consistently as much as or more often than those who did not. Where a third or more of the non-graduates reported growth in the above five areas, 50% or more of the graduates reported growth.

These skills have traditionally been essential for academic success. Yet, for female single-parent students to be successful they realized they must manage themselves well. They also had to utilize effective study habits as they were required to complete their courses of study in a reasonable time frame. To survive as a lone person with children, they had to manage their children and time wisely. To accomplish all that was required, they had to set effective, doable goals. The development of these skills and talents may have been directly related to the required attendance at the weekly GENESIS seminar, for these subjects were frequent topics of presentation and discussion.

The subjects may not have resonated with the terms presented in the study defining the challenges overcome. Their narratives certainly cited many areas of growth. The
most recognized challenges that they discussed were overcoming shyness, being a victim, and fear of failure. A considerably larger percentage of the graduates than non-graduates reported overcoming these challenges. There may be several reasons for this. First, these challenges may be characteristic of female single parents in general. Second, subjects who graduated may have had a greater desire to overcome these challenges in order to better relate to their environment. Third, the academic arena might have provided effective strategies to grow in these areas. And finally, the GENESIS program, with its required seminars, support systems, and resources, may have provided the forum for growth in these specific areas. Whatever the reason, many subjects who graduated suggested positive change in these areas.

Not surprisingly, the impact of the college experience on GENESIS participants after leaving college was reflected in the responses to the personal assessment statements. A certain goal of completing college is gainful employment in the subjects' chosen professions. Nearly 72% of the graduates reported that they were employed in their chosen field, while only 67% of the non-graduates reported that they were. Nearly 52% of the graduates reported satisfaction in their ability to support their families, while 47.6% of the non-graduates were satisfied. Nearly half (48.6%) of the graduates reported reaching their financial goals, while
only 19% of the non-graduates did. Certainly the reason for a larger percentage of graduates' ability to find employment, be able to support their families, and be satisfied with their financial goals, was that they earned professional degrees and their skills were more marketable.

Another difference between graduates and non-graduates was that a greater percentage of graduates reported taking more responsibility for their lives. Nearly 55% of the graduates reported this, while only 38.1% of the non-graduates indicated that they did. Although both groups, to a larger extent, take chances now to accomplish more, the greatest contrast between graduates and non-graduates was in the area of managing their time more effectively. While less than 30% of the non-graduates responded favorably to this statement, 60% of the graduates did. Certainly these are all factors which contribute to success, whatever the endeavor. It is understandable then that as the female single-parent students demonstrated these qualities, they were empowered to fulfill their academic goals.

The qualitative "storying" expanded the understanding of the female single parents' growth areas. The focus groups allowed participants to use their own terms to describe the impact of the college experience on their lives. Empowering terms such as "accountability," "self-sufficiency," and "self-reliance" were definitions used. Growth areas included self-awareness, utilization of counseling, relationship
building, and improved self-perceptions. Subjects described their internal and societal challenges, which included limited financial knowledge, decreased availability as parents, division of time, and social stigmas. In the same "breath," however, they presented the tools they developed or improved to deal with these issues.

It is worth emphasizing that despite ongoing challenges, increased responsibilities, limited resources, and minimal societal support, the female single-parent subjects reported many positive changes in their lives. This suggests that the external supports provided by the Andrews University/GENESIS program were used by female single parents who already possessed some internal resilience, personal drive and motivation, and problem-solving skills when they came to the program.

**Quantitative vs. Qualitative Findings**

These quantitative and qualitative findings are not necessarily contradictory, but may demonstrate some of the differences between qualitative and quantitative research. With quantitative survey research, subjects were required to make forced choices between predetermined and often dichotomous answers, and the outcomes were measured in statistical significance. With qualitative research, the perspectives of the participants came alive. What may not be apparent through the numbers are presented through the
stories. The qualitative research, therefore, helped to illuminate the findings presented in the quantitative piece.

**Implications and Recommendations**

Readers of this study may use the information presented in several arenas, for there are implications for university administrators, especially in faith-based settings, single-parent program directors, potential single-parent students, and society at large.

Although this study was not a program analysis, college and university administrators interested in developing single-parent programs may benefit by hearing the "voices" of participants and design programs which empower them. This study suggests that participants benefit personally from program components which include: support services such as counseling, peer relationship opportunities, community awareness, spiritual nurturing, and financial advising. Of extreme importance is the necessity to provide financial planning to ensure the least amount of school-loan indebtedness after students with families, especially female single parents, leave the institution.

Investing in personal capital is perhaps the greatest contribution educational settings can make. This non-traditional population of female single parents benefits merely from the experience of being in a college setting. Their exposure to and involvement in a setting of higher
education provides not only the forum for increased academic knowledge, but also the tools to develop and deal more effectively with life's challenges. Upon leaving academe, most participants are more aware of their communities and better equipped to make positive societal contributions. They, however, are rarely ready to do this immediately upon rejoining the work force. Society must view this as a long-range outcome of the college experience and allow time for the female single parent to develop employment and financial stability while balancing the ongoing demands of her changing family responsibilities. As society understands that this population desires to contribute to the community, it will also more patiently wait for this outcome. Ultimately, research continues to demonstrate that a college degree not only costs, but pays.

For faith-based academic settings, this study reinforces the understanding that the strength drawn from one's spirituality provides strong motivation to tackle and overcome challenges faced by the non-traditional college students--the female single-parent student. Faith-based settings may comfortably develop the mechanism to recruit and nurture female single-parent students being assured that the experience strengthens one's spirituality. These mechanisms may include formal classes and worship services, mentoring programs, spiritual leadership opportunities, and recognition opportunities of one's faith journey.
For program directors, this study suggests some requirements for a similar female single-parent program. While providing the female single-parent students with services (such as tuition assistance and finances, child care, counseling, and support groups), programs for female single-parent students must also provide avenues for female single parents to invest in themselves and others. These avenues may include opportunities to interact with others with similar challenges and strengths as well as outlets to contribute to the community and to role-model success before their children and others. These tend to be motivational factors and will undoubtedly contribute to the students' ultimate self-worth.

For potential program participants--the female single-parent student--this study encourages successful completion of a college degree, and includes the perspective of those who participated in the college experience and shared the impact of such an experience. This study suggests that the lives of female single-parent students improves merely by participating in (attending) a college program.

Implications from this study upon which the larger community can draw is the concept that the college experience provides a multiplicity of benefits to its recipients. Society ultimately is improved by such educational programs that cater to female single-parent students. In addition to the individual's improved parenting
and relational skills, the societal contributions are evidenced through professional employment, and civic, social, and religious involvement (i.e., altruistic volunteerism). Additionally, there is an increased awareness of and sensitivity to diversity, and an opportunity to facilitate equity and social justice.

Beyond the formal research questions, another important observation seems worth noting in this summary chapter. It is that the narratives gave insights into additional questions: What motivated these female single-parent students to return to school? What other life-stressors did they face? And in what different areas did they grow and develop?

Further Study

Although the literature suggests that welfare recipients who seek a college degree obtain self-sufficiency and the findings of this study logically support this notion, more information about college students on welfare is needed to improve services and social responses to this multifaced and complex population (Nilsson, 1992).

Women in poverty face several challenges. The challenges are documented in the literature, as are the educational models that have been designed and implemented to address those challenges. It is clear from this study's literature review that although a number of aspects of
educational interventions have been explored and documented, there remain many existing gaps in our understanding of how programs have an impact on life changes. Are there any identifiable characteristics of single parents who return to college? Is there a screening process to identify those most likely to succeed? What program components must be in place for a project such as this to be successful? How receptive is society to paying the costs to empower this population? And how better to provide financial aid counseling to ensure decreased school-loan indebtedness after leaving college? Even though research remains to be done in these areas, the exploration in the context of this study moves our knowledge forward, especially in light of the GENESIS program and the impact made in the lives of the female single-parent participants.

There is a plethora of literature on poverty in the United States, the feminization of poverty, and even single parents and higher education. The whole area of faith-based educational settings and students' empowerment, however, is lacking. Another area needing more study is the societal contributions made by single parents who have earned a college degree and beyond. What are the fields of study chosen by female single parents returning to college? Are they more inclined to choose helping professions (nursing, education, social work) as a result of their being recipients of federal service programs?
Summary

This study adds to the already existing literature on the impact of the college experience on female single-parent students. Using both qualitative and quantitative data, a picture is painted of a small group of female single-parent subjects who emphasized the power of their spirituality in a faith-based educational setting.

The economic concerns of female single parents is only one of the challenges of women in poverty in our society. The study of the Andrews University GENESIS program supports previous research findings that a college education continues to be the most viable avenue out of poverty. As an outcome of merely attending college, female single parents have been empowered to develop in other arenas of their lives. In addition to increased knowledge, professional skills, employment, and earning power, these areas include parenting, contributing to society, spirituality, and self-perception (empowerment).

Ongoing studies of the GENESIS program are necessary to better document the outcomes. A study to determine qualities of students who most benefit from this opportunity might better influence program components and the viability of the program. A program analysis, evaluating the mechanism in place for management and administration, recruitment and retention, funding and resources (finances, time,
counseling, and emergency assistance), would also be beneficial to document the efficiency of the program.

The results of the qualitative data for the five areas of this study, reveal that education is the single variable avenue out of poverty.
APPENDIX A

BROCHURE

PROGRAM GUIDELINES
Earning a degree through
The Single Parent Program

Earning a degree through
The Single Parent Program
When do I need to apply to enroll in the Single Parent Program?

It is important to apply as early as possible because financial aid is conditional on acceptance into the program. March 31 is the priority deadline for financial aid awards. Students meeting this deadline receive full consideration for all types of financial aid. After this date, campus-based federal aid and University grants are awarded as funds are available.

I'm dependent on public assistance for the living needs of my family. Can I receive full public assistance benefits from the State of Michigan while completing my degree at Andrews?

Yes. Through a carefully monitored program between Andrews University and state and local agencies in Michigan, students in the Single Parent Program may retain public assistance benefits for living expenses throughout all four years of a baccalaureate degree program.

Is the program flexible enough to help me?

Program coordinators recognize that all single parents do not have the same needs. Some single parents are relatively independent, and financially and emotionally stable, even while they wish for a more fulfilling life for their families. Others may be struggling, perhaps hurt by the end of a relationship, and feeling trapped by dependence on public assistance to care for their families. The Single Parent Program is designed to serve this wide variety of needs.

What will I do with my children while I'm attending classes or studying in the library?

The University operates a Child Development Center for children aged two-and-one-half to 13 years. Children are accommodated in the center's preschool and afterschool programs. The center is open during the school term from 8:30 a.m. to 8:30 p.m., Monday through Thursday, and from 8:30 a.m. to 2:30 p.m. on Friday. Specific prior arrangements are made for all children attending the Center. Families eligible for public assistance may receive reimbursement for child care costs. Child care is offered at reduced rates for students in the Single Parent Program who are not eligible for public assistance.

What kind of housing is available at Andrews for me and my family?

Family housing complexes are available right on the Andrews campus. In addition to being convenient to academic appointments, they are adjacent to a shopping plaza and a medical and dental clinic.

Will I be able to send my children to a private or parochial school?

The philosophy of Andrews University is that children ought to attend Christian schools. Thus, the University encourages parents to consider making provision for their children to receive a Christian education. The University recognizes, however, that private education is always expensive. It is unlikely that students using the benefits of the Single Parent Program will also be able to afford private school for their children.

Berrien Springs, where Andrews University is located, operates a progressive and stable public school system. School bus routes include regular stops at the family apartments on the Andrews campus.
What other services does the Single Parent Program offer?

The Single Parent Program is directed by two coordinators who take special interest in the academic and personal lives of single parents enrolled in the program. These coordinators help work out living arrangements and academic planning for those who need assistance. They provide guidance concerning the procedures and regulations governing public assistance programs.

The Single Parent Program also provides other free services, including social and recreational activities, field trips, peer counseling, a newsletter, periodic informal discussions and for-credit classes relevant to single-parent family life.

In addition, there are other free services and workshops at the University open to single parents, including professional family counseling and a wide range of services offered through the Academic Skills Center.

How do I find out more about the Single Parent Program?

For more information, fill out and mail the attached, postage-paid card or write to:

Single Parent Program
Office of Enrollment Management
Andrews University
Berrien Springs, Michigan 49104

Or call an Andrews University admissions counselor toll free:

Nationwide: 1-800-253-2874
I'm a single parent and I want a college degree. How can Andrews help me?

Single parents who wish to complete a college degree and care for their families in a supportive Christian community will find that opportunity through the Single Parent Program at Andrews University.

Students in the Single Parent Program may pursue degrees in more than 100 undergraduate programs or dozens of graduate specialties.

The Single Parent Program offers:
- realistic financial packaging
- convenient housing in on-campus apartments
- free professional counseling aimed at the specific needs of single parent families
- inexpensive, on-campus child-care
- social and recreational programming designed especially for single parent families
- the supportive spiritual environment of an active Christian community

I'm trying simply to provide for my family. How can I afford college tuition, especially at a private university?

Every situation is different, but as a general rule a single parent is eligible for a variety of financial aid for education at Andrews University. Most of the aid is in the form of grants that do not have to be paid back. This aid is for tuition, books and the required Student Association fees only. It does not cover medical insurance, living expenses, or certain other required fees (our General Information Bulletin has more information).

The Single Parent Program is designed to help avoid a student's dependence on loans to achieve a degree. At least 75 percent of direct educational expenses may be covered with Gift Aid.

Financial plans for direct educational expenses may require a cash contribution from the student. When a cash contribution is necessary, it can often be obtained through a low-interest student loan or be earned by working in student employment coordinated by the University.

Consider the following typical examples for an undergraduate student (note that these are samples only and do not represent any guarantee of eligibility or aid):

**Michigan Resident**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>$2300</td>
</tr>
<tr>
<td>Michigan State Grant</td>
<td>$2150</td>
</tr>
<tr>
<td>SEO Grant</td>
<td>$1200</td>
</tr>
<tr>
<td>Andrews Grant</td>
<td>$1700</td>
</tr>
</tbody>
</table>

**Total Gift Aid** $7350

| Cash contribution, student labor and/or student loan | $2450 |

**Total educational resources** $9800

**Non-Michigan Resident**

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>$2300</td>
</tr>
<tr>
<td>SEO Grant</td>
<td>$1200</td>
</tr>
<tr>
<td>Andrews Grant</td>
<td>$3850</td>
</tr>
</tbody>
</table>

**Total Gift Aid** $7350

| Cash contribution, student labor and/or student loan | $2450 |

**Total educational resources** $9800

At the graduate level, students apply directly to the dean of their school for Andrews aid. Michigan residents may also apply for the Michigan State Grant.

Undergraduate tuition, books, and Student Association fees are estimated at $9,800 for the 91/92 school year. Graduate tuition (12 credits per quarter), books and Student Association fees are estimated at $8,000 for the 91/92 school year. An increase in cost of from 5 to 10 percent per year can be anticipated.
GUIDELINES FOR ADMISSION INTO ANDREWS UNIVERSITY'S GENESIS: SINGLE PARENT PROGRAM

PURPOSE
In order for a program to be a continued success, standards and guidelines are required. Each year GENESIS continues to grow and develop. As we are impacted by students' needs, and the availability of community services, our program must change. Please carefully review these guidelines before signing.

OBJECTIVE
This tool will be used annually to screen applicants for acceptance and re-enroll current students into the Andrews University GENESIS: Single Parent Program. It will be signed upon admission and then each year in conjunction with eligibility for financial aid. The student will receive a copy, the original will be maintained in her/his file in the GENESIS office.

DEFINITION
GENESIS is the Andrews University tuition assisted program for single parent students to earn their first undergraduate degree. A "Single Parent" is the custodial parent of minor child(ren), who provides the child(ren)'s primary custody—the child(ren) reside with this parent at least 60% of the time. Both women and men are eligible.

REQUIREMENTS
1. To be accepted into GENESIS, an applicant must:
   - have successfully completed high school or have a GED
   - be eligible for academic acceptance into Andrews University
   - demonstrate potential for success as indicated in Personal Assessment Tool (attached)
   - submit two letters of recommendation addressing potential for success (as outlined in GENESIS application)
   - if he/she has attended college, must still be working toward her/his first bachelor's degree
   - not be in default on an educational loan
   - be a U.S. citizen or permanent resident (for eligibility for grants, financial aid, Federal reimbursement programs, etc.)
   - maintain satisfactory academic progress as outlined in the General Bulletin

2. An applicant for the program must be an unmarried parent who:
   - has never been married, or
   - is divorced, or
   - is single due to the death of spouse
   (Note: documentation to verify status must be submitted)
3. An applicant must be at least 21 years of age (it is difficult for persons of “non-legal” status to function independently), because:
   - Co-signatures are needed for housing, utilities, autos, etc.
   - Maturity enables older students to succeed in dealing with the many demands of being a parent while attending school. Such demands may include class attendance, study time, sick days, financial management, peer relationships, etc.
   - Based on individual ability and parental availability, exceptions may be made.
   Applicant then must be at least 18 years of age

4. Applicant’s youngest child must be, at time of enrollment:
   - At least three years old if family is dependent on AFDC, (day care under MOST will be covered for only two years)
   - At least 12 months old if parent is self-supporting (working, living on savings, loans, child support, etc.)

5. Applicant who will be dependent on Federal Aid (AFDC) for assistance check, food stamps, medicaid, and/or child care payments (MOST) must:
   - Seek employment and work up to 20 hours per week
   - Have, upon admission, a planned course of study which may be accomplished in a two-year period, or
   - Be willing to be sanctioned by DSS with regard to compliance and have other means of support

6. To receive the Andrews Single Parent grant, student must attend once per week required “Focus Seminar.” This is a one credit, upper division, Behavioral Science class (BHSC 440: Topics Seminar). Registration each quarter is not required, attendance is!

7. Applicant should be receptive to the spirituality of the university and must abide by the standards of the SDA church, as outlined in the Student Handbook and General Bulletin with regard to:
   - Dress and adornment
   - Extra curricular activities
   - Sexuality and peer relationships

8. Applicant must understand that all financial obligations and indebtedness are ultimately her/his responsibility, willingly and promptly complying with requirements of:
   - The university, the bookstore, campus safety’
   - The day care center (Crayon Box)
   - Campus housing
   - The Department of Social Services
     for AFDC, Medicaid, Food Stamps, for MOST (child care payments)

GENESIS Guidelines - rev. 5/5/95 - page 2
9. If living in university housing, student must comply with housing regulations such as:
    - supervising children
    - restricting occupants to those on lease
    - maintaining apartment and surroundings in an orderly fashion

10. For ongoing acceptance and maximum financial assistance the applicant must:
    - Complete and return all forms required in a timely manner (it is the applicant's responsibility to remain updated with requirements),
    - have a declared major,
    - be taking courses toward that stated major, with a targeted graduation date.

11. Factors (other than non-compliance with above standards) which will disqualify a single parent student from GENESIS include:
    - Successful completion of course of study, and graduation.
    - Academic disqualification (continuous probation or failure in course of study).
    - Documented sexual misconduct.
    - Non-compliance with overall standards of Andrews University.
    - Change in marital status, such as marriage.

Please sign the following statement. You may keep a copy and a copy will be maintained in your file.

I have read the regulations and readily agree to uphold the standards of the university and comply with the requirements as stated above.

<table>
<thead>
<tr>
<th>name</th>
<th>date</th>
<th>ID number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>signature</th>
<th>date</th>
<th>signature</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>signature</th>
<th>date</th>
<th>signature</th>
<th>date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>address</th>
<th>city</th>
<th>state/zip</th>
<th>phone #</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>address changes and dates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Andrews officer | date

GENESIS Guidelines - rev. 5/5/95 - page 3
APPENDIX B

QUESTIONNAIRES:

PILOT STUDY AND SURVEY TOOL
ABOUT YOU:

Date: ___________________________ Current last name: ___________________________

Name: ____________________________ M.I. ____________________________ maiden ____________________________ name used at AU

first M.I. maiden name used at AU

Current Address: ____________________________

Phone #: ( ) ____________________ AU ID#: __________________ SS#: __________________

Address just prior to coming to Andrews: ____________________________

Date of birth: ____________________________ Ethnic heritage (circle):

1. Native American (Indian) 4. Hispanic
2. Asian/Pacific Islander 5. White/non-Hispanic
3. Black/non-Hispanic 6. Other ______________

Gender:
1. male
2. female

Marital status upon coming to Andrews:
1. single
2. separated
3. legally separated
4. divorced
5. widowed
6. married
7. living with someone

Have you been married more than once: no yes If yes, how many times ______

Family- names/d.o.b. of children. Which ones lived with you while at Andrews:

name date of birth grade lived with you

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Did any one else live with you while you were at Andrews (mother, sibling, etc)? Please list:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
How did you hear about GENESIS:
1. friends/family
2. brochure
3. Message Magazine
4. recruiter
5. pastor/church member
6. other ________________________

MATRICULATION DATA:

Year(s) (quarters) attended Andrews: ____________________________
Beginning class standing as GENESIS student: 
1. freshman
2. sophomore
3. junior
4. senior
Class standing upon departure: 
1. freshman
2. sophomore
3. junior
4. senior
Reason for leaving: 
1. graduated
2. academically unsuccessful
3. insufficient finances /outstanding debts
4. physical/health problems
5. marriage
6. problem with children
7. pregnancy
8. abortion
9. other ________________________

Major: ____________________________
Minor: ____________________________
Cumulative GPA: __________________

FINANCIAL RESOURCES:

Were you employed just prior to coming to Andrews: no yes part-time full-time
If so, what kind of job did you have: ____________________________
Are you currently employed? no yes part-time full-time
If so, what are you doing? ____________________________ position/title/task

Annual income prior to attending Andrews: 
1. 0-$5,000
2. $5,001-$10,000
3. $10,001-$15,000
4. $15,001-$20,000
5. $20,001-$25,000
6. $25,001 +

Current income:
1. 0-$5,000
2. $5,001-$10,000
3. $10,001-$15,000
4. $15,001-$20,000
5. $20,001-$25,000
6. $25,001-$30,000
7. $30,001-$35,000
8. $40,001+$

Source of income & percentage (i.e., 25%, 50%, etc.) from each source (circle all that apply):

prior to Andrews: 
1. employment
2. child support
3. parent/family income
4. workman's comp.
5. AFDC/SSI
6. alimony
7. veteran's benefits
8. church/community sponsorship
9. social security
10. loans
11. other ________

while at Andrews: 
1. employment
2. child support
3. parent/family income
4. workman's comp.
5. AFDC/SSI
6. alimony
7. veteran's benefits
8. church/community sponsorship
9. social security
10. loans

after leaving Andrews: 
1. employment
2. child support
3. parent/family income
4. workman's comp.
5. AFDC/SSI
6. alimony
7. veteran's benefits
8. church/community sponsorship
9. social security
10. loans
11. other ________

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
GENESIS Questionnaire, '94-'95

In-kind services received & for how long did you receive such services [i.e., 3 mo., 3 yrs.] (circle all that apply):

prior to Andrews: while at Andrews: after leaving Andrews:
1. utility assistance
2. medicaid
3. day care assistance/MOST
4. food stamps
5. medicare
6. rent vendored
7. other _____
1. utility assistance
2. medicaid
3. MOST
4. food stamps
5. medicare
6. rent vendored
7. other _____

Reason for receiving public assistance (circle all that apply):

1. limited employment skills
2. birth of child/infant in home
3. under age for employment
4. no high school diploma or GED
5. no available jobs
6. no available child care
7. no transportation
8. disabled
9. other ____________________________
9. did not receive public assistance

RELIGION/SPIRITUALITY:
In what religion were you? What religion do you now profess?
1. SDA
2. Assembly of God
3. Baptist
4. Congregational
5. Lutheran
6. Methodist
7. other ____________
8. none
1. SDA
2. Assembly of God
3. Baptist
4. Congregational
5. Lutheran
6. Methodist
7. other ____________
8. none

How strongly are you committed to your church/faith now:
1. strongly committed
2. somewhat committed
3. indifferent
4. mildly interested
5. disinterested
1. always
2. frequently
3. often
4. never

Do you attend church regularly?
Do you support your church with money?
1. always
2. frequently
3. often
4. never

Expression/demonstration of spirituality:

Daily weekly monthly occasionally rarely
1. How often do you share your faith experience? 1 2 3 4 5
2. Do you draw strength from your faith experience?
3. Are you aware of blessings?
4. Do you seek opportunities to witness?

Do you hold an office in your church? no yes several
Are you teaching your children to believe your faith? no yes
Are your children in church school? no yes
As a result of your Andrews experience, are the above activities altered:
1. more involved  2. less involved  3. unchanged

What impact did Andrews have on your religion/spirituality?
1. positive  2. negative  3. no impact

T or F My expression/demonstration of my spirituality has remained constant/unchanged.
Explain: ____________________________________________________________________________

YOUR ANDREWS EXPERIENCE:

What qualities have you developed which you directly attribute to being a student at Andrews:
1. leadership  2. commitment  3. stick-to-itiveness  4. boldness  5. assertiveness  6. spirituality  7. personal balance

What skills/talents have you developed:
1. personal management  2. team player  3. business management  4. study habits  5. parenting skills  6. budgeting  7. time organization  8. prioritizing  9. goal setting  10. limit setting

What challenges have you overcome:

Reason(s) for coming to Andrews:
1. to begin college with a specific educational goal in mind  
2. to go (back) to school although unclear about my academic interest/field of study  
3. to finish a degree already begun  
4. to change directions and get into a new field of study  
5. to improve skills and enhance current employment opportunities  
6. ____________________________________________________________________________________

Reason(s) [other than for a degree] for coming to Andrews (circle all that apply):
1. to get out of a large city  
2. to move away from my family (parents)  
3. to move away from dysfunctional relationship  
4. a better educational opportunity than in my locale  
5. to improve my child(ren)'s situation  
6. for emotional, and spiritual support  
7. to be in an Adventist community and be nurtured spiritually  
8. to become empowered to take care of myself and my family  
9. to find a spouse  
10. ____________________________________________________________________________________
Prior to coming to Andrews, what was your understanding of GENESIS —

a. with regard to tuition:
   1. It would all be covered by grants
   2. Most of it would be covered by grants
   3. I would not have to borrow any money
   4. I would not have to borrow more than $2-3,000 per year
   5. I was not aware of all the tuition expenses and payment options
   6. I did not understand my "Award" letter
   7. Whatever the cost I was willing to come
   8. I knew that I might not be eligible for much money; and that I might have to borrow thousands of dollars
   9. _______________________________________________________________________

b. with regard to housing costs:
   1. Housing was part of the tuition
   2. I would have to pay for my own housing
   3. Rent would be based on income (like subsidized housing)
   4. AFDC would cover housing costs
   5. Rent would take most of my AFDC check
   6. I would have to get more loans to cover rent/living expenses
   7. I had no idea what to expect
   8. I would have to work to pay for my housing
   9. _______________________________________________________________________

c. with regard to child care:
   1. Child care would be provided whenever I needed it
   2. Child care costs would be covered by GENESIS
   3. I would be responsible for paying child care costs, whether privately or through MOST
   4. I must arrange my classes to fit into the hours that the day care would be opened
   5. Child care would be provided for pre-school children only
   6. Child care would be provided for before- and after-school needs
   7. I had no idea what to expect
   8. My children are all over age 13 (child care was not a concern)
   9. _______________________________________________________________________

d. with regard to supporting yourself:
   1. GENESIS grant would covered living expenses
   2. MI AFDC would be adequate to cover living expenses
   3. I could manage on child support
   4. I would work
   5. I would make loans greater than tuition needs
   6. I would manage on a combination of AFDC, child support, loans, and work
   7. Purely a faith venture, I had no idea
   8. _______________________________________________________________________

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
e. with regard to requirements:
1. I already understood and accepted SDA principles and standards
2. I was not familiar with Adventism
3. I knew there would be requirements since program provided additional grant monies
4. I had read and accepted the guidelines when presented to me (after attendance or prior to admission)
5. I was willing to comply with requirements to be eligible for the GENESIS grant no matter what they were
6. No guidelines were in place when I arrived/attended

Upon coming to Andrews, what did you actually find:
a. with regard to tuition:
1. Most of my tuition was covered by grants (PELL, SEOG, MI, and/or AU GENESIS)
2. Only about half of my tuition was covered by grants
3. I had to borrow more than $3,500 each year
4. I was unable to work
5. Working did not sizably impact tuition (it did not help that much)
6. Tuition was higher than I thought it would be
8. 

b. with regard to availability of child care:
1. Children attended AU day care
2. I made my own arrangements
3. I used both the AU day care and other services when day care was closed
4. Child care not needed
5. 

b. with regard to paying for child care:
1. MOST covered child care fees
2. I borrowed more loan money to cover child care costs (it was included on my bill)
3. GENESIS and MOST covered child care
4. Child care costs exceeded both MOST and GENESIS payments
5. I was not eligible for MOST payments
6. Family/friends provided child care at no cost to me
7. Someone else paid for my child care expense (parents/church/child's other parent/etc.)
8. I did not pay my bill
9. I did not need child care

b. with regard to financially supporting yourself and your children:
1. I qualified for AFDC (medicaid and food stamps)
2. I received child support (above AFDC grant and was not eligible for AFDC)
3. I received both child support and AFDC
4. I worked (possibly attending school only part-time)
5. I borrow additional money
6. I managed with a combination of work and school loans
7. I was not eligible for any assistance
8. I received an AU grant for living expenses
GENESIS Questionnaire, '94-'95

While at Andrews, what services did you use:
1. day care center
2. child care subsidy
3. free car care clinic
4. time management seminar
13. other ____________________________
5. rent subsidy
6. counseling (adult)
7. counseling (children)
8. field trip(s)
9. emergency funds
10. free commodities
11. budgeting seminar
12. child behavior class

For students no longer in GENESIS Program:
What are you doing job-wise/school-wise now:
1. Still an AU full-time student/undergraduate
2. Still an AU part-time student/undergraduate
3. Still at AU/in a graduate program (which: ____________________________)
4. In school someplace else (where: ____________________________)
5. Working part-time and still in school (where: ____________________________)
6. Working full-time (where: ____________________________)
7. Working part-time (where: ____________________________)
8. Unemployed
   a. on AFDC
   b. Married and a homemaker
   c. other ____________________________

CONTRIBUTION TO SOCIETY

After leaving Andrews—the impact of obtaining a college education: (If the following statements are true now, circle the letter before the statement; if the statement were true prior to coming to Andrews, place a ‘y’ at the end of the statement.)

Employability
a. I am now able to find gainful employment in my field of interest (even if not yet working)
b. I was not able to work in my field of interest prior to attending Andrews
c. I am currently working in my field of study
d. I am making a salary compensatory with my skills/education
e. I am satisfactorily supporting myself and my family
f. I have greatly increased my earning power (from what to what: ____________________________)
g. I am in more debt than I can manage due to loans, moving to Andrews, etc.
h. My employability has not increased (no more jobs/opportunities opened now to me)
i. My financial situation is worse than it has ever been
j. Although I have large school loans, I am reaching my financial goals (liquidating debts, budgeting my income, making future realistic plans, etc.)
k. I am now in a position to purchase a car, home, and/or other earthly possessions
l. other: ____________________________

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
Parenting skills
a. I was frequently at a loss with regard to managing my child(ren)
b. I now better understand my child(ren)
c. I am better equipped to deal with problems with my child(ren)
d. I participate in parent/teacher conferences—I now have the time and opportunity to do so
e. I relate more effectively with my child(ren); we get along better
f. I am more receptive to receiving counseling with regard to parenting skills
g. My child(ren) demonstrate(s) academic interest and success
h. other: _______________________________________________________

Counseling
a. I utilized professional counseling while at Andrews
b. My children were in counseling while at Andrews
c. I am aware of the benefits of using a counselor/therapist
d. As a result of utilizing therapeutic techniques, our family issues are being resolved
e. I am better equipped to cope with life's stresses
f. I take responsibility for my life; I am no longer a victim
g. I have begun to heal from the hurts of the past and now have a positive outlook on life
h. I am more troubled/depressed/concerned now than in the past
i. other: _______________________________________________________

Community participation
a. I am a registered voter
b. I own property and pay taxes
c. I have credit cards
d. I have a bank account (savings and/or checking)
e. I volunteer and/or work with a civic group (hospital, sororities, etc)
f. I know my neighbors and participate in a neighborhood watch
g. I make voluntary contributions/donations to organizations like the United Way
h. My church giving has increased
i. I am not involved any more now with the community in which I live than I was prior to attending Andrews

Time management
a. I utilize my time effectively
b. My family functions on a time schedule
c. I now have time to do most of the things that are important to me
d. I am still trying to do too many things
e. There are too many demands made of me
f. other _______________________________________________________

Money management
a. I know how to develop a financial budget
b. I have developed a workable budget
c. I live within my means
d. I am still unable to make enough
e. My money situation continues to be out of control

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
GENERAL INFORMATION

T or F I see myself better able to earn a living, care for my family, and contribute to society.
T or F I have greatly improved my family's situation.
T or F I now more willingly and effectively participate in the life of my community.
T or F I am more involved in my church.

How many times did you move in the period just 5 years before coming to Andrews: ________

How many times have you moved since leaving Andrews: ________________________________

Other benefits of coming to Andrews (circle all that apply):
1. Gained status in society.
2. Have more respect for myself.
3. Receive more respect from others.
4. More willing to be involved in church leadership.
5. Increased socialization (invited/welcomed more places).
6. Feel more effective as a role model.
7. More willing to take chances and risk failure in an attempt to accomplish more.
8. Opportunity to heal from dysfunctional relationship(s).
9. Improved parent-child relationships.
10 Improved peer relationships.
13. Greater autonomy (more ability to relocate).
15. Now have marketable skills.
14. Other: ________________________________________________________________

SUMMARY: Give an overview of your Andrews/GENESIS experience:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

On a separate sheet of paper, please feel free to critique the program: the overall benefits, the challenges and changes which need to be made, the contribution(s) you made to the program, the direction we need to go. AGAIN, THANK YOU!
c:research.qiz
Appendix B

ANDREWS UNIVERSITY: GENESIS PROGRAM
Research Questionnaire

Please be sure that we have your current/correct address. We desire to keep up with you and encourage your continual success throughout the years!

The information being collected is for individuals who were part of the GENESIS program at Andrews University at any time from 1987 to 1997, but who are not currently part of this program. If this does not apply to you, please go no further, but return the questionnaire in the self-addressed envelope.

ALL RESPONSES TO THIS QUESTIONNAIRE WILL BE KEPT STRICTLY CONFIDENTIAL. ALL REPORTED RESULTS WILL BE IN THE FORM OF GROUP SUMMARIES AND NO PERSON WILL BE INDIVIDUALLY IDENTIFIED.

Date ___________________________ (Date returned ______________________)

A. INFORMATION ABOUT YOU

Last Name: __________________________First Name _____________________ M.I. _____

Last name used while at AU, if different than above _________________________________

Address: _____________________________________________________________________

Phone #: (___) ___________

To ensure confidentiality, this cover sheet will be removed after we record that you have returned this survey. Thank you again for taking the time to respond and return this information.
1) State of residence prior to coming to Andrews: _________________________________

2) Family constellation the year you came to Andrews: Please write the number in the corresponding box(es) below.

<table>
<thead>
<tr>
<th>number of children</th>
<th>sons</th>
<th>daughters</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. below 1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. 1-5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. 6-12</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. 13-18</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. adult</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

3) Did all of your children live with you while you were at Andrews:
   a. [ ] yes
   b. [ ] no

4) Marital status: We would like to ask you some questions about your marital status at the time you enrolled at Andrews and your marital status now. Please check one for each column.

<table>
<thead>
<tr>
<th>STATUS</th>
<th>Marital Status When You Came to Andrews (check one from this column)</th>
<th>Current Marital Status (check one from this column)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Single (never married)</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Separated from spouse</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Legally separated from spouse</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Divorced</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>e. Widowed</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. Married</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

5) Have you been married more than once:
   a. [ ] no
   b. [ ] yes
   c. If yes, how many times ________
6) How did you learn about GENESIS:
   a. [ ] friends/family    d. [ ] recruiter
   b. [ ] brochure          e. [ ] pastor/church member
   c. [ ] Message Magazine  f. [ ] other ____________________

B. MATRICULATION DATA

7) In what year did you begin attending Andrews?

   19___________

8) In what year did you leave Andrews?

   19___________

9) Where you in GENESIS the entire time you were enrolled at Andrews?

   a. [ ] yes
   b. [ ] no

10) What was the primary reason you left GENESIS (check only one)?

    a. [ ] graduated
    b. [ ] academically unsuccessful
    c. [ ] insufficient finances/outstanding debts
    d. [ ] physical/health problems
    e. [ ] marriage
    f. [ ] social/emotional stresses
    g. [ ] problem with children
    h. [ ] pregnancy
    i. [ ] no minor child
    j. [ ] other ____________________
C. SOURCES OF SUPPORT

Income while at Andrews

11) Please list all sources of income, other than earnings from employment, that you and your family received before you came to Andrews, while you were attending Andrews, and after you left Andrews (check all that apply).

<table>
<thead>
<tr>
<th>SOURCE OF INCOME</th>
<th>PRIOR TO COMING TO ANDREWS</th>
<th>WHILE AT ANDREWS</th>
<th>AFTER LEAVING ANDREWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Social Security retirement or disability benefits</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Supplemental Security Income (SSI)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Worker's Compensation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Aid to Families with Dependent Children</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Parent/family support</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Veteran's benefits</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Unemployment Compensation</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. Alimony or child support</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. other: i.e., scholarship, endowment, etc.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
GENESIS Questionnaire

Other services received

12) Please indicate whether you received any of the following in-kind services at any time before, during or after you were at Andrews (check all that apply):

<table>
<thead>
<tr>
<th>IN-KIND SERVICES</th>
<th>PRIOR TO COMING TO ANDREWS</th>
<th>WHILE AT ANDREWS</th>
<th>SINCE LEAVING ANDREWS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Rent/utility assistance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Medicaid</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Day care/MOST</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Food stamps</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Medicare</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Other (specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

D. EMPLOYMENT HISTORY

The following questions are about your employment history in the period before you came to Andrews and after you left Andrews.

Employment Before You Came to Andrews

13) Were you employed during the year before you came to Andrews?
   a. [ ] Yes
   b. [ ] No. If you were not employed, skip to question 17

14) Did you work full time or part time:
   a. [ ] full time
   b. [ ] part time
GENESIS Questionnaire

15) Please share your (approximate) annual earned income for the year just prior to attending Andrews:

   a. [ ] $1 - $500  
   b. [ ] $501 - $5,000  
   c. [ ] $5,001 - $10,000  
   d. [ ] $10,001 - $15,000  
   e. [ ] $15,001 - $20,000  
   f. [ ] $20,001 - $25,000  
   g. [ ] $25,001 +  

16) Which of the categories below best describes the kind of work you have done the MOST [in all the years before coming to Andrews] (check all that apply)?

   a. [ ] Education (teacher's aide, teacher, principal, etc.)  
   b. [ ] Service worker (custodial worker, waitress, etc.)  
   c. [ ] Beauty service worker (beautician, cosmetologist, etc.)  
   d. [ ] Sales worker (sales clerk, cashier, sales person, etc.)  
   e. [ ] Health service worker (nurses' aide, nurse, lab tech., LPTA, etc.)  
   f. [ ] Clerical or office worker (secretary, administrative assistant, etc.)  
   g. [ ] Equipment or machine operator (seamstress, transcriptionist, etc.)  
   h. [ ] Business (office manager, accountant, bookkeeper, etc.)  
   i. [ ] Computer sciences (programmer, designer, analyst, etc.)  
   j. [ ] Consultant (free lance work, writer, etc.)  
   k. [ ] Other - specify __________________________

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
GENESIS Questionnaire

Employment since leaving Andrews

17) For each of the past years listed below, please give an approximation of the amount of income from your EARNINGS. (Only complete for years since leaving Andrews.) Total income from earnings during:

- a. 1989 $________.00  
- b. 1990 $________.00  
- c. 1991 $________.00  
- d. 1992 $________.00  
- e. 1993 $________.00  
- f. 1994 $________.00  
- g. 1995 $________.00  
- h. 1996 $________.00  
- i. 1997 $________.00  

E. CURRENT EDUCATIONAL/EMPLOYMENT ACTIVITY

18) Please share with us your activities since leaving the GENESIS program (check all that apply):

- a. [ ] I am currently in graduate school  
- b. [ ] I have completed a graduate degree  
- c. [ ] I transferred to another college/university  
- d. [ ] I got married  
- e. [ ] I became gainfully employed  
- f. [ ] I am currently unemployed

19) Which of the categories below best describes the kind of work you have done since leaving Andrews/GENESIS (check all that apply)?

- a. [ ] Education (teacher's aide, teacher, principal, etc.)  
- b. [ ] Service worker (custodial worker, waitress, etc.)  
- c. [ ] Beauty service worker (beautician, cosmetologist, etc.)  
- d. [ ] Sales worker (sales clerk, cashier, sales person, etc.)  
- e. [ ] Health service worker (nurses' aide, nurse, lab tech., LPTA, etc.)  
- f. [ ] Clerical or office worker (secretary, administrative assistant, etc.)  
- g. [ ] Equipment or machine operator (seamstress, transcriptionist, etc.)  
- h. [ ] Business (office manager, accountant, bookkeeper, etc.)  
- i. [ ] Computer sciences (programmer, designer, analyst, etc.)  
- j. [ ] Consultant (free lance work, writer, etc.)  
- k. [ ] Other - specify ____________________________
F. RELIGION/SPRITUALITY

20) The following questions relate to any religion you may profess and your views on your spirituality.

<table>
<thead>
<tr>
<th>NAME OF RELIGION</th>
<th>PRACTICED OR PROFESSED WHILE AT ANDREW'S (CHECK ONE)</th>
<th>PRACTICE OR PROFESS NOW (CHECK ONE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Seventh-day Adventist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>b. Assembly of God</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>c. Baptist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>d. Congregational</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>f. Methodist</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>g. Lutheran</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>h. Catholic</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>i. Muslim</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>j. None</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>k. Other (please specify)</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

21) Please state whether you agree, neither agree nor disagree, or disagree with the following statements.

<table>
<thead>
<tr>
<th>VALUE STATEMENTS</th>
<th>AGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I share my faith experience frequently.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. I draw strength from my faith experience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. I am aware of blessings in my life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. I seek opportunities to witness about my faith.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
GENESIS Questionnaire

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. I usually hold an office in my church.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I am teaching my children to believe in my faith.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. My children are in a church affiliated school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. I am strongly committed to my church faith.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. I attend church regularly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. I frequently support my church with money.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. As a result of my Andrews experience, my religious life is stronger.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

G. YOUR ANDREWS EXPERIENCE

Please circle the qualities, and skills/talents you have developed, as well as the challenges you have overcome which you attribute to your Andrews/GENESIS experience.

<table>
<thead>
<tr>
<th>22. Qualities I have developed (circle as many as apply from this column)</th>
<th>23. Skills/talents I have developed? (circle all that apply)</th>
<th>24. Challenges I have overcome? (circle all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Leadership</td>
<td>a. Personal management</td>
<td>a. Shyness</td>
</tr>
<tr>
<td>b. Commitment</td>
<td>b. Team player</td>
<td>b. Overbearance</td>
</tr>
<tr>
<td>c. Ability to complete tasks</td>
<td>c. Business management</td>
<td>c. Self-centeredness</td>
</tr>
<tr>
<td>d. Boldness</td>
<td>d. Study habits</td>
<td>d. Intolerance of others</td>
</tr>
<tr>
<td>e. Assertiveness</td>
<td>e. Parenting skills</td>
<td>e. Being a victim</td>
</tr>
<tr>
<td>g. Spirituality</td>
<td>g. Time organization</td>
<td>g. Fear of accomplishment</td>
</tr>
<tr>
<td>h. Personal balance</td>
<td>h. Goal setting</td>
<td>h. Over-protectiveness</td>
</tr>
</tbody>
</table>
GENESIS Questionnaire

25. We would like you to answer a series of questions about the effect the Andrews experience has had on you. Please compare your condition now relative to what it was before you came to Andrews.

<table>
<thead>
<tr>
<th>PERSONAL ASSESSMENT</th>
<th>AGREE</th>
<th>NEITHER AGREE NOR DISAGREE</th>
<th>DISAGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I am now able to find gainful employment in my field of interest (even if not now working).</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. I am satisfactorily supporting myself and my family.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. I am reaching my financial goals.</td>
<td>1</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>d. I am better able to manage my children now than before coming to Andrews.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. I am better equipped to deal with problems with my children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. I am more receptive to receiving counseling with regard to parenting skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. I am better equipped to cope with life's stresses.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. I take more responsibility for my life: I am no longer a victim.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. I am more actively involved in community and civic affairs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j. I am able to manage my time more effectively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k. I am more involved in church leadership.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>l. I am more willing to take chances and risk failure in order to accomplish more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
GENESIS Questionnaire

E. EVALUATION OF GENESIS

37. Please check special benefits sponsored by GENESIS which you used while a GENESIS participant.

a. [ ] child care assistance
b. [ ] rent assistance
c. [ ] car care clinic
d. [ ] counseling center
e. [ ] children's counseling
f. [ ] emergency funds
g. [ ] outings/field trips
h. [ ] Focus/Freshmen seminar
i. [ ] club activities (bake sales, parties, etc.)
j. [ ] graduation/mother's day celebration
k. [ ] other: ________________________________

In the space below, please critique the GENESIS program, for we want your input!!. Comment on such things as: your expectations, the overall benefits, the challenges, the changes which need to be made, the contribution(s) you made to the program, the direction we need to go, etc.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

AAGAIN, THANK YOU! THANK YOU!!

a:5:research.597
APPENDIX C

LETTERS
Dear [name].

The GENESIS program, of which you were apart, is being evaluated for its effectiveness.

Enclosed is a post card for you to return, verifying or correcting our information on you. Please complete and place the card in the mail TODAY. We are anxious to get started with this updated study.

Shortly after we receive your card you will receive a survey to complete evaluating your Andrews/GENESIS experience. I would also appreciate your taking the time to fill that out returning it also, in a timely manner.

I trust that you and your family are doing well—that God is blessing you there just as He is showering blessings on us here at Andrews.

Cordially,

Elizabeth Watson, M.S.W.
Associate professor of Social Work
Former Director, GENESIS

enclosure: return information in postage paid envelope

Dear Ms Watson.
I am delighted to participate in the GENESIS survey!

My correct name is: ______________________.______,____________________.____________________

  first        MI        last name while at Andrews    current last name

My current address is: __________________________________________________________________

God bless you as you determine the effectiveness of GENESIS and glean ideas for improvement from the information we former students share.

Cordially,
February 23, 2000

Thank you for completing and returning the Andrews University: GENESIS Program Research Questionnaire. Your information is valuable and has been added to that of others who participated in this study.

For a more in depth description of the impact of the GENESIS/Andrews college experience on the quality-of-life of former GENESIS participants, I now want to conduct several focus groups of 4-5 people each, and would appreciate your involvement. I want to know both the successes and challenges of this experience.

I am tentatively slating Monday evening, March 13th, between 6:30 and 8:30, for a session with former students who did not graduate; and the same time on Tuesday, March 14th for a group of former students who graduated while participating in GENESIS. I will find a comfortable meeting place here in Berrien Springs.

If you are interested in participating, as I hope you are, whether these times are good or not, please call me at 616.471.3156. I will then orchestrate the time best for all those who can participate.

I trust that you are well and off to a prosperous, joyous, blessed new year.

Cordially.

Elizabeth Watson, M.S.W.
Associate Professor of Social Work
Former Director of GENESIS
APPENDIX D

SPIRITUALITY INDICES

TABLES 35 THROUGH 45

TABLE 35

"I SHARE MY FAITH EXPERIENCE FREQUENTLY"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>71.4</td>
</tr>
<tr>
<td>Neither</td>
<td>10</td>
<td>28.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>14</td>
<td>66.7</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
<td>23.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2=3.49$, df=2, $p=.18$.

TABLE 36

"I DRAW STRENGTH FROM MY FAITH EXPERIENCE"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>33</td>
<td>94.3</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Neither</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

245
<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=0.023$, df=2, $p=.88$.*

### TABLE 37

"I AM AWARE OF BLESSINGS IN MY LIFE"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Neither</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Non-graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=3.46$, df=2, $p=.06$.*

### TABLE 38

"I SEEK OPPORTUNITY TO WITNESS ABOUT MY FAITH"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>60.0</td>
</tr>
<tr>
<td>Neither</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Non-graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Neither</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=.16$, df=2, $p=.93$.*
TABLE 39

"I USUALLY HOLD AN OFFICE IN MY CHURCH"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Neither</td>
<td>9</td>
<td>25.7</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>37.1</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Neither</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2=.37$, df=2, $p=.83$. 

TABLE 40

"I AM TEACHING MY CHILDREN TO BELIEVE IN MY FAITH"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>31</td>
<td>88.6</td>
</tr>
<tr>
<td>Neither</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>90.5</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2=.05$, df=2, $p=.82$. 

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
TABLE 41

"MY CHILDREN ARE IN CHURCH SCHOOL"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = .37$, df=2, $p = .83$.

TABLE 42

"I AM STRONGLY COMMITTED TO MY CHURCH FAITH"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>71.4</td>
</tr>
<tr>
<td>Neither</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>5.7</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-graduates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Neither</td>
<td>4</td>
<td>19.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Note. $\chi^2 = 1.44$, df=2, $p = .49$. 

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
## TABLE 43

**"I ATTEND CHURCH REGULARLY"**

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>65.7</td>
</tr>
<tr>
<td>Neither</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-grads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>76.2</td>
</tr>
<tr>
<td>Neither</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=1.6, df=2, p=.45.$*

## TABLE 44

**"I FREQUENTLY SUPPORT MY CHURCH WITH MONEY"**

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>21</td>
<td>60.0</td>
</tr>
<tr>
<td>Neither</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>17.1</td>
</tr>
<tr>
<td>Total</td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td>Non-grads</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>81.0</td>
</tr>
<tr>
<td>Neither</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note. $\chi^2=2.95, df=2, p=.23.$*
TABLE 45

"AS A RESULT OF MY ANDREWS UNIVERSITY EXPERIENCE MY RELIGIOUS LIFE IS STRONGER"

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>45.7</td>
</tr>
<tr>
<td>Neither</td>
<td>15</td>
<td>42.9</td>
</tr>
<tr>
<td>Disagree</td>
<td>4</td>
<td>11.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>35</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Non-graduates</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>52.4</td>
</tr>
<tr>
<td>Neither</td>
<td>8</td>
<td>38.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Note.* $\chi^2 = .81, df=2, p = .85.$
Greetings......

This is Elizabeth Watson, the former director of GENESIS.... how are you..... (small talk).

I'm in the process of studying the GENESIS program, of which, I believe you were a part, am I correct? (If no) Forgive my call--have a good day. Good bye....

(If yes) I have sent out questionnaires seeking information about the GENESIS/Andrews University experience-- and I've have gotten so few back. To make the results credible I need many more of them completed and returned.

Did you receive one? (If yes) Did you send it back? [although I'm calling all those who my list indicates DID NOT.] (If no) Do you still have it? (If yes) Please take some time today to complete and return it. Will you please do that? Your input is vital!

Thank you so much. As the survey indicates, all information is confidential and will be reported as a population (rather than individually). I will also be conducting several personal interviews. If you are interested in being a part of this--and will be in the Andrews area in the near future, please let me know that, too. Now I will be anxiously looking to your data.

Thank you, have a good day...... Good bye...

Or

Did you receive one? (If no) If you did not receive one, or the one you have has been misplaced, I will send another one. Please give me your correct address ..................

Thank you, in advance, for your time and energy. The results of this study have the potential of positively impacting the AU program as well as present options for our society at large.

.....good bye....
Statement of Informed Consent

I, ____________________________________________________________________________________, agree to participate in this research project on the impact of the college experience on the quality-of-life of single-parent students, that is being conducted by Elizabeth Watson for her doctoral dissertation.

I understand that the purpose of this study is to hold a group interview to find out about how the college experience impacted us, the group participants, in general.

I understand that the study involves a focus group interview that lasts two hours or less, which will be audiotaped.

I understand that my participation in this study is entirely voluntary, and that if I wish to withdraw from the study or to leave, I may do so at any time, and that I do not need to give any reasons or explanations for doing so. If I do withdraw from the study, I understand that this will have no effect on my relationship with Elizabeth Watson, the GENESIS Program, the School of Education, Andrews University or any other organization or agency.

I understand that because of this study, there could be violations of my privacy. To prevent violations of my own or others' privacy, I have been asked not to talk about any of my own or others' private experiences that I would consider too personal or revealing.

I also understand that I have an obligation to respect the privacy of the other members of the group by not disclosing any personal information that they share during our discussion.

I understand that I may not receive any direct benefit from participating in this study, but that my participation may help others in the future.

Elizabeth Watson, the researcher, has offered to answer any questions I may have about the study and what I am expected to do.

I have read and understand this information and I agree to take part in the study.

__________________________________________________________________________

Today's Date ________________________________________________________________

Your Signature

If you have concerns or questions about this study, please contact the researcher, Elizabeth Watson, at 616.471.3156 or her Dissertation Chairperson, Shirley Freed, in the Leadership Program in the School of Education, at 616.471.6163.
Focus Group unstructured questions

As you already know, I am interested in hearing your stories as I evaluate the impact of the Andrews University/GENESIS experience on participants in that program. Thank you for taking the time to come and share your experiences.

Please review and sign the "Statement of Informed Consent" acknowledging that you understand the purpose of this meeting and allowing me to use the information for that purpose (read statement with participants, discuss if indicated).

Our discussion will be taped and later transcribed to better record your comments. A research-observer, my dissertation chairperson, Dr. Freed will be here during this session to assist me in gathering and recording your observations.

Basically I want to hear about how you are now as a result of your Andrews University/GENESIS experience. I will ask questions seeking more clarity and periodically present what I am hearing to determine accuracy. We'll also get some pizza to eat at the session's end.

So let's begin.... Tell me a little about yourselves, what you are doing and who you are now....
APPENDIX F

STUDIES OF EDUCATIONAL SETTINGS

SUPPORTING SINGLE-PARENT STUDENTS
## APPENDIX E

### STUDIES OF EDUCATIONAL SETTINGS SUPPORTING SINGLE-PARENT STUDENTS

<table>
<thead>
<tr>
<th>Researcher</th>
<th>focus of study</th>
<th>services to participants</th>
<th>program challenges</th>
<th>outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Krajewski (1992)</td>
<td>barriers to success</td>
<td>opportunity to attend college</td>
<td>financial resources</td>
<td>attaining higher education</td>
</tr>
<tr>
<td>Fadale &amp; Winter (1990)</td>
<td>needs-assessment, program analysis</td>
<td>personal &amp; professional skill development</td>
<td>legal concerns, money management</td>
<td>identification of useful program components (communication skills, appearance, character strengths)</td>
</tr>
<tr>
<td>Space II (1991)</td>
<td>program design</td>
<td>remediation services</td>
<td></td>
<td>developed resource packet</td>
</tr>
<tr>
<td>Nilsson (1992)</td>
<td>tracking AFDC recipients in college</td>
<td>information gathering during and after college</td>
<td></td>
<td>AFDC and non-AFDC students are more alike than they are different</td>
</tr>
<tr>
<td>Riley (1991)</td>
<td>educational opportunities for single parents</td>
<td>developed guidelines for single parent students</td>
<td>minimal existing supports nationwide for single-parent students</td>
<td>guide developed for single-parent students</td>
</tr>
<tr>
<td>Researcher</td>
<td>focus of study</td>
<td>services to participants</td>
<td>program challenges</td>
<td>outcomes</td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Huston (1994)</td>
<td>impact of education on women's work hours and income</td>
<td>education &amp; training programs</td>
<td>income, employment, reductions in AFDC costs</td>
<td>increases in work hours and income</td>
</tr>
<tr>
<td>Rocha (1997)</td>
<td>determinants of women's economic well-being</td>
<td>education &amp; training</td>
<td>educational determines economic well-being</td>
<td>participant involvement in community agency</td>
</tr>
<tr>
<td>Special Programs (1987)</td>
<td>women with high school degrees to return to college</td>
<td>utilization of community services</td>
<td>unclear about the relationship of community services to education</td>
<td></td>
</tr>
<tr>
<td>Cheng (1990)</td>
<td>motivation of AFDC mothers</td>
<td>support system and public service requirement</td>
<td>opportunity for public service</td>
<td>correlation between academics &amp; employment &amp; community involvement</td>
</tr>
<tr>
<td>Single Parent Project (1990)</td>
<td>assistance to single parents in college</td>
<td>support in 4 primary areas</td>
<td>limitations imposed by AFDC program</td>
<td>activity of student not documented</td>
</tr>
<tr>
<td>Building College (1995)</td>
<td>recruit, retain and support women in college</td>
<td>recruitment and retention services</td>
<td>academic success limited to GPA &amp; retention</td>
<td>encouragement of women to remain in school</td>
</tr>
<tr>
<td>Researcher</td>
<td>focus of study</td>
<td>services to participants</td>
<td>program challenges</td>
<td>outcomes</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>Glover &amp; Hull-Toye (1995)</td>
<td>college success rate based on involvement in extracurricular activities</td>
<td>study of relationship between success and community involvement</td>
<td>no follow-up after student left college</td>
<td>predictors of students' success</td>
</tr>
<tr>
<td>Ross (1992)</td>
<td>impact of AFDC on single women both in and not in college</td>
<td>study of dynamics of welfare policy and dependence</td>
<td>shared demoralizing effect of welfare dependence</td>
<td>experience of being in college itself is empowering</td>
</tr>
<tr>
<td>Van Cleve (1994)</td>
<td>attrition rates and self esteem</td>
<td>3 program supports</td>
<td>program components not consistently used</td>
<td>desired attrition rate not realized</td>
</tr>
<tr>
<td>Warwick (1996)</td>
<td>attitudes about educational attainment</td>
<td>assessment of students based on their backgrounds</td>
<td>parents' dealing with having children while returning to school</td>
<td>subjects reported high levels of religious values</td>
</tr>
<tr>
<td>Gilbert (1984)</td>
<td>empowerment of welfare women in college</td>
<td>finances, counseling, training, personal support</td>
<td>federal, state, local policies limiting resources</td>
<td>documented services needed for success</td>
</tr>
<tr>
<td>Lieberman &amp; Vaughn (1990)</td>
<td>work with DSS to provide education</td>
<td>5 semesters of education</td>
<td>success of AFDC recipients based on retention &amp; GPA</td>
<td>all 9 participants completed &amp; are working</td>
</tr>
<tr>
<td>Researcher</td>
<td>focus of study</td>
<td>services to participants</td>
<td>program challenges</td>
<td>outcomes</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Wroblewski (1990)</td>
<td>development of guidelines for a single parent program</td>
<td>educational empowerment for single parent students</td>
<td>preparation for professional employment</td>
<td>administration guidelines &amp; support for 25 students</td>
</tr>
<tr>
<td>Korb (1991)</td>
<td>educational profile of successful students</td>
<td>services developed for most challenged groups</td>
<td>participants' commitment to utilizing techniques</td>
<td>strategies to improve self-esteem</td>
</tr>
<tr>
<td>Vanderwaal (1995)</td>
<td>life-stressors of single parents returning to school</td>
<td>time management support groups</td>
<td>participants' commitment to utilizing techniques</td>
<td>strategies to improve self-esteem</td>
</tr>
<tr>
<td>Brookshaw (1994)</td>
<td>AFDC recipients returning to school</td>
<td>assistance to parents with children under 6</td>
<td>3 types of services needed: counseling, finances, tutoring</td>
<td>students using services were successful</td>
</tr>
<tr>
<td>Doris (1996)</td>
<td>persistence factor of 7 single parents</td>
<td>college experience</td>
<td>need for increased income</td>
<td>college experience itself motivational</td>
</tr>
</tbody>
</table>
APPENDIX G

GENESIS REQUIRED CLASS SYLLABI

BHSC440-020 TOPICS: SINGLE PARENT ISSUES
FALL, 1996

BHSC440-010 TOPICS: SINGLE PARENT ISSUES
WINTER, 1997

BHSC440-010 TOPICS: SINGLE PARENT ISSUES
SPRING, 1997

ADDITIONAL ASSIGNMENTS FOR NON-GENESIS PARTICIPANTS, SPRING, 1997
ANDREWS UNIVERSITY
BEHAVIORAL SCIENCES DEPARTMENT
BHSC440-020 TOPICS: Single Parent Issues
Fall, 1996, 1 credit

“For as we have many members in one body,
but all the members do not have the same function.
so we, being many, are one body in Christ,
and individually members of one another.”
Romans 12:4, 5. NKJV

Time: 10:30-11:20 Tuesdays
Instructor: Elizabeth Watson, M.S.W.
Office: Nethery Hall 09C

Room: Nethery Hall 120
Phone: 471-3156 (office)
471-4937 (home)

COURSE DESCRIPTION

This is a one (1) hour, upper division, behavioral sciences course designed to help the
single parent student focus on immediate as well as long range goals for success. Issues
relating to time management, budgeting and finances, relationships, parenting,
health/nutrition/exercise, academic adjustment, community resources, personal
responsibility, spirituality, etc. may be presented and discussed. The class will also be a
forum for the GENESIS club to plan and develop programs.

Suggested readings and additional assignments: will be handed out in class or
obtained from library or video center.

FORMAT

The seminar time will be a combination of sharing sessions, presentations from students,
university and area resources, club meetings, and other enrichment opportunities. The
session will always begin with a devotional thought. Five minutes at the end of each class
period should be used for journal writing.

PARTICIPATION

The seminar is designed for all GENESIS participants. Registration for credit is
optional; attendance, however, is required. Graduating seniors may opt not to attend
if they are sure they will not need GENESIS funds next year. For eligibility for additional
Andrews grant is contingent on regular attendance. (Non GENESIS students may also
register for the course, but will have additional requirements to receive their grade.)
REQUIREMENTS

1. Class attendance and weekly journal entries—as a communication between the participants and the facilitator (you and me) are required. Be sure to sign the weekly attendance sheet for class credit. On-going participation in class will continue to qualify each student for the Andrews grant (GENESIS funds). Again: **Registration is not required each quarter—attendance is!**

2. Journal writing—The purpose of the journal is for assignments (as requested in the WEEKLY SCHEDULE section) as well as for you to record thoughts, concerns, progress and learning, personal discoveries, individual goals and their achievement, prayer requests and answer, etc., that are pertinent to your success. A minimum of one (1) **solid** paragraph a week is required (you may write much more than this if you wish; hopefully you will have much more that is of interest). This is your communication with me, and will be collected and returned at mid-term and again at Quarter’s end. Bring your journals to each class, stamping each entry to document that each are completed on time.

3. Grading—Twenty points (20) each will be given for weekly attendance, weekly journal entry, and any assignments made during class time. For those registered for class credit, your grade will be based on the following percentages: 90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F. If not registered, satisfactory participation will be based on 70% compliance with requirements. Non-GENESIS students must comply with the weekly schedule and assignment outline as well as complete an additional assignment (see instructor for written details).

4. Please note—GENESIS participants are exempt from Tuesday chapel (although there may be times when a specific program is required, such as Convocation and Awards chapels [for class credit, bring your attendance card to my office].

WEEKLY SCHEDULE AND ASSIGNMENTS

**September 24**

**Setting the Pace:** Welcome, one and all. Now let’s get acquainted, support each other, and rehearse our successes.

**Journal entry:** handout given in class to list events for sharing purposes.

**September 27**

**Convocation:** Attend the AU beginning-of-the-year event in PMC (Pioneer Memorial Church) to celebrate the commencement of the new school year.

**Journal entry:** What do you think of it?
October 1

**GENESIS Club meeting:** President: Tracy Williams will preside!

*Journal entry:* Critique the meeting. Make suggestions for this year's events. Pledge your support!

October 8

**WEEK OF SPIRITUAL EMPHASIS:** Attend the University's week of prayer meetings held in PMC daily at 10:30. Bring your attendance card to class next week for credit for class attendance.

*Journal entry:* Share how the message(s) impact(s) your life and that of your family.

October 15

**Team Building:** From our first class, we wrote about achievements. Now let's share these successes and affirm each other.

*Journal entry:* As you listened to your peers, could you identify with them? Did you feel supportive? As you shared from your list of accomplishments, did you feel affirmed? What encourages you to do your best? What are things that discourage you? What are your fears as you begin this school year? What will help you to be successful?

*Journals due next week*

October 22

**Our Children's Education:** Kris Bennett, school social worker will discuss strategies to aid the positive adjustment, and success of our children as we work hand-in-hand with their school.

*Journal entry:* What have you found to motivate your child to like and do well in school? How have you found the teachers, staff and others in the school administration where your child attends. If there have been any problems, how have you addressed them in the past? What new strategies are you willing to use to improve or continue the positive working relationship with your child's school experience?

*JOURNALS DUE TODAY*

October 29

**Raising Kid's Alone (video):** Share vignettes from select videos and discussing information shared.

*Journal entry:* What is the hardest part about raising your child alone? How have you addressed these challenges? What joys do you find in raising your children alone? What benefits do you have?

November 5

**GENESIS Club Meeting:** Tracy Williams, President presiding.

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
November 12

**Journal entry:** We're at mid term, how are you progressing? Please share an update with your life, family, grades, progress, challenges and successes!

**Women's Health Issues:** Presentation by Dr. Lyn Yaegley.

**Journal entry:** What do you do to take care of your health? Are you pleased with your diet? your plan of exercise? your ability to release your stress? What would you like to do differently? What additional knowledge did you learn from the presentation/discussion?

November 19 & 26 **Time Management (video):** Strategies for Knowing Yourself: LaShawn Henderson.

**Journal entry:** What makes you set priorities? What makes you feel positive about yourself? How do your priorities affect your short-range and long-range goals? Share some of your short range and long range goals--and your methods of achieving them.

**Journals due next week**

December 3 **Prayer and Praise:** Chaplains to facilitate. Let's join hands and hearts as we end this quarter. Let's count our blessings and give flowers where they are due.

**Assignment:** Put in someone's mail folder a note of affirmation--a card, note or letter to encourage, give appreciation, or celebrate success.

**Journal entry:** Rehearse and recount (some of) your blessings of the quarter.

**Journals due today**

December 10 **No Class - Have a great holiday season!**
ANDREWS UNIVERSITY BEHAVIORAL SCIENCES DEPARTMENT
BHSC 440-010 TOPICS: Single Parent Issues
Winter, 1997, 1 credit

“And we know that all things work together for good
to them that love God,
to them who are the called according to His purpose.”
Romans 8:28

Time: 10:30-11:20 Tuesdays
Instructor: Elizabeth Watson, M.S.W.
Office: Nethery Hall 06

Room: Nethery Hall 120
Phone: 471-3156 (office)
471-4937 (home)

COURSE DESCRIPTION

This is a one (1) hour, upper division, behavioral sciences course designed to help the single parent student focus on immediate as well as long range goals for success. Issues relating to time management, budgeting and finances, relationships, parenting, health/nutrition/exercise, academic adjustment, community resources, personal responsibility, spirituality, etc. may be presented and discussed. The class will also be a forum for the GENESIS club to plan and develop programs.

Suggested readings and additional assignments: will be handed out in class or obtained from the library or video center.

FORMAT

The seminar time will be a combination of sharing sessions, presentations from students, university and area resources, club meetings, and other enrichment opportunities. The session will always begin with a devotional thought. Five minutes at the end of each class period should be used for journal writing.

PARTICIPATION

The seminar is designed for all GENESIS participants. Registration for credit is optional; attendance, however, is required. Graduating seniors may opt not to attend if they are sure they will not need GENESIS funds next year, for eligibility for an additional Andrews grant is contingent on regular attendance. (Non-GENESIS students may also register for the course, but will have additional requirements to receive their grade*.)

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.
REQUIREMENTS

1. Class attendance and weekly journal entries—as a communication between the participant and the facilitator (you and me) are required. Be sure to sign the weekly attendance sheet for class credit. On-going participation in class will continue to qualify each student for the Andrews grant (GENESIS funds). Again: Registration is not required each quarter—attendance is!

2. Journal writing—The purpose of the journal is for assignments (as requested in the WEEKLY SCHEDULE section) as well as for you to record thoughts, concerns, progress and learning, personal discoveries, individual goals and their achievement, prayer requests and answered, etc., that are pertinent to your success. A minimum of one (1) solid paragraph a week is required (you may write much more than this if you wish, hopefully you will have much more that is of interest). This is your communication with me, and will be collected and returned at mid-term and again at quarter’s end. Bring your journal to each class, stamping each entry to document that each are completed on time.

3. Grading—Twenty (20) points each will be given for weekly attendance, weekly journal entry, and any assignments made during class time. For those registered for class credit, your grade will be based on the following percentages: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F. If you are not registered for class, satisfactory participation will be based on 70% compliance with the requirements. Non-GENESIS students must comply with the weekly schedule and assignment outline as well as complete an additional assignment (see instructor for written details).

4. Please note—GENESIS participants are exempt from Tuesday chapels (although there may be times when a specific program is required, such as Convocation, Week of Spiritual Emphasis services, and Awards chapels. For class credit, bring your chapel attendance card to my office.)

WEEKLY SCHEDULE AND ASSIGNMENTS

January 7 Sharing and supporting: We may be our best resources, students who have met with obstacles now are better equipped to give directions.

Journal entry: Critique the class, the information shared, and the need for more simply “sharing” opportunities. Where are your strengths in helping others? Where do you need support?
January 14  **Club Meeting and getting better acquainted:** Officers will report on results of the class survey and share ideas/plans for this quarter. We will use some time for group sharing in a fun, discovery exercise.

**Journal entry:** When you are having fun, do you feel you are wasting time? Do you think you are learning when you are laughing? Do you think class time must be spent in only receiving information?

January 21  **It's Income Tax Time:** “How to file and get the most from your money” will be presented by Doug Frood. Bring filing forms and questions for discussion.

**Journal entry:** How should we support our country, our government? Are taxes necessary? Are they fair? What do you feel is your fair share? What are you teaching your children about taxes? Do you file each year? Have your returns negatively impacted your assistance check--if you receive a grant from the FIA?

January 28  **Andrews University's Financial Aid:** It’s also time to apply for educational aid--time to return your FAFSA for academic year '97-'98. A representative from the Office of Financial Aid will answer questions and assist you to properly complete this form to maximize your grant(s).

**Journal entry:** As you continue to apply for assistance, are you more comfortable with what is required? Are you completing and returning your forms in a timely manner. Are you borrowing more money than you need to? Do you have skills in effective money management?

February 4  **Making effective decisions for life:** Continuation of the video series from last quarter, presented by LaShawn Henderson.

**Journal entry:** Please take notes as the presenter shared strategies for positive directions. Comment with regard to your evaluation of your decision making skills based on the information shared.

**Journals are due next week**

February 11  Continuation of last week's session. Also continue your journal entry.

**Journals are due TODAY**

February 18  **Club Meeting:** Our President and officers will update us with the quarter's activities, funds raised, and additional plans.
Journal entry: Next quarter we will have elections for next year’s officers. Where will you serve? Write your campaign speech!!

February 25  Caring for Yourself: a presentation by Sharon Gillespie

Journal entry: What does it mean to “take care of yourself”? Does it include health, family, money, time? Is it different for women than it is for men? What are some unique issues related to women being able to take care of themselves?

March 4  Your Dentist is your Friend: Dr. Margaret March-Phillips will share tips on care of your dental hygiene, will answer questions about your family’s oral health, and give pointers toward more self care.

Journal entry: How much care have you provided for yourself and your children? Are you afraid of dentists? Are your children afraid to go to the dentist, too? Why do you suppose you have fears? What can you do to overcome your reluctance to obtain regular oral care?

Journals due next week

March 11  Self-Defense: An officer from the Campus Safety department will share pointers for protection and demonstrate effective safety techniques.

Journal entry: Do you feel safe here at Andrews University? Did you move here from a community where you did not feel safe? Describe similarities and differences between this environment and the one from which you came. What are you teaching your children about safety?

Journals due TODAY

March 18  No Class

HAVE A GREAT WINTER/SPRING BREAK!!
ANDREWS UNIVERSITY
BEHAVIORAL SCIENCES DEPARTMENT
BHSC 440-010 TOPICS: Single Parent Issues
Spring, 1997, 1 credit

"And let us not be weary in well doing:
for in due season we shall reap,
if we faint not."
Galatians 6:9

Time: 10:30-11:20 Tuesdays
Instructor: Elizabeth Watson, M.S.W.
Office: Nethery Hall 06
Room: Nethery Hall 120
Phone: 471-3156 (office)

COURSE DESCRIPTION

This is a one (1) hour, upper division, behavioral sciences course designed to help the single parent student focus on immediate as well as long range goals for success. Issues relating to time management, budgeting and finances, relationships, parenting, health/nutrition/exercise, academic adjustment, community resources, personal responsibility, spirituality, etc. may be presented and discussed. The class will also be a forum for the GENESIS club to plan and develop programs.

Suggested readings and additional assignments: will be handed out in class or obtained from the library or video center.

FORMAT

The seminar time will be a combination of sharing sessions, presentations from students, university and area resources, club meetings, and other enrichment opportunities. The session will always begin with a devotional thought. Five minutes at the end of each class period should be used for journal writing.

PARTICIPATION

The seminar is designed for all GENESIS participants. Registration for credit is optional; attendance, however, is required. Graduating seniors may opt not to attend if they are sure they will not need GENESIS funds next year, for eligibility for an additional Andrews grant is contingent on regular attendance. (Non-GENESIS students may also register for the course, but will have additional requirements to receive their grade*.)
REQUIREMENTS

1. Class attendance and weekly journal entries--as a communication between the participant and the facilitator (you and me) are required. Be sure to sign the weekly attendance sheet for class credit. On-going participation in class will continue to qualify each student for the Andrews grant (GENESIS funds). Again: Registration is not required each quarter--attendance is!

2. Journal writing--The purpose of the journal is for assignments (as requested in the WEEKLY SCHEDULE section) as well as for you to record thoughts, concerns, progress and learning, personal discoveries, individual goals and their achievement, prayer requests and answered, etc., that are pertinent to your success. A minimum of one (1) solid paragraph a week is required (you may write much more than this if you wish, hopefully you will have much more that is of interest). This is your communication with me, and will be collected and returned at mid-term and again at quarter's end. Bring your journal to each class, stamping each entry to document that each are completed on time.

3. Grading--Twenty (20) points each will be given for weekly attendance, weekly journal entry, and any assignments made during class time. For those registered for class credit, your grade will be based on the following percentages: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, below 60%=F. If you are not registered for class, satisfactory participation will be based on 70% compliance with the requirements. Non-GENESIS students must comply with the weekly schedule and assignment outline as well as complete an additional assignment (see instructor for written details).

4. Please note--GENESIS participants are exempt from Tuesday chapels (although there may be times when a specific program is required, such as Convocation, Week of Spiritual Emphasis services, and Awards chapels. For class credit, bring your chapel attendance card to my office.)

WEEKLY SCHEDULE AND ASSIGNMENTS

April 1

Introduction. Survey of class thus far. Suggestions for additional topics, activities, presentations, sharing time.

Journal entry: Summarize today's discussion: what are the things you like about the class? What format do you prefer? What are your ideas for additional classes.
April 8  **Club Meeting**: President Tracy Williams to facilitate a spiritual sharing. Bring your personal journals (notebooks shared first quarter) and be willing to walk through your “answers-to-pray” journey.

**Journal entry**: What is “prayer”? How powerful is prayer in your life? Have you had specific prayers answered? Please share. What are you teaching your children about praying?

April 15  **WEEK OF SPIRITUAL EMPHASIS**. Attend the chapel service. Do not turn in the card at the exit door, but bring it in to the GENESIS office for class attendance credit.

**Journal entry**: Connect the sermon/presentation to your personal spiritual journey. Can you identify with the message? Are you being encouraged by the presenter and/or the message? What types of sermons best meet your needs?

April 22  **Career Placement and Planning**: Patricia Stewart will help us to look at the choices we've made and help us determine whether there's "life after Andrews." This topic will be especially pertinent to graduating seniors (invite those whom you know to come to this meeting).

**Journal entry**: What were the factors which influenced you to choose your major field of study? Will you be prepared to manage financially after graduation? Where are you going with your degree? Are there other career paths which you might have wanted to pursue? If so, is it too late to change now?

*Note: next week is elections. Be prepared to present your campaign speeches and vote for the '97-'98 officers. Also: JOURNALS ARE DUE NEXT WEEK*

April 29  **Elections**: Officers for next year will share their platforms. We will vote on the candidates--then support them as they transition into leadership.

**Journal entry**: Describe the election process. With whose speech did you most identify? Where are your leadership talents? Where are your “supportive” talents? Are you reticent to lead? Why? What are you teaching your children by example with regard to leadership abilities?

**JOURNALS DUE TODAY**

**MAY 4**  **MOTHER’S DAY/GRADUATION RECOGNITION ANNUAL BANQUET**
May 6  **Self Defense**: The AU Campus Safety department will demonstrated safety for women.

**Journal entry**: What does the acronym SHARP stand for? Now that you have seen safety techniques demonstrated, do you think you can effectively use them? How have you protected yourself in the past—or have you had a need to? Have you had an experience where you or someone you know was in danger and could not adequately protect your/themselves? Share it.

**MAY 11**  **CAR CARE CLINIC**. Repair team, facilitated by Roy Wightman, will contact you each directly about having your car serviced.

May 13  **Club meeting**: Tracy Williams and the other officers will present.

**Journal entry**: What’s going on in your life? What’s this quarter been like? How are your children managing? Summer is “just around the corner,” what are you planning to do?

May 20  **AWARDS CHAPEL**. Attend the annual recognition event at PMC. Again, bring your attendance cards to the GENESIS office for class credit.

**Journal entry**: What awards have you received in your life? As a child, were you usually the recipient of awards or were you usually the “observer” when others were recognized in school or church events? Do you appreciate others recognizing your accomplishments? Are you able to share in the joy when others are acknowledged?

**JOURNALS DUE NEXT WEEK**

May 27  **Our Day!!** Let’s pamper ourselves. Let’s share tips about hair styles, skin care and make-up, dress and appearance, scarf tying, our colors charts, health tips, etc. Presenters will include Towanna Cashier, Mae Calloway, Jamie Massie, and any one else who has ideas for success to share.

**Journal entry**: How often do you pamper yourself? What kinds of things do you do? Are you pleased with your hair? Your features? Your appearance? Your size? Your clothing style? Your care of your health and hygiene?

**JOURNALS DUE TODAY**

June 2  no class - Have a great summer vacation!!
Additional assignments for non-GENESIS participants
Spring Quarter, 1997

Beginning April 1st for the **first three (3) weeks of the quarter**...

1. Decide on a single-parent family size: yourself and one, two or three children. For the month of April, develop a monthly budget to live on based on the following scale:

<table>
<thead>
<tr>
<th>group size</th>
<th>total grant</th>
<th>food stamp allotment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>$371*</td>
<td>$185**</td>
</tr>
<tr>
<td>3</td>
<td>$459</td>
<td>$244</td>
</tr>
<tr>
<td>4</td>
<td>$563</td>
<td>$289</td>
</tr>
<tr>
<td>5</td>
<td>$659</td>
<td>$315</td>
</tr>
</tbody>
</table>

*Your rent, utilities, car expenses/transportation, weekly laundromat trips, etc. must come out of your total grant. Do you think having more children so your grant is larger is a benefit?*

**Food stamps cover only what you can eat. You cannot purchase non-edible commodities such as tissue, lotion, deodorant, etc. with your stamps.**

Give the ages of each child, grade level, school attended, etc. If your children are preschoolers, based on your class load, compute cost of child care (Crayon Box flyer attached).

2. Find affordable housing. Include utility rates and phone costs for your housing (i.e., included in the rent in on-campus housing, not included in University Manor).

3. You must work 20 hours per week. Call around and actually find a job which you can do in addition to your class time. Job must be minimum wage or above. In computing your budget [income!] deduet everything over the first $200 you earn from your AFDC check. How much is left? What will you do with your children while you work?

4. Befriend a single parent in the Focus Class who actually has the size family that you have chosen. See if she/he would be comfortable enough to share how she actually manages on the AFDC allowance. Compare your ideas with her/his reality. Include this in your journaling--be specific, go into detail.

**Week 4-6 of the Quarter**

1. Develop a daily schedule, include meal preparation, house cleaning, shopping, school and/or day care visits, class and study time, time for your children, worship, etc. When do you have personal time? Do you have time to socialize? What will you do when you feel overwhelmed? What will you do when your child/children get colds and cannot go to school or the day care?
What will you do when there are snow days and school is closed?

2. Develop a menu for a month based on your food stamp allowance and the actual cost of food. Consider food preparation time and food preferences of your family. Make a shopping/grocery list. Compare prices between Apple Valley, Schrader's and any other grocery store in the area. Where will you shop? How frequently will you shop? How will you prevent your child/children from nibbling and/or eating up snacks and preferential foods before you plan to serve them? What plans/provisions will you make for any special events such as Memorial weekend, Mother's Day, graduation, birthdays, etc.

Include foods for packing lunches for school children. What will you do about lunch and your classes, or weekends when you invite others home for Sabbath dinner (will you or your children have company during the week)? Perhaps having a barter system with another family will cut down on meal preparation.

*Carefully and thoroughly document all activities in your journal.*

**Week 7-10 of the Quarter**

1. "Into everyone's life some rain must fall." or so the saying goes. So far you have just had to envision being a single parent. This period carry a 5 lb bag of flour around representing a year old child.

2. Make arrangements for child care during your classes, but bring your child to the Focus Seminar. Dress her/him appropriately for the season. Make a daily schedule including all activities, and actually take time to bathe, feed, dress, comb hair, and play with your child. Every four hours, wake up in the night to cover him/her up and to change or comfort if necessary. Include time to go to the day care and talk with his/her teacher about progress, behavior, toilet training, etc.

3. Summer is coming. How will your expenses change? What will you do? Share your summer plans—shopping trips, family visits, holiday ideas/treats, family ritual, additional expenses.

4. What has your experience been like this quarter? What have you thought of yourself when you thought about being a single parent? What do you think about the other single parents?
YOU HAVE FOUND THE PLACE...

Where your child will be cared for and nurtured while building a foundation for academic learning. Whether you're a student, working in the community, or just interested in a morning enrichment program you will find the Andrews University Child Development Center a good place for your child to spend his day.

Our development educational program will expose your child to a variety of concepts, skills, and activities. We believe children learn best through play. That means qualified professionals create an environment that challenges children in all areas of development: social, emotional, physical, cognitive, and spiritual.

You are invited to visit the program and see for yourself.

Andrews University
Child Development Center
Marsh Hall
Berrien Springs, MI 49104
Telephone 616.471.3350
The Crayon Box

AGES/HOURS

AGES: 2 weeks - 5 years
HOURS: Monday - Thursday
6:45 a.m - 6:00 p.m
Friday
6:45 a.m - 4:30 p.m.

THE CRAYON BOX IS LEARNING
- State Licensed
- State Qualified Teachers
- Christian Environment/Philosophy
- Warm, Caring environment
- Teacher-child ratios meet Professional Standards
- Flexible scheduling
- Developmental Testing
- Developmentally appropriate activities:
  - Readiness Skills
  - Positive Social Skills
  - Motor Development
  - Stories, Songs
  - Science Exploration
  - Creative Art and Language
- Morning and afternoon snack
- Hot Lunch available
- Potty Training available
- Pre-K program for 4- & 5-year-olds
- Field Trips
- Spacious Playground

PURPOSE
The Child Development Center serves a dual purpose. Not only do we provide quality child care to students and community families, we are also an educational classroom for Andrews University students.

STAFF
The teaching staff has completed degrees or credential programs in Early Childhood Education. Trained assistant teacher and college aides augment the Instructional program.

From time to time student teachers or students from related disciplines work with and observe the children in cooperation with the professional staff.

NUTRITION
Under the supervision of a registered dietician, hot meals and two snacks are served daily. Menus follow a three-week cycle. The hot meals are included in the fees. A copy of the menu is distributed to families upon registration.

PROGRAM
Each class has planned learning experiences designed to meet the children's specific development needs. Learning centers for science, art, music, cooking, language arts, math, and dramatic play provide the basis for the program.

Principles of faith are an integral part of all phases of the program. It is our goal to help children trust Jesus as a loving Friend.

ENROLLMENT
Children may be enrolled any time during the year. Four attendance plans provide for flexible scheduling of even the most complicated schedule.

The director would be happy to give you a tour of the center. To make an appointment please call at (616) 471-3350.

The day of enrollment, please bring with you the following:
- Your child's Immunizations
- Medical Report
- $35 for Registration Fee

The enrollment process will take approximately 45 minutes to one hour.

FEES
There is an initial $35 non-refundable Registration Fee for each child. An advanced payment for two weeks must be made at the time of enrollment.
SELECTED BIBLIOGRAPHY


Alexandra, P. (1976). History: Women's re-entry to education program. San Jose: San Jose City College.


Carey, P. (1999). Bridging today's vision into tomorrow's success, Seminar presentation to the employees of Illinova Corporation, Decatur, IL.


