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NON-TRADITIONAL ADULT EDUCATION: A SURVEY STUDY
OF THE CAREER OPPORTUNITY PROGRAM IN SPRINGFIELD,
MASSACHUSETTS, AS A PROTOTYPE

A Dissertation Presented

by

WILLIAM MATTHEW DEARMAN

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

February 1993

School of Education

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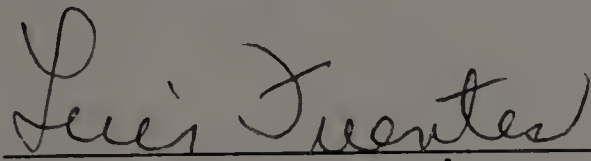
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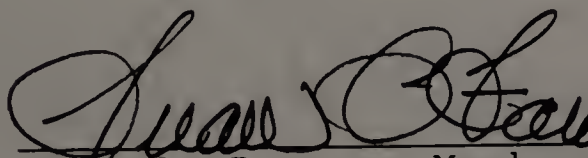
Approved as to style and content by:




Atron A. Gentry, Chair



Luis Fuentes, Member



Juan C. Zamora, Member



Bailey W. Jackson, Dean
School of Education

To

Those individuals who contributed to my
personal and professional growth, and
who had faith in me that I could
complete this process

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ABSTRACT

NON-TRADITIONAL ADULT EDUCATION: A SURVEY STUDY
OF THE CAREER OPPORTUNITY PROGRAM IN SPRINGFIELD,
MASSACHUSETTS, AS A PROTOTYPE

FEBRUARY, 1993

WILLIAM MATTHEW DEARMAN, B.S., UNIVERSITY OF MASSACHUSETTS

Ed.D., UNIVERSITY OF MASSACHUSETTS

Directed by: Professor Atron A. Gentry

This study focuses on the education of adult students as being more complex than traditional students because different learning styles must be employed for adult students. Adults are getting this attention because of the large number returning to college campuses. It is being referred to as "a greying of college campuses" because the population growth has decreased, there are more complex jobs, and there is a growing emphasis on credentials. These factors create a demand for better access to a greater range of educational programs. These demands can be seen as an opportunity for creative institutions to design individualized curricula, new roles for faculty, and new approaches to learning.

The Career Opportunity Program (COP) Project was designed to do some of the above in the past. If that program was successful, it can be used for future programs. A

survey study focusing on participants in the Career Opportunity Program (COP) Project in Springfield, Massachusetts, was conducted. Three major sets of questions were addressed:

- (1) Was the Career Opportunity Program (COP) Project able to attract persons into education who would not normally have had the opportunity to pursue educational careers?
- (2) Did the Career Opportunity Program (COP) Project provide realistic career ladders for the participants of the program?
- (3) Did the Career Opportunity Program (COP) Project improve education and career advancement for persons with low-income backgrounds and Vietnam veterans?

A sample of 75 survey participants were selected from the participants of the Springfield Career Opportunity Program (COP) Project based on their availability. A questionnaire was mailed to each of the participants in the study. A return rate of 50% was achieved.

Some of the highlights of the responses collected were:

- The survey participants viewed the Career Opportunity Program (COP) Project participants, instructors, and administrators as being very supportive, cooperative, flexible,

and available for them when help was needed.

- There was strong evidence of support and willingness to help among the participants of the program.
- The participants were very appreciative of the opportunity they were offered through the Career Opportunity Program (COP) Project.
- The participants indicated that without the COP Project, many of their goals would not have been achieved.

Generally, there were only positive comments about the Career Opportunity Program (COP) Project. The only negative comments were that the program ended when there were so many more people in need of such a program and that the COP Project ran out of funds near the end.

The data indicated a need for more men in the elementary and junior high school levels for mentoring, role models, and support; that over 75% of those entering education through the COP Project remained in the program and pursued advanced degrees; and that most of the individuals (25%) who completed their education became successful in their chosen fields. The participants were more secure and comfortable, learning with other adults from similar backgrounds. Finally, it is suggested that the work environment is considered a potential learning environment

for adults, and that learning is not limited to academic institutions but it is a lifelong process.

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C H A P T E R I

INTRODUCTION

Much attention is being paid to the Adult Learner as a result of the aging of America's population. This trend is validated by the most recent demographic studies which predict that the traditional college-age student (White; 17 to 21 years old) will be declining dramatically. The aging of the population has brought about increased awareness of the urgency to examine educational opportunities and methodology for adult learners. This trend is forcing colleges and universities to pay increased attention to the education of this population.

Since World War II, the replacements for each generation of retiring workers have been drawn from a larger and better-trained generation of workers. Today, however, new entrants are fewer and the growth in education has slowed. In 1970, the work force was growing at about 2.5% annually. Today, its rate of growth is less than 1% annually, and it continues to fall. For increasingly complex jobs, employers have fewer qualified applicants. The birth rate in the United States is falling, and the work force is aging. Between 1985 and the year 2000, the population growth will be mainly in the older ages. The number of people between ages 35 and 47 years old will grow by 38%,

while the number between 48 and 53 years old will grow by 67%. The number of 16 to 19 year olds in the work force is declining absolutely, and the share of the work force held by people between the ages of 20 and 34 is falling. In the future, therefore, a growing share of the new skills needed in industry will have to be met by retraining existing workers not by new hires (Vaughan, 1989).

Many educators and the U. S. Department of Education believe that adult education is becoming the fastest growing sector in American education. Current indications show that this trend will continue through the 1990s, aided by the reality of the expanding movement of women into the work force, evolving attitudes toward assessing the educational needs of minorities, and the need for retraining the work force of significant sections of dying industries.

In the Human Service area, there is a move by governmental agencies to train low-income individuals who have previously been denied the opportunity for productive jobs in the new American economy. This direction is seen by some governmental officials as an attempt to empower these individuals to get jobs in order to reduce the cost for subsidizing low-income families. This can be attested to by the efforts of some Massachusetts legislators in their attempt to adopt a "work force bill".

A majority of the people who will be trained are classified as non-traditional adult students. Non-traditional adult students are individuals considered to be past the traditional postsecondary age (in their mid-20s), ethnic minorities, women, and other special groups who have been underrepresented in postsecondary education. The term "adult student" can also mean those who have not completed the secondary school level but who are over 16 years of age.

According to statistics provided by the Massachusetts Department of Education for fiscal year 1988, there were 120,536 adults in need of a high school General Equivalency Diploma (GED) in the Greater Springfield area. Only 2% of the number in need of a GED are receiving the necessary services. To accommodate the training needs of these adult learners would cost the State of Massachusetts approximately \$28,412,746.

The education of adult students is more complex than the education of traditional students. Different learning styles must be employed for the adult student, because everyone cannot learn in a group setting and at the same rate of speed. Some students require well-structured settings while others do not. Maslow (1970) has argued that education must meet individual needs and provide satisfaction for the student. Maslow has pointed to a hierarchy of needs in which an individual develops a healthy

personality to the extent that they realize their full human potential.

In training the non-traditional adult student, education must not only relate to the acquisition of knowledge but also to the practical application of that knowledge. Proper motivation is essential for such students to achieve success. This new direction and emphasis on the adult and non-traditional learner has stimulated increasingly new research for the purpose of developing a theory on adult education.

In examining the literature on adult education, one is confronted by the reality that there is no consensus on a theory of adult learning. Lovell (1980) acknowledges this fact by arguing that what exists is not a comprehensive and integrated theory of adult learning, but pieces of information collected from educational and psychological learning theories.

Cross (1978) laments this paucity of adult learning theory and argues that this presents a major challenge to the field. Consequently, adult educators need to:

- (1) Extract from the literature those educational models that have been proven successful and give the trainer some assurance of their usefulness with adults;
- (2) Specify the conditions or contexts under which the concepts are most applicable; and

- (3) Identify those concepts that have not yet been explored and demand attention to the pursuit of more functional adult learning theory.

There are many issues that need to be considered in the examining of the evolution of a theory on adult learning or andragogy. How do adults learn? Do they learn differently than youngsters? What motivates adults to learn?

The concepts of andragogy were first introduced in 1883 by a German grammar school teacher named Alexander Tapp. He referred to andragogy as the natural process of continuing education for adults. Davenport and Davenport (1985a) argued that Eduard C. Lindeman, in conjunction with Martha Anderson, introduced andragogy to the United States in 1926.

Lindeman (1926) proposed four desirable features of adult education:

- (1) Adult education is situation oriented. The curriculum is built around the needs and interests of the students.
- (2) Adult education recognizes the value of the learners' experience.
- (3) Adult education recognizes the need for individualized attention.

(4) Adult education recognizes the reasons for adults wanting to learn.

Lindeman further argues that adults want their life experiences to be recognized and their talents to be utilized. He emphasized the importance of experience, individual instruction (or self-directed instruction), motivation, and learner-oriented curriculum (Lindeman, 1926).

Based on recent figures released by the National Center for Education Statistics, adult education is becoming the fastest growing sector in American education. There are many issues that need to be considered in the process of formulating a policy on adult education. Although many more adults are currently seeking higher education, there is no clear-cut policy on how to educate this group of non-traditional adult students.

The work of authors such as Eduard C. Lindeman, Malcolm S. Knowles, Paulo Freire, and Jack Mezirow, who have written extensively on the subject of adult education, will be reviewed in this study. The researcher will review the ideas of the above-mentioned authors and others to assist in the study of non-traditional adult education. In addition, the researcher will conduct a study of the participants in the Springfield (Massachusetts) Career Opportunity Program (COP) Project to pursue the possibility of using it as a prototype to educate adults. This study

will consist of organizing and documenting the activity that has taken place in the COP Project.

Statement of the Problem and
Purpose of the Study

The goal of this study is to investigate the history of the Career Opportunity Program (COP) Project which was introduced to Springfield, Massachusetts, in July of 1970. The School of Education at the University of Massachusetts at Amherst administered the program in Springfield for five years. The program was directly responsible for enabling teacher aides, community workers, and Vietnam veterans to earn a Bachelor's Degree and receive teaching certification. The COP Project provided an opportunity for many minority and disadvantaged individuals to obtain an education that otherwise may not have been attainable.

The objective of this dissertation is to conduct a study of the Career Opportunity Program (COP) Project in Springfield, Massachusetts, using a survey study to determine if that concept was successful, and whether it could serve as a viable vehicle to be replicated by education institutions in order to meet the educational needs of adults.

The design of the present study centered on three major survey questions. They were:

- (1) Was the Career Opportunity Program (COP) Project able to attract persons into education who would not normally have had the opportunity to pursue educational careers?
- (2) Did the Career Opportunity Program (COP) Project provide realistic career ladders for the participants in the program?
- (3) Did the Career Opportunity Program (COP) Project improve education and career advancement for persons with low-income backgrounds and Vietnam veterans?

This study attempted to explore these questions by analyzing the results of the survey questionnaires which were mailed to Springfield Career Opportunity Program (COP) Project participants, and by reviewing files and written articles about the program.

The specific objective of this study is to explore several of the formal and informal ways in which the above program facilitated the educational and career advancement of adults participating in the program. This study specifically concentrated on the following propositions:

- (1) The importance of the non-traditional adult education process;
- (2) Lifelong education is a necessary process in the development of adults;

- (3) The cost effectiveness of non-traditional adult education programs for organizations and society at large.

In order to explore various ramifications of the above propositions, several areas, including curriculum, policies and procedures, support systems, and career mobility of the participants in the Career Opportunity Program (COP) Project, were investigated to determine the success or failure of the program.

Significance of the Study

The American educational system plays a crucial part in bringing change and improvement to society. One of the reasons for this country's vast and open educational system derives from an implicit understanding of the significance of an educated people for the political structure of democracy. The educational system in our society is based on the assumption of dignity and worth of every individual, the quality of human beings, and a belief in each person's ability to use his or her mind in solving individual issues and societal problems, a belief in human perfectibility, and a belief in each individual's ability for independence and progress.

The winds of change blow upon our faces with a radical and persistent force. The 1980s and the 1990s have been

one of those extraordinary periods of significant change. There is every reason to believe that the next few years will bring even deeper changes in our social/psychological relations and the application of technology. Almost daily we read about and hear of developments we cannot fully comprehend and that, we often believe, will not affect us or our close circle of friends and associates; but when we are brought face-to-face with the reality of the change, we discover its impact. Then we realize that even some of those discoveries and developments we have ignored have direct and significant implications for us.

In response to, and as a result of, momentous changes and developments, we see that all kinds of agencies and institutions have become involved in providing educational programs for adults. These providers include government units, corporations, and traditional educational institutions.

Educational institutions are challenged by contemporary and predicted change. They must develop program planning procedures that meet the challenges of this rapidly changing society. They must develop programs that provide solutions to emerging issues, because education has constantly contributed to the knowledge revolution. However, important changes that pose significant challenges to programming adult education are too numerous to be individually addressed, and it is beyond this short survey

to exhaust the inventory of potential events and processes that will affect programming in adult education. This study is fundamentally concerned with adults who have been deprived of educational access due to a number of individual as well as societal impediments (Quigley, 1989).

We must continue to educate our adults as we reinforce our schools with the necessities to assist today's young people so that they will be prepared for the demands of the twenty-first century. We must deal with real-life skills through continuous education programs for those who want to participate, so they might avoid being displaced in the future, and avoid the plight of many people today who are undereducated and unskilled. It is important to impress upon the population in general the importance of the fact that education is a lifelong process.

The underrepresentation of minority groups in American higher education has been a cause for concern and remains so despite substantial increases in enrollments over the past decade. The slow increase in Black and Hispanic enrollment has been attributed to several factors associated with membership in ethnic minority groups which serve as barriers to higher education access.

The socioeconomic status of ethnic minority groups affect their opportunity for college attendance. America's minorities represent the lowest rung of the national income scale and, consequently, minorities who enter

college do so against considerable odds. Community and family background play a large role in determining scholastic aptitude and school achievement.

The effects of these variables on a child's ability to successfully respond to challenges is undeniable. If one adds to this condition the practice of "ability" or "academic" tracking when the majority of minority students are placed in curricula with very shallow academic depth, the problem becomes magnified. This systematic under-preparation of the aforementioned students contributes to the low test scores and inadequate preparation for college. Low test scores and low academic performance have been among the most formidable barriers to higher education for minorities.

In general, the percentage of minority students completing high school is not much smaller than that of White students. For example, in 1970, 59.5% of Afro-American youths completed high school; and in 1989, the figure was 76.1%. While graduation rates of White students in 1970 was 81.4%, in 1989, it was 82.1%. By contrast, the Hispanic graduation rate in 1972 (for 18 to 24 year olds) was 51.9%; and in 1989, it was 55.9%. The college participation rate was not much different in 1989 for White students (38.8%). The college participation rate for Afro-Americans was 30.8%, and for Hispanics, it was 28.7% (American Council on Education, 1990).

The goal of the Career Opportunity Program (COP) Project was to develop a new structure that meets the above challenge. The philosophy behind this project was to develop deeper and broader vision for adult education and to change our assumptions about persons "worth" being educated. Rather than worrying about credentials and formal training, the program took the dynamic view that everyone, at one time or another, is an adult educator, just as we are all learners. One other goal of the program was to develop a relationship with the rest of education, ranging from high school to postsecondary education. One of the pivotal objectives of the program was to attract minorities who have been traditionally excluded from postsecondary education.

The Career Opportunity Program (COP) Project was also developed to face the challenge of providing an education, as well as a career in education, for a group of non-traditional adult students. Its purpose was also designed to help the school system bridge the gap in the conspicuous absence of minority teachers in the system. The lack of minority teachers in the system to motivate and act as role models for minority students has been identified as another major roadblock in the path of minority students in attaining a solid education. The COP Project served as a vehicle for the system to attempt to remedy this problem.

Definition of Terms

The following definitions of essential words give meaning to the study:

Adult/Continuing Education: Instruction

designed to meet the unique needs of adults and youth--beyond the age of compulsory school attendance--who have not completed or have interrupted their formal education.

Adult Student: Students who are beyond the age of 21 having completed secondary education.

Affected Class: Persons who continue to suffer the present effects of past discrimination.

Alternative Schools (or Alternative Education):

A facility or program that differs from a traditional, conventional school in both curriculum and methodology, usually designed to meet the unique needs of a specific population (e.g., gifted students, potential dropouts, etc.).

Andragogy: The art and science of teaching adults and of adult learning in a climate where the adult is given primary consideration.

Convenience Sampling: Captive audiences; such as students, intact classrooms, or readily available groups, sometimes classed non-scientific sampling.

COP: Career Opportunity Program.

Education (traditional): Systematically planned instruction that takes place in school.

GED: General Equivalency Diploma.

Minority Group: Any recognizable racial, religious, or ethnic group in a community which suffers some disadvantage due to prejudice or discrimination.

Non-Traditional Education: Education that occurs outside of the context of a formally structured school or educational institution and that may address the teaching of knowledge or skills other than those typically emphasized in school.

Pedagogy: The principles and methods of teaching.

Subject: A responding person who participated in the Springfield Career Opportunity Program (COP) Project at some point when it was being administered by the

University of Massachusetts at Amherst,
through the School of Education.

Traditional College-Age Students: Students
right out of high school, 17 to 21 years
of age.

Limitations of the Study

The following are acknowledged as limitations of the present study:

- The assessment of the Career Opportunity Program (COP) Project is limited to those issues and concerns which have been addressed in the survey questionnaire. COP Project participants may indeed hold other issues and concerns which have not been addressed.

- The sampling of COP Project participants included in this study is based on those individuals still living in the Greater Springfield (Massachusetts) area. They were selected using convenience sampling of those individuals available.

- The study required the COP Project participants to look back a minimum of 15 years to reflect on their learning experience in the COP Project and relate it to the success in their current careers.

- Some information used to evaluate the COP Project today was gathered over 15 years ago using the convenience

sampling process by the instructors and administrators of the Career Opportunity Program (COP) Project. The participants were just completing the requirements for their degrees.

● An attempt was made to establish some significant factors which may have influenced the participants' perceptions of what had happened, or did not happen, in the Career Opportunity Program (COP) Project. Some of these uncontrolled factors, including socioeconomic status, gender, ethnic background, age, family background, and available opportunities, present strong limitations to the study.

Assumptions

The following assumptions are made:

- (1) That higher education officials believe the traditional college-age student (17 to 21 years of age) should receive most of the resources available to provide them an opportunity for a postsecondary education, rather than exhausting resources on the adult student.
- (2) That college administrators believe anyone who wants to attend college has the opportunity.

- (3) That college administrators do not put a high value on educating or reeducating the adult student.
- (4) That adults at any point in life can be productive citizens if they are given the opportunity to continue their education.
- (5) That learning is a lifelong process.
- (6) That most minorities and women are closed out of education, and are pursuing education as adults.
- (7) That education is a long-term solution to the problem of dependency on state and federal handouts, unemployment, and illiteracy.

The results of not providing an education for all who desire it is a costly mistake that has had a serious effect on the current and possible future economy of America. In 1988, it cost \$235.72 per person to get a General Equivalency Diploma (GED). It is projected that in Massachusetts alone it would cost over \$30,000,000 to educate everyone in need of a GED (U. S. Department of Education, 1990).

C H A P T E R I I

REVIEW OF THE LITERATURE

The purpose of this section is to present a review of the literature and studies on the impact of non-traditional adult education.

The U. S. Department of Education (1990) reports that there is a large increase in the number of non-traditional adult students returning to college.

"Adults today constitute more than half of all full-time and part-time college students and will make up well over half of the total in the years to come" (Aslanian & Brickell, 1980, p. xii). Over the past 15 years, there has been an actual, as well as proportional, increase in the number of adults (generally classified as persons over 25 years of age) in higher education, and a related increase in the demand for part-time continuing education, non-traditional programs, and special services for those students who have been away from formal education for some time and now wish to return to educational life (Cross, 1981).

We can expect a growing demand for educational programming for adults in the future, because traditional enrollments are declining and the growing adult population is increasingly turning to higher education to increase

personal growth and to aid individuals faced with technological obsolescence and mid-career change. Today the research in this area is still limited.

Vaughan (1989) states that most people need training to obtain and keep jobs. Employers are a major source for this training. In 1983, 42% of the men and 34% of the women in the labor force needed training to obtain their current job and got some or all of it either in formal company programs or informally on the job. Seventy-nine percent of college graduates receive training from their employers, while 71% of high school graduates and only 45% of those who failed to complete high school receive training from their employers.

Lack of education and training is the single most distinguishing characteristic of the poor. Lacking preparation, they are unlikely to be trained by their employers. Less than 3% of the disadvantaged men and women report receiving any training from their employers. Employers are less likely to train non-White than White employees. Employers trained 39% of the White employees and only 27% of non-White employees during their first 13 years in the labor force. Racial differences were even greater for management, professional, and technical training: 19% of the Whites received managerial training, compared to only 8% of non-Whites. The above statements further support the fact that those entering the workplace without sound

academic and problem-solving skills find it difficult to remedy their deficiencies on the job (Vaughan, 1989).

On the basis of interviews with adult learners, Houle (1961) identified three motivational categories. The goal-oriented learner becomes involved in education because of clear-cut objectives related to a need in his or her life. The activity-oriented learner uses education as a means to establish social contacts and relationships. The learning-oriented individual would strive for knowledge for its own sake and for the personal growth involved in learning.

The relationship between career factors and adults entering higher education has been supported in many studies. Most part-time college students are males who desire to update their skills in their occupations or females who are entering or reentering the work force. Females form the most numerically impressive group of the returning adult students. During the last 20 years, the estimated number of females over 25 years of age attending college has increased over ten times. One important area which has received wide attention concerns the importance of support systems to the adult female student. Extensive research has been done in this area on the need for, sources of, and levels of such support. Generally, the research indicates that a female student needs and receives the support of significant others, and lack of such support is reflected in low achievement and high

attrition. There is very little research to be found on the returning male student as to the emotional support which he needs and/or receives.

Learning is an internal and individual process controlled by the learner. Each person's interpretation of the environment is different, therefore each brings different abilities and attitudes to the situation and engages in an active problem-solving process as he or she learns. In many ways, this more individualized problem-solving view is highly appropriate to adult learning, because most adult students have emphasized the self-directed, problem-oriented nature of adults in higher education (Knowles, 1969). We can only facilitate the process of learning, rather than teaching directly; a person learns those things that will enhance him or her.

The education environment for the adult should, therefore, be characterized with respect for the individual, freedom of expression, mutual responsibility for goals and evaluation, and by allowing the learner to participate in planning the learning experiences (Knowles, 1970).

During the decade of the 1980s and carrying over into the 1990s, there has been a rising surge by legislators and social service leaders promoting the implementation of some type of training or education program for mothers who

are receiving aid for dependent children, the never employed, and the displaced employees.

There has been an erosion in the financial stability or urban centers, as a result of the bad economy, which has caused a strain on the educational and social service system and their ability to provide the necessary services. We are seeing programs like Workfare proposed and pushed more and more by government agencies in an attempt to cut costs. The change from industrialization to computerization and high technology jobs has also presented an enormous challenge to educate and retrain the American work force to keep pace with the fast automation of our society. The question, no matter what the source, is how to train and educate adults so that they may continue to function and contribute to society. There is no single plan available on how to educate the adult of the 1990s, or to allow us to adopt an education plan to work in support of the traditional system.

As early as 1976, Houle (1984) challenged the theoretical status of Andragogy and preferred to view education as a simple fundamental human process rather than one that is dichotomized by age.

Davenport and Davenport (1985a) stated that the adult educator should not assume that all adult learners can be taught by andragogical techniques. Christensen (1981) argued that andragogical techniques are not always the best

method to use when teaching adults. The findings indicated that the learner's preferred learning style depended upon the learner's sex and marital status. She argued for a blend of andragogical and pedagogical techniques since few people are primarily pedagogically or andragogically oriented.

Knowles (1984a) adjusted his thinking relative to andragogy. He declared that andragogy is a method rather than a theory (Knowles, 1984b). He also declared that pedagogy and andragogy are poles of a continuum rather than a dichotomy (Knowles, 1970).

Knowles (1970) postulated four concepts that attempted to differentiate andragogy from pedagogy:

- (1) In an androgogical approach, the student is viewed as a self-directed learner. The self-concept of a child is dependent upon his or her interaction with the environment. As a child matures into adulthood, he or she becomes autonomous.
- (2) In the andragogical approach, the experiences of the learner are guides for the teacher and learner in designing the learning activity. In the pedagogical approach, the experience of the child is rarely taken into consideration.

- (3) In the andragogical approach, the teacher's role changes from that of an authority on learning to that of a facilitator. In the pedagogical approach, the teacher is committed to a prescribed curriculum.
- (4) In the andragogical approach, the learners' curriculum emphasizes problem-solving. In the pedagogical approach, students are fed information that someday will be used on the job or in the course of their lives.

Knowles further stated that because of technology, the knowledge that is learned in one's youth has become obsolete by adulthood. This requires the learner to develop new skills and competencies resulting in the fact that adult educators must develop an awareness that learning is a lifelong process. Knowles (1970) sees the role of the adult educator as:

- helping the learner diagnose their needs;
- helping the learner identify their experience that will enhance the learning;
- motivating the learner to learn;
- selecting methods and materials that will produce the desired learning;

- producing the resources necessary to direct learning; and
- helping the learner to evaluate their learning process.

Knowles (1970) stressed that educators of adults must be able to distinguish between the needs and the interests of the adult. The needs of the adult should be the focal point of their learning.

Freire (1972) insists that there is no such thing as a neutral education process; he looks at education as a political process. He argues that education either functions as an instrument which is used to facilitate the investigation of the younger generation into the logic of the present system of education or it is a practice of freedom, the means by which men and women deal critically with reality and discover how to participate in the transformation of their world. Freire is very critical of traditional education. He is against education as defined and controlled by the external colonial or the internal oppressor class.

Freire argues that in traditional education the teacher/student relationship at any level is fundamentally narrative in character. This relationship involves a narrating subject, the teacher, and a listening object, the student, and that the content of this education becomes the process of being narrated, lifeless, and petrified.

He maintains that teachers talk about reality as if it were motionless, static, and predictable or else expound a topic completely alien to and detached from reality. He postulates that the outstanding characteristic of this education is the sonority of words, not their transforming power. Traditional education, he concludes, suffers from narration and employs banking methods, in that it turns students into containers to be filled by teachers. Education then becomes an act of depositing and teaching is separated from learning. This method reduces teaching to a passive student's mind, and it minimizes students' creative powers and credibility. Educators, argues Freire, are paternalists who view other men and women as objects. This method is erroneous because it dichotomizes teacher from student. When the teacher is viewed as possessing knowledge, as one might possess private property, students are assumed to possess no knowledge and to be in need of receiving knowledge. Important in the banking concept of education, Freire explains, is the assumption that this is not a conscious being, but an empty mind passively open to the reception of deposits. It follows that the educators' role is to regulate the way the world is perceived by the student.

Freire argues that man needs alternatives to traditional education because they are reflective beings and, as reflective subjects, are curious and critical. The

alternative to Banking Education, he claims, is Dialogical Education, which is an education methodology which responds to man's vocation to be a subject. Man is entitled to the type of education in which the educational content corresponds to the problem of emergent consciousness.

Mashayekh (1974) argues that the ultimate aim of Freire's pedagogy is to promote change in the consciousness of the illiterate in which the acquisition of the techniques of writing and reading can be considered as means to an end. Learning to read and write does not precede conscientization or vice versa. In fact, conscientization and literacy are coincident.

This pedagogy enables man to recognize dialectically his life as a man, a worker, a shopkeeper, a father, a leader, etc., while making use of his acquired aptitudes for communication--his reading and writing. This method enables the illiterate to sharpen his or her awareness of problems and his or her human condition as a subject; it also contributes to the increase in the number of active members of society rather than isolated individuals.

Freire uses the notion of political literacy to describe all education as a process whereby men and women become liberated. Although individuals may have spent years in schools and universities, if they have only received "deposits" of education to domesticate themselves, they remain politically illiterate and incapable of

"reading" human existence in a manner that allows him or her to transcend the limited situation that maintains oppression.

Freire's opposition to banking education does not eliminate the role of the teachers, nor does it deny the legitimacy of the necessity for expert knowledge. A teacher is an inductive presence in a group of inquirers whose end is the synthesis of the educator-educatee and educatee-educators. The teacher presents the cognitive material for consideration, then reconsiders his or her earlier presentation in the light of the student's consideration (reduction).

Freire presents a different approach to adult education from Lindeman (1926) and Knowles (1970). Freire's approach to education was not dichotomized between adult and child learners; his was a bridge of the two. Freire's approach to education was more concentrated on a world problem of eradicating illiteracy in the developing countries. It is stated that many developed countries with heterogeneous populations and a strong history of racial and ethnic discrimination are also faced with this problem. Freire's approach to education also deals with very overt political situations which Lindeman and Knowles did not deal with. Suffice it to say, there is much to learn from Freire's approach as we try to solve the problems of education today.

Freire's work and writings aim at making the humanistic value available to everyone by turning the classical humanism ideals into practical, applicable pedagogy. Freire believes that if people are allowed freedom, they can create political systems responsive to their needs. He contends that liberation is the supreme human value and humanization is the supreme human goal. Humanization takes place through the process of liberation; this is the principal finality of human existence--to become human. Humanization, he says, is not the pursuit of individual liberation, but a social goal consisting of cultural action for freedom, conscientization, politicalization, radicalization, and finally political and cultural resolution. Freire is convinced that every human being, no matter how ignorant or submerged in the "culture of silence," is capable of looking critically at his or her world in a dialogical encounter with others.

Freire believes that social change is essentially an educational and pedagogical process. However, for change to take place, people must first be aware of themselves and evaluate critically their social and environmental structures--in essence, raise their consciousness. Having raised their consciousness, individuals or groups can initiate actions to transform oppressing social structures from passive subjects. Individuals will then become reflective and active subjects. The process of

conscientization or development of authentic consciousness can only be possible when there is a "cultural action for freedom."

Collins (1977) lists three important components of Freire's philosophy. They are as follows:

- (1) Oppression;
- (2) Continued dependence of former colonies upon economic and political decisions of director societies; and
- (3) The marginalized people who constitute the culture of silence.

Freire's extension of the definitions of the Third World to a non-geographical political concept, which includes struggling minorities in the First World countries, places him in the vanguard of contemporary humanistic educational theorists. Freire contends that his educational theory is not limited to problems of adult education and that his scientific revolutionary humanism is applicable to every attempt to educate human beings. He sees education as a constant process for the liberation of human beings.

Freire argues that the starting point of a humanizing education must be the resolution of the teacher/student contradiction. Teachers and students must seek to learn together in order to transform the world.

According to Freire (1970), this pedagogy has two steps:

- (1) The oppressed discover the world of oppression; and through practice, they commit themselves to its transformation. The confrontation occurs through changes in the way the oppressed perceive the world of oppression. The pedagogy of this stage has to deal with the problem of the oppressed consciousness. It must take into account their behavior, their view of the world, and their ethics.
- (2) In the second stage, the reality of oppression has already been transformed. The pedagogy of this stage ceases to belong to the permanent liberation. Oppression, he defines, is a situation or a process by which a person objectively exploits another person or hinders his or her pursuit of self-affirmation as a responsible person. However, he goes on to say that one of the greatest obstacles to the achievement of a humanistic education is the duality confronting the oppressed. Unless this duality is solved, the oppressed cannot participate or

contribute in developing the pedagogy of their liberation. This duality is manifested in the relationship "to be is to be like the oppressor." The conflict lies in the choice between being wholly themselves or following prescriptions. They are at the same time themselves and the oppressor, whose consciousness they have internalized. Freedom, which he says is an ideal inside man, is the indispensable condition of the quest for human completion.

Freedom would, therefore, require that the oppressed eject the internalized image of the oppressor and replace it with autonomy and responsibility, by not exploiting other people. Raising man's consciousness and awareness to liberate himself can become the task of education.

Six components of Freire's "Principles of Consciousness-Raising Education" are as follows:

- (1) Education cannot be neutral.
- (2) Education should be participatory and must involve self-reflection or critical thought about society.
- (3) Personal development depends on the individuals mutually influencing relationships with other beings and objects.

- (4) Education must be linked to societal questions, especially to political and economic struggles between social classes.
- (5) Learning cannot occur unless it is accompanied by proxies or testing out of the new knowledge.
- (6) The world that people live in is for the most part created by themselves.

Liberating and consciousness-raising education allows for reflection and action of the individuals upon their world. This educational process is grounded in the real world problems of individuals and strives for the emergence of consciousness. The goal of this type of education is authentic thinking. It represents a quest for mutual humanization by students and teachers through dialogue between students and teachers as equals.

Education is a communication and dialogue rather than a transmission of systematic extension of knowledge, argues Freire. Education is the encounter of subjects in dialogue, in search of the significance of the object in knowledge and thinking. The type of education being proposed is one that would offer individuals the means by which they could overcome their image and naive perception of reality by:

- adopting a critical criticism stimulating method;

- use techniques, such as thematic breakdown, and codification of issues and problems confronting men; and
- relevant program content.

The program content of education should be found in the reality which mediates man and the perceptions of that reality held by educators and others. The starting point for organizing the program content of education or political action must present an existential, concrete situation, and include the aspirations of the people. This concrete solution must be presented to the people as a problem which challenges them and requires a response, not just at the intellectual level but at the level of action.

Freire believes that social change is essentially an educational and pedagogical process. This process is never complete because liberation is never complete. It always demands new investigation, thematization, and problematization, which are three dialogical movements of the educational process. Authentic pedagogy is therefore a political cultural action.

Mezirow's (1971) approach to non-traditional adult education is somewhat similar to that of Freire. His "perspective transformation" is defended as the emancipatory process of becoming critically aware of how and why the structure of psychocultural assumptions has come to constrain the way we see ourselves and our relationships

constituting the structure to permit a more inclusive understanding.

Mezirow's perspective transformation was built on the ideas of the German philosopher and sociologist, Juergen Habermas. Habermas believed that the adult has three primary cognitive interests: (1) the technical; (2) the practical; and (3) the emancipatory. The "technical" is related to and focuses on work. The "practical" is an interpersonal understanding of life. The "emancipatory" involves the "perspective transformation."

Mager (1961) developed an instructional program called "Learned Controlled Instruction." Pask (1962) was interested in the manual skills that could be taught using programmed instruction. Mager is known for the concept of adaptive instruction.

Many comparative studies were undertaken to ascertain the effectiveness of the different types of programmed instruction, while others attempted to measure the effectiveness of programmed instruction. Consensus relative to effectiveness of the methods being employed depends upon the objectives of the lesson, the content of the material, the complexity of the skill to be learned, and, most importantly, the learning style of the learner. One can conclude that programmed instruction is as effective as any other method.

The concept of adult education should be determined by the nature of those who need to be learners. It is implied that everyone, not just those persons traditionally considered educable in any real sense, needs to be educated; and adult learners are precisely those individuals whose academic goals are least likely to be stimulated by the rigid uncompromising requirements of authoritative, conventionalized institutions of learning (Lindeman, 1961).

Adult education should be voluntary. It should be wholly lacking in coercive or compulsive elements. Therefore, ordinary tests and evaluations would not suffice to determine success or failure in adult education. Adult education should be oriented to empowering the individual to cope with academic and professional challenges of society. With respect to the use of power, adult education needs to provide the structure for enhancement of self-expression, creative intelligence, freedom, and cultural understanding.

However, adult education has always been considered a marginal activity within the American education system. Night school, correspondence study, and, of course, basket weaving have been used pejoratively in reference to allegedly inferior educational programs for adults. Life-oriented study has never enjoyed the prestige that subject-centered study has.

Adult education at the postsecondary level has been only partially respectable in the eyes of the tradition-minded educators. Until very recently, the native adult who enrolled in a college or university credit program was a rare item; and in most cases, these people were made to feel uncomfortable by professors who felt uncomfortable in their presence.

Adult learning, adult education, lifelong learning, and lifelong education are the terms that are usually used to refer to the non-conventional adult learning activity. Patten (1892) may have been the first American to use the term "adult education" rather than "popular education" with reference to programs for mature adults. Patten's article was an attempt to describe the emerging emphasis of university extension. In 1895, this term was used by William Lawton to refer to university extension programs.

In the broadest sense, lifelong learning and lifelong education, generally, refer to organized efforts to assist people at whatever age to learn. Lindeman (1926) says that adult education is the process through which learners become aware of significant experiences. This definition by Lindeman seems to be vague and raises many questions. However, Lindeman tried to be as broad as possible in his definition, so that his definition may entail a large spectrum of activities. Lindeman defined the purpose of adult education as the training of individuals for more

fruitful participation in those smaller collective units which do so much to mold significant experiences. Later on, he said adult education is a cooperative venture in non-authoritarian, informal learning. The chief objective is to discover the meaning of experiences: a quest of the mind which digs down to the preconceptions which formulate our conduct; techniques of learning for adults coterminous with life and hence elevates life itself to the level of adventurous experiment (Lindeman, 1926, p. 546).

Naisbitt (1990), in his book Megatrend 2000, reconceptualized the notion of adult education. Naisbitt starts with a base in pragmatism and indicates that when the situation changes, so must individuals change and adapt. However, the process of reconceptualization must itself be a constant; therefore, education must always be subject to reconceptualization due to constant change. Adult education begins with a situation, not a subject. There is no lasting, satisfying adjustment to contemporary culture which is not a form of education. Adult education could serve as an instrument for adjustment to the new world, of the shortening of educational lag. Unless this were done, a progressive society could not be sustained because it would be burdened with a large group of people who were unprepared for change. There are three components in every individual's experience: exploring the past, living the present, and preparing for the future.

Toffler (1980), in his famous book Third Wave, indicates that in a dynamic educational system rigid segregation does not work. Education will become more interspersed and interwoven with work, and more spread out over a lifetime. Toffler (1980) identifies a trend toward education outside the classroom and the need to combine education with work, community service, and even play. Toffler indicates that workers and professionals should not be "narrowly vocational," that is, trained for highly repetitive work. He states, on the contrary, that they must be capable of discretion and resourcefulness rather than rote responses. Adult education can pave the way for such discretion and resourcefulness.

Identifying its fundamental components, a comprehensive approach to adult education will affect (a) the adult learner, (b) the curriculum, (c) the teaching learning process, (d) the institution and agencies of higher education, and (e) policies and procedures.

A. Adult Learner: Full access to learning opportunities is the right of every adult citizen. Therefore, improved access could take place in the form of summer colleges, evening classes, off-campus programs, television education, and otherwise. Moreover, all adult learners must be permitted to participate in determining the content and method of learning. In other words, adult education

must not be something "done" to the individual (Lindeman, 1929, p. 7).

B. Curriculum: Subject-based educational curriculum should be modified and reformed in such a way that they provide for the needs of adults. In other words, adult learning curriculum should start with the assumption that learning needs to follow from life rather than discipline and subject matter. Philosophically speaking, curriculum should be considered as a process; and its structure should be guided by various considerations, including the individual learning, societal issues, and problems that can provide the appropriate context for the content of the curriculum. Issues such as race, equality, career opportunity, ecology, etc., could serve as the vehicle for the adult educational process. The adult should be interested in what he or she is learning, and the skill of the instructor lies in eliciting the interest of the learner and fostering it. The assumption is that adults find themselves in a complex environment which they can in some measure know, and to which they can more or less successfully adapt themselves. It could be suggested that mankind can know something, but not everything; that mankind can know many things with increasing clarity and assurance, but mankind can never, because of his finitude, know anything with complete certainty and finality.

It could be said that knowledge makes a difference, both practically, in our attempt to control reality, and normatively, in our attempt to live the good life. The more knowledge we have the better, provided that such knowledge is real knowledge and provided that we use it wisely. Therefore, one of the assumptions of the curriculum needs to be the enhancement of knowing ourselves and our total environment. Adult education curriculum should do everything in its power to break down the unfortunate rift between academic and vocational activities. Most academic institutions today suffer from a more or less acute state of academic schizophrenia. In curriculum, their orientations tend to be intellectualistic, their attitudes elitist and detached from everyday reality. A genuine adult education curriculum would not tolerate this ominous split. It would concern itself with the total development of the adult learners. In short, an effective adult education curriculum is essentially unified, not fragmented, and organismic, not atomistic. Its goal is the well-integrated person, equally alive in every front, academic, professional, and in real life (Dewey, 1916, 1964).

C. Teaching Learning Process: The goal of adult education and adult learning should be to develop protocols for systematically recognizing the educational value of prior experiential learning in higher educational settings.

The traditional concept of "teacher" needs to be replaced by the teacher who is a learning moderator or consultant. The learner's experience is as valuable as the teacher's knowledge, and they are exchangeable at par (Lindeman, 1951). The lecture and presentation system need to be replaced by the transactive or the interactional method.

Instead of employing the lecture system of instruction, it is suggested that the problem-solving method be used so that each individual learner will buy into and participate in the process, thereby feeling self-actualized rather than bored and disinterested. The inclusion of all participants into the process will generate greater participation. The participatory method of instruction will provide the context for elicitation of all learners' knowledge and experiences and foster mutual intellectual growth (Dewey, 1916, 1964).

D. Institutions and Agencies of Higher Education:

Adult education institutions need to take responsibility for providing adult learning and providing programs seriously bearing on community development. Institutions or organizations, not having adult education as a chief interest, should explore starting or improving an adult educational component. Every institution or organization in society is a potential learning environment. Human beings can and do learn everywhere--on the job, at play,

and in traditional educational settings. In other words, the policy of adult education instruction should not embrace rigid separation of theory from practice.

Adult institutions of education need to dispel the cultural dualism existing between school and society. Institutions of adult learning need to turn their backs on the notion of a well-insulated individual with his or her alleged impregnable nature, inaccessible feeling, and potential, which causes them to become ineffective in applying their theoretical knowledge to practical life situations.

E. Policies and Procedures Governing Adult Education:

Adult learners learn best what they like to learn. Forced education, like forced democracy, is a contradiction. Therefore, public policy issues should encourage voluntary learning rather than the formal, credit-based system of education. It is a known fact that adult education could serve as the chief instrument of democracy and progress. A democratic system cannot prevail in the absence of a healthy adult learning component. Public policy needs to make it possible for adults to acquire postsecondary education while holding jobs and managing family responsibilities. At the present time, a few institutions of higher education provide degree programs specifically for adults.

In short, democracy and education are inseparable, and education is the lifeblood of democracy. Where the people are consulted, where the citizens are also the government, the people must be educated to realize their societal responsibilities and duties. Informed citizenship leads to a constructive democracy.

In summary, the adult learner is likely to be oriented toward specific goals in life and see the educational experience as part of the progress toward those goals. The adult has more experience and self-confidence than younger students but may have some doubts about handling the student role. The problem of orientation and capacity for self-direction of the adult may produce high achievement in situations which seem immediately applicable to the perceived goal. However, we must be aware that increased reliance on experience and emotional resistance to ideas which challenge prior commitments or the person's self-concept may lead to difficulty in other situations.

To bridge the gap between the adults and younger students, we must promote the fact that education is a lifelong process. It does not terminate at the end of formal schooling but covers the entire life span of an individual. We must make education institutions and the general population aware of this and prove to them that this concept is taken seriously through actions to support lifelong education. Institutions of education, such as

schools, universities, and training centers, are important but they are only some of the vehicles of lifelong education. Lifelong education is not confined to adult education; it encompasses and unifies all stages of education--pre-primary, primary, secondary, and post-secondary education in its entirety (Dave, 1973).

C H A P T E R I I I

METHODOLOGY

The major objective of this study was to analyze a program (the Career Opportunity Program) that was designed to train a group of non-traditional learners, Vietnam veterans, teacher aides, etc., to become certified teachers and who would also serve as role models at the elementary and junior high school levels. The objectives, curriculum, policy, support systems, and upward mobility of the participants in the Career Opportunity Program (COP) Project were examined. This research employed a survey instrument.

The survey study methodology addressed the following:

- (1) The importance of the non-traditional adult education process for the purpose of educating adults;
- (2) Lifelong education as a necessary process in the development of adults;
- (3) The examination of the Career Opportunity Program (COP) Project to determine its success;
- (4) The cost effectiveness of non-traditional adult education programs.

General Design

This survey study dealt with a situation at a particular point in time. The survey is an appropriate means of data collection for this study as the data supplied by the instrument is sufficient to address the problem. In this survey study, the researcher used survey techniques to elicit respondents' perceptions and opinions about the Career Opportunity Program (COP) Project, which was administered by the School of Education at the University of Massachusetts at Amherst in Springfield, Massachusetts, from 1970 to 1980.

In this survey, concepts were developed for the areas of personal data and demographics, curriculum, policies, upward mobility, and support systems. These concepts were designated as objectives pursued in order to attain the goal of this dissertation. The six concepts pursued are:

- (1) Personal Data and Demographics
- (2) The Curriculum
- (3) The Policies
- (4) The Support Systems
- (5) Upward Mobility
- (6) Participants' Suggestions and Comments

Population Sample

The sample population examined consisted of those participants whose names, addresses, and telephone numbers were furnished by personnel in the School of Education at the University of Massachusetts at Amherst, and by personnel in the Springfield (Massachusetts) area who either worked or participated in the Career Opportunity Program (COP) Project at the University of Massachusetts at Amherst from 1970 to 1980.

The responses of those individuals who returned completed questionnaires were analyzed. Each member of the sample was mailed a survey instrument (see Appendix C). The sample itself exhibited widely diverse demographics with respect to the Career Opportunity Program (COP) Project participants' experience, classes, support systems, formal preparation, sex, ethnicity, age, and length of time involved with the Career Opportunity Program (COP) Project. The mailing list contained 75 names of individuals associated with the Career Opportunity Program (COP) Project during the period 1970 to 1980 that were surveyed for purposes of this study.

Enhancing the Return Rate

A number of steps were taken in an attempt to increase the number of completed questionnaires that were returned by the respondents. In accordance with suggestions outlined by Bradburn and Sudman (1982), the format of the questionnaire was simple and clear and the questions were not difficult to answer. Directions were unambiguous and easy to read. Because the six major themes that served as the basis for the questionnaire were drawn from the literature, the topics on which the questions were based were probably of personal concern to the respondents. The utilization of a variety of questions was intended to keep the questionnaire interesting.

In addition to the questionnaire, survey participants received a cover letter which highlighted the purpose of the study (see Appendix A). It also emphasized the importance of their participation to the success of the study by answering the questions accurately and by returning the questionnaire promptly. The goal was to present survey respondents with a professional-looking package that encouraged participation.

Also included in the package was a stamped, self-addressed envelope. By making the process simple and convenient, it was hoped that the survey participants would

return their completed questionnaire, thus maximizing the return rate.

Instrumentation

Validity

This survey instrument was developed from a review of the related literature and from discussions with university professors who actively worked in the Career Opportunity Program (COP) Project during the period from 1970 to 1980. It was reviewed by a statistician to determine the adequacy of the instrument from a technical standpoint, and by the researcher's Dissertation Committee to determine its adequacy from a research point of view. Prior to general distribution, the survey instrument was discussed with and field tested by a select group of Career Opportunity Program (COP) Project participants.

Description of the Instrument

The survey instrument is divided into six sections. The first section dealt with personal data and demographics. The second section is an examination of the Career Opportunity Program (COP) Project curriculum as experienced by the participants. The third section is an examination of the Career Opportunity Program (COP) Project participants' opinions relative to the policies of the COP Project. The fourth section is an examination of the

participants' experience with the support system of the COP Project. The fifth section sought to find out if upward mobility was provided through the program. The sixth and final section solicited the suggestions and comments of the participants as a result of their experience gained by participation in the Career Opportunity Program (COP) Project. There are a total of 60 questions in this survey instrument. Responses were scored using the SPSSX Computer Program Package at the University of Massachusetts at Amherst.

Collection of Data

When the validation of the instrument was accomplished, a packet was mailed to each individual in the sample. This packet contained a cover letter; the survey instrument; a stamped, self-addressed return envelope; and a "Consent Form" (see Appendix B) with its own return envelope. The participants were asked to return the questionnaire to the researcher within three weeks of the date the questionnaire was mailed. Only questionnaires answered completely were considered for inclusion in this study.

Presentation of Data

The presentation of data entails the analysis and summary of the survey instrument results. Data presentation

is divided into six areas of focus. The six areas of focus are: (1) Personal Data; (2) Examination of Curriculum; (3) Policies; (4) Support Systems; (5) Upward Mobility; and (6) Suggestions and Comments of Participants.

Data Analysis

Data were analyzed using the SPSSX Computer Program Package. Qualitative data were tallied and calculated to determine totals, percentages, averages, standard deviations, and variance.

Analysis of variance was used to determine the difference between ideal and reality. The number of subjects rating the Career Opportunity Program (COP) Project as meeting its goal was compared to the number of subjects providing conflicting ratings. The resulting descriptive statistics were combined with the major themes and impressions that emerged during the synthesizing of qualitative responses. The resulting analysis involved the presentation of major trends supported by the survey participants' own rich, descriptive feedback as well as descriptive statistics. Data were processed in the computer facility on the campus of the University of Massachusetts at Amherst.

C H A P T E R I V
PRESENTATION AND ANALYSIS OF DATA

Introduction

The data collected through the use of the research instrument is presented in this chapter. The presentation and analysis of data are divided into six sections pertaining to areas of focus in the instrument. They are:

(1) Personal Data and Demographics; (2) Examination of the Curriculum; (3) Examination of the Policies; (4) Examination of the Support System; (5) Examination of Upward Mobility; and (6) Suggestions and Comments on the Career Opportunity Program (COP) Project. An introduction to each area of focus is presented. Following each introduction are the individual analyses and the corresponding tables or set of tables presenting the data in composite form.

An analysis of cross-tabulations is given after the six sections have been introduced. These cross-tabulations were conducted to determine whether there were any correlations between individuals who responded similarly on similar types of questions.

Next, and before a summary of the data is provided, a review of the response rate is offered. The rate of response, which is so important to the reliability of the

data to be analyzed and presented in this chapter, is highlighted as an integral part of this chapter. The section analyzing the tables follows the review of the response rate and summary.

Response Rate

The participants of the Career Opportunity Program (COP) Project were given three weeks to return the surveys. Telephone calls were made to the 75 participants one week after the surveys were mailed to see if they had received them, and to encourage them to complete and return the survey by the deadline. Those participants who were reached by telephone indicated they would complete and return the surveys. Two participants, however, unequivocally declined to respond. After three weeks had passed, the participants were again called and reminded of the deadline. A few of the participants were concerned with the language of the "Consent Form" they were requested to sign. Even after an explanation about the "Consent Form", 11 more individuals refused to complete the survey.

A third and final telephone call was placed to all participants five weeks after the survey had been mailed to remind them that the time had expired and to request them to complete and return the surveys. There were 75 surveys mailed out to participants, and a total of 37 were

returned, with 12 being returned two weeks past the deadline. Thirteen pieces of mail were returned unopened with no forwarding address, two people were deceased, and 10 Career Opportunity Program (COP) Project participants did not respond to the survey.

Thus, the overall return rate of questionnaires from the participants of the Springfield Career Opportunity Program (COP) Project was a 52% return (37 out of 75 possible responses).

Overview of Data

Most of the survey respondents indicated that they were between the ages of 30-60 years of age (70.2%) when they returned to school, and had been out of school from 6-20 years at the time of their response. Most of the participants indicated that they were between the ages of 40-59 years (78.3%), and a few of the participants (16.2%) were over 60 years of age. There were 55.6% of the respondents that indicated they were married, while 25% indicated they were separated or divorced. Seventy percent of the survey respondents stated that they had dependents while they were in the Career Opportunity Program (COP) Project, or 2.7 children per person, between the ages of 5-18 years.

Eighty-nine percent of the survey participants were minority, and 67.6% were women. Almost half of the survey participants indicated that they had achieved some level of postsecondary education. The level of academic achievement mentioned by most of the survey participants was a Master's Degree, with some Doctorate Degrees. More than 50% of the survey participants indicated that they held full-time jobs while they were in the Career Opportunity Program (COP) Project.

Almost 50% of the survey participants were teachers, who indicated their gross income was between \$25,000 to \$55,000 in 1991. Prior to entering the Career Opportunity Program (COP) Project, almost half of the survey participants made less than \$7,000 per year. The total number of male participants in the Career Opportunity Program (COP) Project was 32%, of which 16% were Vietnam veterans.

Seventy-five percent of the survey respondents graduated before 1980, and 85% of the survey respondents entered the field of Education. Over 50% of the survey participants were teacher aides prior to entering the Career Opportunity Program (COP) Project. Eighty-eight percent of the participants indicated that they were employed within six months after completing school.

When asked about time management, over 70% of the survey participants indicated that it was not a problem, and that relationships with their spouses (78%) and

their children (67.7%) were not a problem. Over 80% indicated that they had no problem with their relationships with co-workers and supervisors or the scheduling of child care for their children. However, over 50% of the participants did indicate that they had financial difficulty.

A majority of the participants (89%) indicated that the curriculum was effective and pertinent to their area of study. Seventy-eight percent of the participants gave a high rating to the ability of the cooperating teachers and university administrators to provide constructive evaluation of the participants.

All but 3% of the participants responding to the survey gave the Career Opportunity Program (COP) Project very high marks on the instructors' ability to gear instruction to the needs of the participants. The classroom instructors were given very good ratings for their ability to provide adequate models of teaching skills. Almost 70% of the survey participants indicated the guidance for the participants in designing their programs given by the university staff was more than adequate.

When asked to respond to the question as to whether the Career Opportunity Program (COP) Project participants were on the same comparable academic level as other University of Massachusetts students, 100% of the survey participants responded in the affirmative. They indicated

that it might have been easier to have had the luxury of going to school full-time on campus to concentrate exclusively on their academic responsibilities.

Over 85% of the participants agreed that the university faculty took an active interest in their education. They further agreed (94%) that they were given adequate training for the development of their teaching skills, and that cooperating teachers and university supervisors provided constructive evaluation of the participants. When asked if the evaluation process was fair and if it led to effective learning on the part of the participants, 86% of the survey participants gave a very positive answer.

Personal and Demographic Data

The focus of this section was the age, marital and family status, economic status, education background, motivation, goals, and level of educational achievement of the survey participants. Along with these demographic data, the community background, opportunities, and the information provided in the following sections offer an evaluation of the Career Opportunity Program (COP) Project and its participants in Springfield (Massachusetts).

This evaluation was based on trends and themes that emerged when the data were viewed in aggregate form. On the basis of majority response rates, it was possible to

determine some general characteristics that highlighted the Career Opportunity Program (COP) Project as it existed at the time. Seventeen of the survey participants (45.7%) at the time of admission to the program were in the age range of 30-39 years of age, and 11 of the survey participants (29.7%) were between 20-29 years of age. Eight survey participants (21.6%) were between 40-59 years of age, and 1 survey participant (2.7%) was over 60 years of age (see Table 4.1).

When asked about their current age at the time of the survey, 17 participants (45.9%) indicated they were in the 50-59 year old age group, and 6 of the participants surveyed (16.2%) indicated they were over 60 years old. Twelve of the participants (32.4%) were in the 40-49 year old age bracket (see Table 4.2).

Fourteen of the participants (38.9%) indicated they had been out of school from 11-20 years before they returned to college via the Career Opportunity Program (COP) Project, and 1 participant had been out of school over 31 years. While 7 of the participants (19.4%) indicated they had been out of school from 21-30 years before their return, the rest of the participants (14, or 38.9%) had been out of school less than 10 years (see Table 4.3).

Twenty of the survey participants (55.6%) indicated they were married (see Table 4.4). Just under half of the survey participants (16) indicated they were single,

Table 4.1

Age Range on Return to College

Question 1: Age when you returned to college.				
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Less Than 19 Years	0	0.0	0	0.0
20-29 Years	11	29.7	11	29.7
30-39 Years	17	45.7	28	75.7
40-59 Years	8	21.6	36	97.3
Over 60 Years	1	2.7	37	100.0

Table 4.2

Current Age Range

Question 2: What age range are you now?					
Age	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
20-29 Years	0	0.0	0	0.0	
30-39 Years	2	5.4	2	5.4	
40-49 Years	12	32.4	14	37.8	
50-59 Years	17	45.9	31	83.8	
Over 60 Years	6	16.2	37	100.0	

Table 4.3

Years Out of High School

Question 3: How many years after high school before you entered college?					
Years	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Less Than 1 Year	5	13.9	5	13.9	
2-5 Years	3	8.3	8	22.2	
6-10 Years	6	16.7	14	38.9	
11-20 Years	14	38.9	28	77.8	
21-30 Years	7	19.4	35	97.2	
Over 31 Years	1	2.8	36	100.0	

1 participant did not respond

Table 4.4

Marital Status

Question 4: What is your marital status?					
Marital Status	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Single	3	8.3	3	8.3	
Married	20	55.6	23	63.9	
Divorced or Separated	9	25.0	32	88.9	
Widowed	4	11.1	36	100.0	
Other	0	0.0	0	0.0	

1 participant did not respond

divorced or separated, or widowed (8.3%, 25.0%, and 11.1% respectively).

The majority of the survey participants (32, or 86.4%) indicated they had already earned at least a Bachelor's Degree (see Table 4.5). Sixteen of the participants (43.2%) had earned at least a Bachelor's Degree, 13 of the participants (35.1%) had earned at least a Master's Degree, and 3 of the participants (8.1%) had earned a Doctorate Degree.

Almost half of the Career Opportunity Program (COP) Project participants responding to the survey had an annual income under \$7,000 when they entered the COP Project, and 4 of those participants (11.1%) earned under \$3,000 annually. Three survey participants (8.3%) earned between \$3,000 and \$5,000; and 10 survey participants (27.8%) earned between \$5,000 and \$8,000 per year. Fifteen of the participants (41.7%) had what would have been considered the median income (\$8,000 - \$13,999) for the period in question (see Table 4.6).

When the participants completed the program, there was an increase in the annual income of the 75 survey participants (see Table 4.7). However, those participants at the low end of the scale remained the same (4, or 11.1%).

When the participants were asked what their annual income was for 1991, they reported significant increases compared to what they had been making when they entered

Table 4.5

Education Level

Question 5: What is your highest education level?				
Level (Degree)	Frequency	Percent	Cumulative Frequency	Cumulative Percent
High School	0	0.0	0	0.0
Associate's Degree	5	13.5	5	13.5
Bachelor's Degree	16	43.2	21	56.8
Master's Degree	13	35.1	34	91.9
Doctorate	3	8.1	37	100.0

Table 4.6
Gross Income Prior to the Career Opportunity Program

Question 6: What was your gross income before you entered the Career Opportunity Program (COP) Project?					
Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Under \$3,000	4	11.1	4	11.1	
\$3,000 - \$4,999	3	8.3	7	19.4	
\$5,000 - \$7,999	10	27.8	17	47.2	
\$8,000 - \$13,999	15	41.7	32	88.9	
\$14,000 - \$19,999	3	8.3	35	97.2	
Over \$20,000	1	2.8	36	100.0	

1 participant did not respond

Table 4.7

Gross Income After Completion of the
Career Opportunity Program

Question 7: What was your gross income after you left the Career Opportunity Program (COP) Project?

Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Under \$5,000	4	11.1	4	11.1
\$5,000 - \$8,999	7	19.4	11	30.6
\$9,000 - \$13,999	11	30.6	22	61.1
\$14,000 - \$19,999	9	25.0	31	86.1
\$20,000 - \$29,999	3	8.3	34	94.4
Over \$30,000	2	5.6	36	100.0

1 participant did not respond

the Career Opportunity Program (COP) Project (see Table 4.8). One thing remained constant: those individuals in the "less than" category at the low end of the scale remained at 11.1%. Eighteen of the survey participants (50.1%) were making over \$35,000 per year. Fifteen of the survey participants (41.7%) were making between \$35,000 and \$44,999; 1 participant (2.8%) was making between \$45,000 and \$54,999; and 2 participants (5.6%) were making over \$55,000.

The majority of the participants responding to ethnic background (see Table 4.9) were Black (29, or 78%), and there was an equal number of Puerto Rican and White participants (4, or 10.8%, respectively).

The majority of the participants indicated they had dependents while in the Career Opportunity Program (COP) Project (26, or 70.3%). Those that indicated they had children (see Table 4.10) commented in the optional space that they were between 5-18 years of age, and that they had an average of 2.7 children per person. Four participants indicated they had children over 17 years of age, and 2 participants indicated they had children preparing to attend college.

With regard to the gender of participants, the majority were female (25, or 67.6%) [see Table 4.11]. There were 12 male participants (32.4%) who responded to the survey.

Table 4.8

Gross Income for 1991

Question 8: What was your gross income for calendar year 1991?						
Income	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent
Less Than \$15,000	4	11.1	4	11.1	4	11.1
\$15,000 - \$24,999	1	2.8	5	13.9	5	13.9
\$25,000 - \$34,999	13	36.1	18	50.0	18	50.0
\$35,000 - \$44,999	15	41.7	33	91.7	33	91.7
\$45,000 - \$54,999	1	2.8	34	94.4	34	94.4
Over \$55,000	2	5.6	36	100.0	36	100.0

1 participant did not respond

Table 4.9

Ethnic Background

Question 9: What is your ethnic background?					
Race	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Black	29	78.4	29	78.4	
Puerto Rican	4	10.8	33	89.2	
Asian	0	0.0	33	89.2	
American Indian	0	0.0	33	89.2	
White	4	10.8	37	100.0	

Table 4.10

Number of Dependents

Question 10: Did you have children while you were in the Career Opportunity Program (COP) Project?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	26	70.3	26	70.3
No	11	29.7	37	100.0

Table 4.11

Gender of Participants

Question 11: What is your gender?				
Gender	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Female	25	67.6	25	67.6
Male	12	32.4	37	100.0

There was a very small number of Vietnam veterans (6, or 16.2%) among the survey participants (see Table 4.12). The majority of the Career Opportunity Program (COP) Project participants were non-veterans.

When asked about their year of graduation, almost half (16, or 44.4%) of the survey participants indicated they graduated in the third and fourth year (in 1974, 25%; and in 1975, 19.4% graduated) [see Table 4.13].

The majority of the participants (30, or 85.7%) indicated they entered the field of Education, and 5 participants were scattered over several other professions (see Table 4.14). Two participants did not respond.

Over half of the survey participants (23, or 62.2%) indicated they went into different jobs upon completion of the program (see Table 4.15). This gave an indication that the majority of the participants were hired as teachers in the Springfield School System. When most of the participants entered the program, they were teacher aides.

The survey participants responding indicated they worked in over a dozen areas before entering the Career Opportunity Program (COP) Project (see Table 4.16). They ranged from the medical profession to factory work, with 21 participants (56.8%) being teacher aides.

Seventeen participants (50%) indicated they had a job immediately after they completed the program (see

Table 4.12

Veteran Status

Question 12: Are you a Vietnam era veteran?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	6	16.2	6	16.2
No	31	83.8	37	100.0

Table 4.13

Year of Graduation

Question 13: What was your year of graduation from college?					
Year	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
1972	2	5.6	2	5.6	
1973	3	8.3	5	13.6	
1974	9	25.0	14	38.9	
1975	7	19.4	21	58.3	
1976	1	2.8	22	61.1	
1977	3	8.3	25	69.4	
1978	0	0.0	25	69.4	
1979	2	5.6	27	75.0	
1980	0	0.0	27	75.0	
Other	9	25.0	36	100.0	

1 participant did not respond

Table 4.14

Major Field of Study

Question 14: What was your major field of study?					
Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Education	30	85.7	30	85.7	
Business	1	2.9	31	88.6	
Nursing	1	2.9	32	91.4	
Community Planning	1	2.9	33	94.3	
Human Relations	1	2.9	34	97.1	
Public Administration	1	2.9	35	100.0	

2 participants did not respond

Table 4.15

Return to the Same Job

Question 15: Did you return to the same job you held before you entered the Career Opportunity Program (COP) Project?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Yes	14	37.8	14	37.8	
NO	23	62.2	37	100.0	

Table 4.16

Job Held Before the Career Opportunity Program

Question 16: What job did you hold before you went to school?				
Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Management	1	2.7	1	2.7
Unemployment	1	2.7	2	5.4
LPN	1	2.7	3	8.1
RN	1	2.7	4	10.8
Teacher Aide	21	56.8	25	67.6
Blank	1	2.7	26	70.3
Own Business	1	2.7	27	73.0
City Planner	1	2.7	28	75.7
Factory Work	2	5.4	30	81.1
Machinist	4	10.8	34	91.9
Social Service Aide	1	2.7	35	94.6
Paraprofessional	0	0.0	35	94.6
Community Organization	2	5.4	37	100.0

Table 4.17. Thirteen participants (38.2%) had jobs six months after they had completed the program, with the exception of three participants who stated that it took them a year or more to find a job.

Twenty-five participants (67%) indicated they were now teachers or in the field of Education (see Table 4.18). Eighteen were teachers (48.6%); three were teacher aides (8.1%); one was a pre-school supervisor (2.7%); one was a state education supervisor (2.7%); one was a counselor (2.7%); and one was a high school principal (2.7%).

Very few of the participants changed fields (see Table 4.19). The majority (22, or 59.5%) stayed in teaching, although the reasons were varied. They either could not find a teaching job or wanted more money. When asked why they changed fields after school (see Table 4.19), the majority of study participants who responded "Yes" indicated they did so for a lot of reasons, including they could not find a job (5, or 33.3%), they were looking for higher salaries (5, or 33.3%), and they were looking for advancement (3, or 20%).

The majority of the Career Opportunity Program (COP) Project participants responding to the survey (27, or 75%) indicated they were certified teachers (see Table 4.20).

Over half of the survey participants (23, or 62.2%) indicated they were employed in a school (see Table 4.21),

Table 4.17

Time Taken to Find a Job

Question 17: How long did it take you to get a job after you left the Career Opportunity Program (COP) Project?

Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Had a Job	17	50.0	17	50.0
6 Months	13	38.2	30	88.2
1 Year	2	5.9	32	94.1
2 Years	1	2.9	33	97.1
6 Months to 1 Year	1	2.9	34	100.0

4 participants did not respond

Table 4.18

Current Job

Question 18: What job do you hold now?				
Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Teacher	18	48.6	18	48.6
Retired	1	2.7	19	51.4
Unemployed	2	5.4	21	56.8
RN	2	5.4	23	62.2
Teacher Aide	3	8.1	26	70.3
Corrections	1	2.7	27	73.0
Social Worker	1	2.7	28	75.7
Public Administration	2	5.4	30	81.1
Massachusetts Turnpike	1	2.7	31	83.8
Counselor	1	2.7	32	86.5
High School Principal	1	2.7	33	89.2
State Education Supervisor	1	2.7	34	91.9
Pre-School Supervisor	1	2.7	35	94.6
Store Manager	1	2.7	36	97.3
Machine Instructor	1	2.7	37	100.0

Table 4.19

Changed Fields and Reasons Why

Question 19: Did you change fields?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	15	40.5	15	40.5
No	22	59.5	37	100.0
Why did you change fields after school?				
Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Blank	1	6.7	1	6.7
Could Not Find Job	5	33.3	6	40.0
To Be Social Worker	0	0.0	6	40.0
Advancement	3	20.0	9	60.0
More Money	5	33.3	14	93.3
Teach Nursing	1	6.7	15	100.0
22 participants did not respond				

Table 4.20

Certified Teacher Status

Question 20: What is your current status regarding teacher certification?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Certified	27	75.0	27	75.0	
Not Certified	9	25.0	36	100.0	

1 participant did not respond

Table 4.21

Currently Employed in a School

Question 21: Are you currently employed in a school?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Yes	23	62.2	23	62.2	
No	14	37.8	37	100.0	

and almost three-quarters (27, or 73%) indicated they were not concerned about getting a job after completion of the program (see Table 4.22).

Based on the responses of the participants (27, or 73%) indicating that time management was not a problem, it can be concluded that time management was not a problem for the majority of participants (see Table 4.23).

Twenty-three of the participants (67.6%) indicated there was no problem with their relationship with spouses or significant others (see Table 4.24).

The majority of the survey participants (25, or 67.7%) indicated their relationship with their children was not a problem for them (see Table 4.25).

The majority of the participants responding (31, or 83.8%) indicated they had no problem coordinating child care with studies, while 6 participants (16.2%) indicated they did have a problem coordinating child care with studies (see Table 4.26).

Six of the participants (16.2%) indicated their relationship with co-workers was a problem, while 31 participants (83.8%) indicated that they had no problem with co-workers (see Table 4.27).

Over half (20, or 54.1%) of the participants indicated finances were of no problem to them, while slightly less than half (17, or 45.9%) of the participants indicated they were having difficulties with finances (see Table 4.28).

Table 4.22

Employment

Question 22: Was getting a job after graduation a concern for you?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	10	27.0	10	27.0
No	27	73.0	37	100.0

Table 4.23

Time Management

Question 23: Was time management a problem for you?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Yes	10	27.0	10	21.6	
No	27	73.0	37	100.0	

Table 4.24

Relationship with Spouse/Significant Other

Question 24: Was relationship with wife/husband or significant other an area of concern for you?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Yes	12	32.4	12	32.4	
No	25	67.6	37	100.0	

Table 4.25

Relationship with Children

Question 25: Was relationship with children an area of concern for you?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	12	32.4	12	32.4
No	25	67.6	37	100.0

Table 4.26

Coordinating Child Care

Question 26: Was coordinating child care with studies a problem for you?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	6	16.2	6	16.2
No	31	83.8	37	100.0

Table 4.27

Relationship with Co-Workers

Question 27: Was relationship with co-workers a problem for you?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	6	16.2	6	16.2
No	31	83.8	37	100.0

Table 4.28

Finances

Question 28: Were finances a problem for you?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Yes	17	45.9	17	45.9	
No	20	54.1	37	100.0	

The Curriculum

The focus of this section is an examination of the Career Opportunity Program (COP) Project curriculum, which was utilized to educate the survey participants. Although those responding to the survey were fewer than half, a good cross section of the participants responded. There were women, men, retired persons, those still teaching, and individuals not in the field of Education. There was no attempt made to select just those in Education or Education-related fields to respond to the survey. There were approximately 17 of the participants in the Career Opportunity Program (COP) Project who had taught for years but failed to return the survey forms.

The examination of the curriculum aimed at ascertaining the quality of the program from an academic view by the participants of the Career Opportunity Program (COP) Project. This was done also as a possible method to determine the strengths and weaknesses of the program, as well as to obtain suggestions for future programs. Since a large number of the COP Project participants (30, or 85.7%) were in the field of Education themselves, it was anticipated that they could reflect over their education and would give an accurate picture of the curriculum.

The majority of the COP Project participants (37, or 100%) indicated they felt that the curriculum was effective, and accomplished its goals by providing a good education

for teachers. The participants stated the transition from the classroom to actually teaching was an easier transition because of the curriculum and how it was presented (see Table 4.29).

When asked about the teachers' and university supervisors' ability to provide constructive evaluation, 29 of the participants (78.3%) indicated that it was "good" or "better"; 13 of the participants (35.1%) indicated it was "very good"; and 16 of the participants (43.2%) indicated it was "good". Some of the participants went as far as to indicate they were very helpful and as a result were instrumental in their success in the Career Opportunity Program (COP) Project. They also indicated the faculty came across as being very sincere (see Table 4.30).

A majority of the participants (31, or 83.7%) gave the faculty "good" to "very good" ratings when asked about their ability to gear instruction to the needs of the COP Project participants. Only 1 participant (2.7%) gave a "poor" rating for their ability to gear their instruction to the needs of the COP Project participants (see Table 4.31).

The participants gave the teachers a very positive approval ("very good" responses, 40.5%; "good" responses, 35.1%; and "fair" responses, 24.3%) on their ability to provide adequate models of teaching skills (see Table 4.32).

Table 4.29
Effectiveness of Curriculum

Question 29: How effective was the curriculum?					
Descriptor	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Very Good	16	43.2	16	43.2	
Good	17	45.9	33	89.2	
Fair	4	10.8	37	100.0	
Poor	0	0.0	37	100.0	
N/A (Not Applicable)	0	0.0	37	100.0	

Table 4.30

Rating of Ability to Provide
Constructive Evaluation

Question 30: How would you rate the ability of cooperating teachers and university supervisors to provide constructive evaluation of participants?				
Descriptor	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Good	13	35.1	13	35.1
Good	16	43.2	29	78.4
Fair	7	18.9	36	97.3
Poor	1	2.7	37	100.0
N/A (Not Applicable)	0	0.0	37	100.0

Table 4.31

Instruction

Question 31: How would you rate the ability of university faculty to gear their instruction to the needs of the Career Opportunity Program (COP) Project participants?				
Descriptor	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Good	16	43.2	16	43.2
Good	15	40.5	31	83.8
Fair	5	13.7	36	97.3
Poor	1	2.7	37	100.0
N/A (Not Applicable)	0	0.0	37	100.0

Table 4.32

Teaching Skills

Question 32: How would you rate the ability of cooperating teachers to provide adequate models of teaching skills?

Descriptor	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Very Good	15	40.5	15	40.5
Good	13	35.1	28	75.7
Fair	9	24.3	37	100.0
Poor	0	0.0	37	100.0
N/A (Not Applicable)	0	0.0	37	100.0

The majority of participants who gave "fair", "good", and "very good" ratings (33, or 94.3%) agreed that the university faculty members were very cooperative in assisting them to design their program of study. Less than 10% (5, or 8.2%) had no opinion or negative remarks (see Table 4.33).

An overwhelming number of the participants (35, or 100%) indicated they felt that the Career Opportunity Program (COP) Project participants were on an equal level with traditional college-age students at the University of Massachusetts, Amherst Campus (see Table 4.34).

A majority of the COP Project participants (30, or 85.7%) indicated that the university took an active interest in the education of the Career Opportunity Program (COP) Project participants (see Table 4.35).

Thirty of the COP Project participants (90.8%) indicated they were given adequate training to develop their skills, and 2 of the COP Project participants (6.3%) indicated they were not given adequate training (see Table 4.36).

Thirty-two of the Career Opportunity Program (COP) Project participants (88.9%) responded that university supervisors provided constructive evaluation of participants. Some of the participants even indicated that the sincerity of the university staff was very helpful to their success in the COP Project. They also indicated

Table 4.33

Guidance in Designing Programs

Question 33: How would you rate the guidance for the participants in designing their own program given by the university faculty or Career Opportunity Program (COP) Project staff?					
Descriptor	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Very Good	9	25.7	9	25.7	
Good	15	42.9	24	68.6	
Fair	9	25.7	33	94.3	
Poor	1	2.9	34	97.1	
N/A (Not Applicable)	1	2.9	35	100.0	

2 participants did not respond

Table 4.34

Academic Level

Question 34: Were Career Opportunity Program (COP) Project participants on a comparable academic level with other students at the University of Massachusetts at Amherst?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	35	100.0	35	100.0
No	0	0.0	35	100.0

2 participants did not respond

Table 4.35

Faculty Took Active Interest

Question 35: Did the university faculty take an active interest in the education of the Career Opportunity Program (COP) Project participants?	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	30	85.7	30	85.7
No	5	14.3	35	100.0

2 participants did not respond

Table 4.36

Adequate Training

Question 36: Was adequate training given in the development of special skills?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	30	90.8	30	90.8
No	2	6.3	32	100.0

5 participants did not respond

they felt the timing of the evaluations were very instrumental because they were able to adjust and make changes before it was too late to correct the problem (see Table 4.37).

The majority of the participants (30, or 85.7%) responding to the survey indicated the evaluation process in the Career Opportunity Program (COP) Project was a very positive experience and did lead to a good learning experience (see Table 4.38).

The Policies

The focus of this section reviews some of the policies of the Career Opportunity Program (COP) Project by the participants. There is an attempt made to ascertain if the COP Project met its goals of educating older non-traditional students, and if that process was of the same quality as traditional programs at the University of Massachusetts at Amherst.

Did the Career Opportunity Program (COP) Project achieve its goal of educating and training future teachers from the non-traditional adult students that were enrolled? Were the COP Project participants educated and measured by the same standards as the traditional-age students? Were the policies of the COP Project realistic? According to 100% of the COP Project participants, the policies in the program were realistic in teaching the goals that were set.

Table 4.37
Constructive Evaluation

Question 37: Did cooperating teachers and university supervisors provide constructive evaluation of participants?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	32	88.9	32	88.9
No	4	11.1	36	100.0

1 participant did not respond

Table 4.38

Evaluation Process

Question 38: Did the evaluation process in the program lead to effective learning on the part of the Career Opportunity Program (COP) Project participants?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	30	85.7	30	85.7
No	5	14.3	35	100.0

2 participants did not respond

Seventy-seven percent of the participants indicated the COP Project was very flexible to the individuals, and that there was a sincere effort put forth by the university staff. All but a small percentage of the participants indicated the program showed its flexibility by having classes scheduled at convenient times and by having a local location to conduct classes (see Table 4.39).

Thirty-two of the survey participants (91.4%) agreed that the Career Opportunity Program (COP) Project achieved its goals and gave themselves as examples of that fact. Three of the participants (8.6%) indicated that the COP Project did not achieve its goal (see Table 4.40).

All of the COP Project participants (35, or 100%) responding to the survey indicated that the policies of the program were very realistic in the goals set for the COP Project participants (see Table 4.41).

Only a few of the participants (8, or 22.9%) indicated that the COP Project was not flexible to their needs, while the majority of participants (27, or 77.1%) indicated that the COP Project was very flexible (see Table 4.42).

The Support System

In the fourth section of data presentation and analysis, the focus is on the survey participants' comments and opinions about the support provided to them in the Career Opportunity Program (COP) Project. Most of the

Table 4.39

University Standards

Question 39:	Were the university standards set for Career Opportunity Program (COP) Project participants as high as those for students in the regular teacher training program?			
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	33	89.2	33	89.2
No	4	10.8	37	100.0

Table 4.40

The Career Opportunity Program
Achieved Its Goal

Question 40: Has the Career Opportunity Program (COP) Project substantially achieved its goals?					
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Yes	32	91.4	32	91.4	
No	3	8.6	35	100.0	

2 participants did not respond

Table 4.41

Policies of the Career Opportunity Program

Question 41: Were the policies of the Career Opportunity Program (COP) Project realistic?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	35	100.0	35	100.0
No	0	0.0	35	100.0

2 participants did not respond

Table 4.42

Flexibility of the Career Opportunity Program

Question 42: Was the Career Opportunity Program (COP) Project flexible to the individual needs of the participants?		Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes		27	77.1	27	77.1
No		8	22.9	35	100.0

2 participants did not respond

participants (30, or 85.7%) indicated they thought the university faculty provided adequate help to them when they needed it. Only a few of the participants (5, or 14.3%) did not feel that they received the necessary help in a timely manner (see Table 4.43).

Many of the participants (30, or 85.7%) commented that the support of the Career Opportunity Program (COP) Project was very important because of the tasks they had to perform. In addition to taking a full course load, many of the participants indicated they had to work full-time jobs, perform household tasks, and deal with family problems. The participants indicated that the university faculty were understanding and provided the additional assistance needed to get them back on course. This, they said, was done by reviewing the lessons to make sure that all questions were answered.

The majority of participants (29, or 80.6%) indicated that encouragement and emotional support was available from the faculty, administrators, and students; while a small percentage of the participants (7, or 19.4%) indicated it was not available (see Table 4.44).

Twenty-six of the survey participants (72.2%) indicated that the support system was effective, while 10 of the participants (27.8%) indicated that it was not or that it did not matter (see Table 4.45).

Table 4.43

Adequate Help to Participants

Question 43: Did university faculty provide adequate help to Career Opportunity Program (COP) Project participants when they needed it?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	30	85.7	30	85.7
No	5	14.3	5	100.0
2 participants did not respond				

Table 4.44
Faculty Encouragement and Emotional Support

Question 44: Did the faculty, administrators, and students around you offer encouragement and emotional support?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	29	80.6	29	80.6
No	7	19.4	36	100.0

1 participant did not respond

Table 4.45

Support System

Question 45: Was the support system effective for you?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	26	72.2	26	72.2
No	10	27.8	36	100.0

1 participant did not respond

When asked about their major source of support, 15 of the participants (42.9%) gave a combination of family, students in the program, and faculty as their major source of support, with the three groups being equally responsible (see Table 4.46).

Only a few of the participants (8, or 22.9%) indicated they received negative attitudes when they entered the Career Opportunity Program (COP) Project from non-university people, while the majority of participants (27, or 77.1%) indicated they did not experience any negative attitudes (see Table 4.47).

The majority of participants (27, or 73%) indicated they were strongly encouraged to return to school through the Career Opportunity Program (COP) Project, and a few of the participants (10, or 27%) indicated they decided to do so on their own (see Table 4.48).

When questioned about the need for emotional support and encouragement from the people around them, 19 of the participants (52.8%) indicated they had a need for it, while 17 participants (47.2%) indicated they had no need for any support from the people around them (see Table 4.49).

Only a few of the participants (3, or 15.8%) indicated support was not important to them, while most of the other participants indicated it was either "important" (6, or 31.6%) or "very important" (10, or 52%) [See Table 4.50].

Table 4.46

Major Sources of Support

Question 46: In reference to your college progress and problems, who were your major sources of support, help, and encouragement?			
Category	Frequency	Percent	Cumulative Percent
Students and Instructors	1	2.9	2.9
Children	1	2.9	5.7
Friend(s)	2	5.7	11.4
Family Members	6	17.1	28.6
Combination of Family, Students, Faculty	15	42.9	71.4
Spouse	2	5.7	77.1
Instructor	2	5.7	82.9
Student	6	17.1	100.0

2 participants did not respond

Table 4.47

Negative Attitudes

Question 47: Did you experience negative attitudes when you returned to school from non-university people?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	8	22.9	8	22.9
No	27	77.1	35	100.0

2 participants did not respond

Table 4.48

Encouraged to Return to School

Question 48: Did anyone strongly encourage you to return to school?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	27	73.0	27	73.0
No	10	27.0	37	100.0

Table 4.49

Support from People Around You

Question 49: In general, did you feel much need for emotional support or encouragement from people around you?			
Answer	Frequency	Percent	Cumulative Frequency Cumulative Percent
Yes	19	52.8	19 52.8
No	17	47.2	36 100.0

1 participant did not respond

Table 4.50

Importance of Support

Question 49: If "Yes", how important was this kind of support to you?					
Descriptor	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
Very Important	10	52.0	10	52.0	
Important	6	31.6	16	84.2	
Not Important	3	15.8	19	100.0	
N/A (Not Applicable)	0	0.0	19	100.0	

When asked if support groups of other students would have been helpful, 24 of the participants (68.7%) indicated "Yes", while 11 of the participants (31.4%) indicated it would not have been helpful (see Table 4.51).

Over half of the participants (22, or 64.7%) indicated they would have joined a support group, while 12 of the participants (35.3%) indicated they would not have joined a support group (see Table 4.52).

Upward Mobility

The area of focus for this section is whether or not the Career Opportunity Program (COP) Project provided upward mobility for the COP Project participants. According to data collected by the survey, the participants indicated they became better teachers because being in the COP Project enabled them to successfully deal with students from various economic, social, and cultural backgrounds (see Table 4.53). Twenty-two of the participants (64.7%) indicated they were better able to work with students as a result of their participation in the COP Project, while 12 of the participants (35.3%) indicated that it did not affect them.

Most of the survey participants (34, or 94.4%) indicated they would not have entered the field of Education and become teachers had it not been for the opportunity to enter the COP Project. Thirty-four of

Table 4.51

Support Groups

Question 50: Would support groups of other adult students have been helpful to you in making the adjustment to college?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	24	68.7	24	68.7
No	11	31.4	35	100.0

2 participants did not respond

Table 4.52

Joining Support Groups

Question 50: Would you have joined a group?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	22	64.7	22	64.7
No	12	35.3	34	100.0
3 participants did not respond				

Table 4.53

Ability to Deal with Youth

Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Question 51: My participation in the Career Opportunity Program (COP) Project enabled me to successfully deal with students from various economic, social, and cultural backgrounds.				
Yes	22	64.7	22	64.7
No	12	35.3	34	100.0

3 participants did not respond

the participants (94.4%) indicated the Career Opportunity Program (COP) Project had been instrumental in their upward mobility, while 2 of the participants (5.6%) indicated the COP Project had no affect on their careers (see Table 4.54).

Twenty-four of the survey participants (70.6%) also indicated that the Career Opportunity Program (COP) Project was successful in establishing a career ladder for them, some of whom had wanted to become teachers since childhood. The COP Project provided the necessary training for them to enter the teaching field (see Table 4.55).

The majority of participants (33, or 91.7%) indicated the COP Project played an important role in their careers, while only a few (3, or 8.3%) indicated it played no role in their careers (see Table 4.56).

Fourteen of the participants (37.8%) responding to the survey indicated they had no plans for continuing their education before entering the Career Opportunity Program (COP) Project, while 23 of the participants (60%) indicated they had some plans for continuing their education (see Table 4.57).

Most of the participants (21, or 56.8%) indicated they entered the Career Opportunity Program (COP) Project to complete their education. Some were encouraged by others and some entered the program for financial reasons (see Table 4.58).

Table 4.54

The Career Opportunity Program
Provided Upward Mobility

Question 52: The Career Opportunity Program (COP) Project has provided me a vehicle for upward mobility?			
Answer	Frequency	Percent	Cumulative Frequency Cumulative Percent
Yes	34	94.4	34 94.4
No	2	5.6	36 100.0

1 participant did not respond

Table 4.55

Establishing a Career Ladder

Question 53: The Career Opportunity Program (COP) Project was successful in establishing a career ladder plan, so as to provide the training necessary to enable me to enter the field of teaching.

Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	24	70.6	24	70.6
No	10	29.4	34	100.0

3 participants did not respond

Table 4.56

The Career Opportunity Program
 Played an Important Role

Question 54: The Career Opportunity Program (COP) Project played an important part in the direction my life has taken.

Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	33	91.7	33	91.7
No	3	8.3	36	100.0

1 participant did not respond

Table 4.57

Plans to Continue Education

Question 55: Did you have plans for continuing your education before enrolling in the Career Opportunity Program (COP) Project?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	23	62.2	23	62.2
No	14	37.8	37	100.0

Table 4.58

Reasons for Enrolling in the Career Opportunity Program

Question 56: Why did you enroll in the Career Opportunity Program (COP) Project?				
Reason	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Financial Reasons	6	16.2	6	16.2
Convenient	3	8.1	9	24.3
Blank	1	2.7	10	27.0
Encouragement of Others	1	2.7	11	29.7
A Friend Asked Me To	5	13.5	16	43.2
To Continue My Education	21	56.8	37	100.0

The majority of participants (23, or 62.2%) indicated they heard about the Career Opportunity Program (COP) Project from a friend, while 14 of the participants (37.8%) gave a variety of other sources for their information (see Table 4.59).

Suggestions and Comments on the Career Opportunity Program

In this final section, the focus is on the strengths and weaknesses of the Career Opportunity Program (COP) Project, as well as soliciting suggestions, comments, and recommendations from the participants. When questioned about what they identified as the strengths of the COP Project, there were many. Ten participants (27%) indicated it was accessible; 6 participants (16.2%) indicated it was an opportunity to get an education; 5 participants (13.5%) indicated the instructors and administrators were very good; 9 participants (24.3%) did not respond; 2 participants (5.4%) indicated it was because they were in classes with other adults; 1 participant (2.7%) indicated it was flexible; 3 participants (8.1%) indicated it provided a positive reinforcement for minorities; and 1 participant (2.7%) indicated they were concerned about people (see Table 4.60).

Fifteen of the participants (40.5%) did not respond when asked about the weaknesses of the Career Opportunity Program (COP) Project. Some responses included: The

Table 4.59

How One Heard of the Career Opportunity Program

Question 57: How did you hear about the Career Opportunity Program (COP) Project?					
Source	Frequency	Percent	Cumulative Frequency	Cumulative Percent	
From a Friend	23	62.2	23	62.2	
Blank	0	0.0	23	62.2	
From a Teacher	5	13.5	28	75.7	
From a Similar Program at the University of Massachusetts	0	0.0	28	75.7	
Springfield School Department	6	16.2	34	91.9	
Community Agency	2	5.4	36	97.3	
Newspaper	1	2.7	37	100.0	

Table 4.60

Major Strength of the Career Opportunity Program

Question 58: What do you think was the major strength of the Career Opportunity Program (COP) Project?				
Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Accessible	10	27.0	10	27.0
Blank	9	24.3	19	51.4
Flexible	1	2.7	20	54.1
Opportunity to Get an Education	6	16.2	26	70.3
Very Good Instructors/ Administrators	5	13.5	31	83.8
With Other Adults	2	5.4	33	89.2
They Were Concerned About People	1	2.7	34	91.9
Positive Reinforcement for Minorities	3	8.1	37	100.0

information on the start-up of the program was not widely publicized (1, or 2.7%); a limited number of people were served when there were so many that needed the service (1, or 2.7%); there should have been a variety of programs not just teaching (3, or 8.1%); the program was too short because it ran out of funds (5, or 13.5%); they should have had only one location and not have had to go on campus (2, or 5.4%); and there was a lack of a support system (6, or 16.2%). In addition, there was a concern that the teachers in the schools where the teacher aides returned to were not receptive, and that some kind of training should have been held to sensitize them (see Table 4.61).

The Career Opportunity Program (COP) Project participants were given an opportunity to comment, offer suggestions, and provide optional comments. Eighteen of the participants (48.6%) made comments, while 19 of the participants (51.4%) did not comment (see Table 4.62 and Table 4.63).

Table 4.61

Major Weakness of the Career Opportunity Program

Question 59: What do you think was the major weakness of the Career Opportunity Program (COP) Project?				
Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Not Widely Publicized	1	2.7	1	2.7
Blank	15	40.5	16	43.2
Limited Number of People Served	1	2.7	17	45.9
Limited Area of Concentration	3	8.1	20	54.1
None	2	5.4	22	59.5
No Preparation of Teachers in Schools Where COP Teachers Were Hired	2	5.4	24	64.9
Lack of Good Support System	6	16.2	30	81.1

Table 4.61--Continued

Category	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Too Short and Ran Out of Funds	5	13.5	35	94.6
Different Locations	2	5.4	37	100.0

Table 4.62

Comments

Question 60: Is there anything else you would like to add or comment on?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	18	48.6	18	48.6
No	19	51.4	36	100.0

1 participant did not respond

Table 4.63

Optional Responses

Question: Do you have any suggestions or recommendations that you would like to make at this time?				
Answer	Frequency	Percent	Cumulative Frequency	Cumulative Percent
Yes	5	13.5	5	13.5
No	32	86.5	37	100.0

C H A P T E R V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the focus of the survey study and a review of the literature with the response data are summarized and presented. Several interesting highlights are discussed that surfaced during the analysis of the survey study. Conclusions and recommendations for future adult education programs are also presented.

Summary

Focus of the Study

The purpose of this study was to investigate the history of the Career Opportunity Program (COP) Project that was operated by the University of Massachusetts in Springfield, Massachusetts, in the early 1970s. In addition, an attempt was made to determine if that concept was successful and whether it could serve as a viable vehicle to be replicated by education institutions to meet the educational needs of adults.

The survey study focused on three major questions:

(1) Was the Career Opportunity Program (COP)

Project able to attract persons into

education who would not normally have had

the opportunity to pursue educational careers?

(2) Did the Career Opportunity Program (COP) Project provide realistic career ladders for the participants?

(3) Did the Career Opportunity Program (COP) Project improve education and career advancement for persons with low-income backgrounds and veterans?

Design of the Study

The population on which this study focused was composed of people who participated in the Springfield Career Opportunity Program (COP) Project administered by the School of Education at the University of Massachusetts at Amherst. A group of 83 names were discovered, of which 75 individuals were sent survey forms to complete and return. Two individuals were deceased, and six individuals could not be located. A cover letter and a copy of the survey, along with a consent form, were mailed to each of the participants with a pre-stamped, self-addressed envelope for the return of the survey and a separate pre-stamped, self-addressed envelope for the return of the consent form.

A return rate of 50% (37 participants) was achieved. There were at least three follow-up telephone calls placed

to the majority of the participants. The first telephone call was placed one week after the survey form was mailed to see if the participants had received the survey and to check as to whether there were any questions. At the end of the second week, 10% (8 participants) had returned the surveys and telephone calls were placed to the remainder of the participants. After the return date, 20% (15 participants) had returned the surveys. Finally, one week after the surveys were due telephone calls were placed to the 80% who had not returned the completed surveys. Three weeks past the due date, 37 surveys had been received.

The survey study was designed to obtain both quantitative and qualitative responses. A variety of questions were used in order to maintain participant interest and to encourage participation in the study. The questions were clear and not difficult to answer; and the directions were unambiguous and easy to read. The six major themes that served as the basis for the questionnaire were drawn from the literature, and the topics on which the questions were based were of personal concern to many of the respondents. They included: (1) Personal Data and Demographics; (2) Examination of the Curriculum; (3) Examination of the Policies; (4) Examination of the Support System; (5) Examination of Upward Mobility; and (6) Participants' Suggestions and Comments.

The content of the survey was based on four areas of interest that were addressed in this study: (1) The importance of the non-traditional adult education process for the purpose of educating adults; (2) lifelong education as a necessary process in the development of adults; (3) the most cost effective way of conducting non-traditional adult education programs for organizations and society at-large; and (4) the examination of the Career Opportunity Program (COP) Project to determine its success.

Review of the Data

Personal Data and Demographics. The majority of the survey participants (67.3%) were between the age range of 30 to 59 when they entered the Career Opportunity Program (COP) Project. At the time this survey was completed, 45.9% of the participants indicated they were between the age range of 50 to 59. Over half of the participants (58.3%) indicated they had been out of high school from 11 to 30 years.

Over half of the survey participants (55.6%) indicated they were married, and most of them (70.3%) had children (with at least 2.7 children per person). The age of the children ranged from 5 to 18 years. The majority of the survey participants (67.7%) responding to the survey were female, with 32.4% males. Only 16.2% of the survey participants responding were Vietnam veterans. The majority of participants (78.4%) were Black. There was an equal number (10.8%) of Whites and Puerto Ricans participating.

Almost half of the survey participants (43.2%) indicated they had earned at least a Bachelor's Degree, with many of them (35.1%) having earned a Master's Degree. Almost half of the survey participants (45.2%) responding indicated they made less than \$8,000 prior to entering the Career Opportunity Program (COP) Project. After completion of the Career Opportunity Program (COP) Project, only 30.5% of the participants responding made less than \$8,000. When the participants were asked about their annual income for 1991, only 11.1% indicated they made under \$15,000, with most of the participants (50.1%) indicating they made in excess of \$35,000 annually.

The majority of survey participants (85.7%) indicated they entered the field of Education, and most of them (62.2%) stated they were hired as teachers in the Springfield (Massachusetts) Public School System upon obtaining their teaching certificate. Over half of the survey participants (56.8%) indicated they had been teacher aides in the school system prior to entering the Career Opportunity Program (COP) Project, while the rest of the participants indicated they were in a dozen other fields prior to entering the Career Opportunity Program (COP) Project.

Fifty percent of the participants indicated they were hired immediately after completing the program, with 38.2% of the participants indicating they were hired

within six months after completing the program. When asked what their profession was at the time the survey was conducted, 48.6% of the participants indicated they were in the field of Education as teachers; another 18.9% of the participants indicated they were in some area of Education. Those participants who changed fields (40.5%) stated they did so because they could not find employment in Education.

Most of the participants (73.0%) responding to the survey study indicated time management was not a problem for them because the classes were held locally and at convenient times. The survey respondents also stated they had no problem with their relationship with spouses or significant others (67.6%); their relationship with their children was not a problem (67.7%); and child care was not a problem for them (83.8%).

Over half of the participants (54.1%) indicated finances were not a problem for them, while a little less than half of the participants (45.9%) stated finances were a problem for them. (Table 6 shows that almost half of the participants surveyed made under \$8,000 per year at the time they were in the Career Opportunity Program.) Many of the participants stated that had it not been for the Career Opportunity Program (COP) Project, they would not have been able to attend college.

The Curriculum. The literature suggests that curriculum should be modified and reformed in such a way that it provides for the needs of the adult. It should be considered as a process and its structure should be guided by various considerations, including individual learning, societal issues, and problems that can provide the context for the content of the curriculum. Issues, such as race, equality, career opportunity, etc., could serve as the vehicle for the adult education process. The adult should be interested in what he or she is learning, and the skill of the instructor lies in eliciting the interest of the learner and fostering it.

In short, an effective adult education curriculum is essentially unified not fragmented, and its goal is the well-integrated person, equally alive in every front--academic, professionally, and in real life. The participatory method of instruction provides the context for elicitation of all learners' knowledge and experiences and fosters mutual intellectual growth (Dewey, 1916, 1964). The traditional concept of "teacher" should be replaced by the teacher who is a learning moderator or consultant. The learners' experience is as valuable as the teachers' knowledge, and they are exchangeable at par (Lindeman, 1951).

When questioned about the effectiveness of the Career Opportunity Program (COP) Project's curriculum, all

participants responding to the survey indicated a very positive response: 43.2% stated it was "very good"; 45.9% stated it was "good"; and 10.8% stated it was "fair". When they commented about the performance of the faculty's ability to provide constructive evaluation, the majority (78.3%) of those responding indicated a "good" or "very good" rating. Those participants choosing to provide additional comments indicated the faculty's ability to provide constructive evaluation was very helpful and timely because they did it at appropriate intervals and did not wait until the courses were almost over to do evaluations.

The participants indicated the faculty provided more than adequate models of teaching skills. They stated that it was very instrumental in their success as teachers, because many times they volunteered to provide additional assistance to the participants. They further stated that the faculty was very cooperative in assisting in the design of their program of study. Only 8.2% responded negatively. The participants also indicated they felt the Career Opportunity Program (COP) Project participants were on a comparable academic level with traditional students, and some participants felt that it transcended the regular standards of conventional programs. The participants stated that the faculty took a very active interest in their education; and because of their interest and assistance, what was difficult became attainable. It was

also indicated by a majority of the participants that the training provided, along with the sincerity of the faculty, motivated them to achieve their goals.

The Policies. The Springfield Career Opportunity Program (COP) Project's goal was to educate older, non-traditional, adult students, and to provide the same quality of education as the traditional programs at the University of Massachusetts at Amherst. This program was designed to provide participants with the opportunity to enhance their academic as well as professional experience and skills so that they would be able to function as effective educators and role models. The participants were chosen from all sections of the Springfield community. They included minority members of the community, many of whom were serving as teacher aides at the time of selection; individuals whose parents did not finish high school; and some Vietnam veterans.

The participants were given the opportunity to evaluate the program as to whether they were educated by the same standards and quality of education as that received by the traditional students at the University of Massachusetts at Amherst. According to the majority of participant responses, the Career Opportunity Program (COP) Project met its goal by providing a first-class education that was flexible for the individual participant by holding local classes at convenient times, for both teachers and

students. The respondents stated that the standards set for the COP Project participants were equal to those determined for regular teacher training programs.

Based upon comments made by many of the participants, it can be concluded that the COP Project not only met its goal but attracted people into Education who would not have normally been able to pursue educational careers. The majority of the participants stayed in education. Many of the participants were teacher aides, and a good number would never have pursued becoming a teacher without a program like the Career Opportunity Program (COP) Project.

The Support System. The survey participants indicated the faculty, administrators, and students unselfishly offered their help to make sure that students facing problems with course work, or in their personal lives, could resolve difficulties through friendly counseling and other mutual support activities.

The majority of participants indicated the support system worked, and they found security and confidence to achieve their goals when they had problems. When asked what was their major source of support, almost 50% of the participants indicated a combination of family members, fellow students, and faculty. The rest of the participants gave a list of other people, which included their children, spouses, and friends.

The majority of participants indicated there were no negative attitudes experienced by them when they entered the Career Opportunity Program (COP) Project. A few participants stated they did experience negative attitudes from co-workers when they entered the COP Project. The majority of participants agreed that their supervisors were very supportive and urged them to continue their education.

Many of the participants stated they were encouraged to return to school through the Career Opportunity Program (COP) Project by any number of people, including their spouse, children, friends, and supervisors. Only a few of the participants indicated they were not encouraged to return to school by anyone, but did so on their own initiative. A little over 50% of the participants indicated they needed emotional support and encouragement from the people around them, while almost 50% of the participants suggested it was not needed.

A large number of the participants stated that mentoring of fellow students would be helpful, and that a majority of the COP Project participants did give support to their fellow COP Project students. However, the majority of participants indicated the support system was effective and critical to their pursuing their education. The survey participants indicated they felt very secure taking classes with other adult students like themselves.

They felt the faculty went beyond the normal call of duty to be helpful, and offered suggestions and recommendations to enable them to succeed.

Upward Mobility. When asked about upward mobility within the Career Opportunity Program (COP) Project, most of the participants indicated they would not have entered the field of Education and become teachers had it not been for the COP Project. They indicated the COP Project was very instrumental in establishing a career ladder for them, some of whom wanted to become teachers since childhood (see Table 55). The participants also stated that experience with the COP Project enabled them to become better teachers, since the program prepared them to successfully deal with students from various economic, social, and cultural backgrounds (see Table 53). When comparing the income of the participants prior to entering the COP Project (see Table 6) with the income of the participants for calendar year 1991 (see Table 8), the proof of upward mobility is evident.

The survey participants stated many times in their comments that without the COP Project their goals would not have been achieved. Even those participants who did not become teachers gave the COP Project much credit for assisting them with their specific career goals.

To speak from one's personal perspective, the researcher can say that the COP Project was instrumental

in achieving one's academic as well as professional goals.

In their written comments, the participants gave very high ratings to the COP Project relative to the quality of the instructors and the administrators for their encouragement, assistance, and, above all, their willingness to help whenever it was needed or requested by one of the participants. The overall consensus of those respondents indicated the support of the faculty was very important to their success. Some of the participants even responded that they would never have had the opportunity to teach if it were not for the Career Opportunity Program (COP) Project assisting them.

Participant Comments on the COP Project. Following are some of the comments made by respondents with regard to the open-ended questions. When asked if time management was a problem for them, many of the Career Opportunity Program (COP) Project participants answered "Yes". The reason given by a large percentage was that they were very uncomfortable with the amount of time required to keep pace with full-time education. The participants indicated they felt they were neglecting their families, even though it was something they knew was necessary to improve the quality of life for their families as well as to realize their goals. Some women suggested that they felt uncomfortable not being at home when their children returned

from school. A few women even stated that their children were "latch key" kids; and when they were home, they still did not have the time to spend with their children.

When questioned about their relationship with co-workers and supervisors, approximately 25% of the participants indicated they were supported by their supervisors and co-workers. Seventy-five percent of the participants stated they had a hard time with co-workers who felt they did not deserve to get the opportunity to participate in the Career Opportunity Program (COP) Project. Some of the participants even commented about the treatment they received after being hired as teachers in the schools where they had previously been teacher aides. In speaking to many of the participants who did not respond to the survey, there was a strong indication that many of the participants did not want their co-workers to know they had gotten their degree and teacher certification through the Career Opportunity Program (COP) Project. A good percentage of those who did not respond to the survey stated they had obtained higher degrees.

When asked about finances, many of the COP Project participants indicated they had some form of finance problem because they had to assist with the support of their families. Thirty-seven of those responding to the survey had 2.7 children. There were 11 children under 5 years of age, 17 children between 6 to 11 years of age,

and 23 children between 12 to 18 years of age. There were some students who had children in college or on the way to college at the same time they were pursuing their own degree.

Overall, some of the participants stated that they thought the evaluation process led to effective learning. Some of the participants stated the evaluation process gave them an idea as to how they were doing before they got to the end of the marking period. They felt it pointed out their strengths and weaknesses, and assisted them in improving their performance as they went along, since many of the students had been out of school for a long period of time. The majority of participants stated they felt the COP Project was flexible to the needs of the participants with classes held locally and at convenient times. A few people thought classes should have been held at night.

The majority of those responding to the survey indicated they thought faculty and students were there to offer encouragement and emotional support when it was needed. They further stated the students got to know each other, worked together in groups, and were always willing to lend a hand when someone needed help. Some of the comments included: "I was able to talk, listen, and get solid feedback from people like me, involved in the program, because they understood my fears, frustrations, and anxieties." "There was a special bond among the students

because we had a desire to see everyone achieve success and a degree." "The students had a strong support system among themselves. Some were stronger in certain areas than others." In summation, it was stated that the instructors who worked with the Career Opportunity Program (COP) Project were readily available to provide extra help when needed and maintained good communication with students.

The students responding to the survey indicated they felt the staff was highly interested in helping the participants to succeed. This, in turn, created a positive learning atmosphere. They indicated that family, friends, fellow students, and instructors and administrators working together were what made it work. Those involved in the program had a positive attitude and never dealt with students or problems they encountered as insurmountable. They had an "It's going to work" or "You can do it" attitude which, as stated by the participants, gave them a good feeling about the success they would achieve.

With regard to the issue of negative attitudes on their return to school, most of the participants got much more support from family, friends, and personnel administering the COP Project than they did in the schools where they worked. It was indicated that more individuals at the administrative level were supportive than those at the teacher level. The participants stated that some of the teachers thought the Career Opportunity Program (COP)

Project participants were having things given to them too easy, because they had to work much harder to become teachers.

The majority of participant respondents felt their participation in the COP Project enabled them to work effectively with students from different backgrounds. The participants said the instructors themselves varied in background, culture, and race, which reflected in their instruction and explanation of their teaching methods. This certainly diversified their teaching skills and enhanced their ability to interact effectively with different groups.

When asked about their plans to go on to college or to continue their education, the comments of one survey respondent can be used to sum up all of those commenting: "Never in my wildest dreams did I think I could go to college." The reasons given by the survey participants, when asked why they enrolled in the program, were basically the same. They wanted to go to college to become teachers and to fulfill their childhood dreams, or to better themselves. They saw the COP Project as a way to accomplish that because it was cost effective and convenient. It provided them with an opportunity to get into college which otherwise would not have been available. There are a number of participants currently in the process of pursuing a higher degree.

The participants felt the strengths of the program were that it was convenient to the participants, because most of them were adults long out of school and were family people; classes were held at locations and times that the majority of participants could attend with few problems, because most of them had to work to support their families; and instructors were a significant asset, because they were able to relate to the adults as adults and they understood their concerns and needs.

When asked to respond to the weaknesses of the COP Project, the majority of those responding stated it ended too soon, because there were other community people who could have benefited from the program; and it should have been improved and made available for more people from the community, because it was an excellent opportunity for adults and the children they would teach.

When asked for optional comments and recommendations, fewer than 10% of the respondents commented. Because of the minority participants who graduated from the Career Opportunity Program (COP) Project, there are more minority teachers and role models. It is predicted that by the year 2000 the number of minority youngsters in public school systems in urban communities will exceed 70%. Therefore, the Career Opportunity Program (COP) Project has provided a mechanism for accommodating the potential void and gap.

As this society approaches the year 2000, minorities in public schools remain largely isolated and receive an inferior education despite federal and state programs to rectify this. As a result of racism, disparities in employment, income levels, family structure, and education for minorities have increased. Of the 75 participants contacted, 38 of those individuals became teachers. One participant is a Black male, two are Puerto Rican males in the Springfield School System, and five are Black males teaching in systems other than Springfield. There are a total of 17 males in the COP Project at one time. Three of them dropped out at some point, and nine changed majors after beginning their education. In unsolicited comments from conversations with some of the male participants, they indicated that they did not get the impression they were wanted as teachers in the school system. Three of the male students were never hired on a permanent basis, even though they were certified, and were only used as temporary substitutes.

Conclusions

Responses to the questionnaire indicated an overwhelming satisfaction with the Career Opportunity Program (COP) Project. The responses indicated one of the most important aspects of the COP Project was that it provided the

participants the opportunity to attend college and become certified as teachers. The participants agreed that other positive aspects of the Career Opportunity Program (COP) Project were that classes were held locally and at convenient times.

The majority of respondents had been out of school over ten years. They were married, had children and families to take care of, and were not financially able to attend college on their own at the time they entered the Career Opportunity Program (COP) Project. The majority of participants had to assist in the financial support of their families.

The graduation rate of the participants was very high, with most of the participants earning at least a Bachelor's Degree and many of the participants going on to earning a Master's Degree, a Certificate for Advanced Graduate Study, or a Doctorate Degree. Most of the participants entered and stayed in the field of Education. A large number of the participants indicated their annual income for 1991 was over \$35,000, and only 11.1% stated they made under \$15,000.

When reviewing participant comments about the curriculum, the respondents indicated the curriculum was modified in such a way that it met the needs of all COP Project participants, including those individuals who had problems at times with the content of the curriculum. The

respondents stated that the faculty met this challenge by being available to assist the participants, after the class sessions ended, and by showing genuine concern and ability to deal with the problems participants had with class work. The respondents agreed that they felt the curriculum was than appropriate to provide them with the knowledge necessary to pursue their goals.

The participants indicated they were very pleased with the ability of the faculty to provide them with adequate models of teaching skills. They stated that the faculty were very instrumental in their success as teachers by providing additional support.

The participants stated that the support system was "a very important part of the program because we all cared that the others were able to successfully complete the program." This system also gave the participants the confidence and the security needed to achieve their goals. Individuals who provided support included mentors, sponsors, and role models drawn from a variety of sources (including faculty, administration, friends, family, and co-workers). Most of the support came from students within the Career Opportunity Program (COP) Project.

The support system was not a formal part of the program, as understood by the participants, but a great deal of support existed on an informal basis and was very effective. The faculty encouraged the students to work in

groups and to help each other, and made themselves available when there was a need.

Upward mobility was provided to the participants, as can be witnessed by the number that became teachers and the salaries they were receiving as of December, 1991. The experience of the participants in the COP Project, as indicated by them, enabled the participants to become better teachers because of their exposure to various economic, social, and cultural backgrounds. With regard to the question of upward mobility, most of the respondents gave credit to the COP Project for their success as teachers and as professionals in other areas.

Those participants who had some negative comments about the COP Project agreed that even with some problems, the COP Project met its goals in educating teachers for the Springfield School System and other fields, as well as creating role models for inner-city youth. Therefore, it was successful. Many of the participants felt the COP Project should have been continued, and asked if there were a possibility of an improved COP Project at some time in the future.

Some Concluding Remarks About Non-Traditional Education at Colleges and Universities

In light of the experiences of these students which the researcher has recorded, the existing pattern of

participation is a tribute to their perseverance and dedication. Recognition must also be given to the innovative work of the Career Opportunity Program (COP) Project. However, the researcher cannot escape the feeling that higher education institutions are, in most cases, exhibiting a fairly high degree of caution in their attitude toward adult students. While the study indicates this, the researcher is fairly convinced that a greater degree of educational participation by adults is both necessary and possible.

It is necessary because we are an underachieving society, and this is harmful to individual self-esteem, healthy social relationships, and effective economic development. It is possible, not in any great leaps, through study and coordinated planning and implementation. The primary responsibility for this lies with institutions of higher education who must display their commitment to encourage adult student participation. Once such a commitment has been made, changes in practices and procedures must be made to translate promises into reality. It will need coverage and a sense of commitment to overcome perhaps the most effective barrier, that is, the non-existence of appropriate courses and flexible schedules for adult students.

This survey study has unearthed the most marvelous success stories in human terms. Perhaps we now need to

focus on the outcome of adult student participation as well as its genesis.

As mentioned earlier, the decision to distinguish between adult degree programs and traditional educational activities tends to reinforce a dichotomy that closely corresponds to reality, which contradicts the concepts and philosophy of lifelong education.

Nevertheless, it appears educational thinkers are not the only individuals hoping that universities and colleges will adapt to a changing society. The institutional obstacles are well-known and there is much to be done to overcome the resistance of some higher education officials toward changes which are being called for on all sides. The researcher firmly believes that universities and colleges are capable of reassessing the situation by means of establishing special innovative programs for adults. It is well understood that all educational institutions are unique, as are the communities in which they are located. These circumstances make it difficult to make a universal formula that is effective for every adult education program.

Need for Additional Resources

As Paulo Freire argues, if we are to provide access to freedom for all, provide an opportunity for all, we must provide an opportunity for them to pursue an education if they so desire. Only then can we become a free society.

Minorities and women from rural areas and urban centers consistently receive lower pay, less responsibility, and have fewer opportunities to pursue a postsecondary education than White males. It appears that educational institutions should have a special obligation to prepare them to be more competitive in the job market.

Providing opportunities for continuing education for low-income minorities and women should not be looked at as forcing them to work but as providing them with a choice for further education, employment, and homemaking. There are many people who would like to further their education but cannot do so because traditional courses are held at times and places that are not convenient for them. Moreover, the financial burden makes education unavailable to them.

Adults can make their individual needs known and find the particular program to meet them, in non-traditional programs, if these two basic premises exist:

- (1) Opportunities should be equal for all who wish to take advantage of them; and
- (2) Learning is a lifelong process, and it cannot be confined to traditional-age students or exclusively to the classroom.

Non-traditional education should encourage diversity and be free from conventional requirements regarding time, place, and courses taken. Non-traditional education can be

a great help in enabling us to adapt to the massive changes taking place in today's world, by reaching a greater number of people who otherwise would not have the time or opportunity to pursue higher education.

It is indicated in reports by the U. S. Department of Education and other studies that by the year 2000, there will be a serious shortage of teachers and that the majority of students will be minorities. There is currently a serious need for role models within the school system at all levels, and that need will be even more severe by the year 2000. The shortage of men at all levels is a problem, but that need gets more critical in the elementary and junior high schools. We are looking at an increasing number of youngsters coming from single female heads of households, with no male role models.

With the growing number of minority students in the system, no matter how good the teachers are, if they do not understand the culture of the young people, they will not be effective in relating to them. This constitutes a potentially serious problem.

Today's highly technical society demands some post-secondary education. The rapid change of technology requires continued lifelong learning. By the year 2000, people between the ages of 30 to 50 will be the majority of the population, and a majority of them will have a need to attend college. Why will they need to go to college?

They will need to be retrained, or get the education necessary to meet the demands of the changing job market, and as a way to maximize their career flexibility and income. To assist adults in their educational endeavors, we must realize that there are barriers such as finances, time restraints, communication, rules and regulations designed for other programs applied to adult programs, and the faculty who are responsive and committed to their crucial needs.

The Career Opportunity Program (COP) Project could be conceived as a prototype to educate and retrain those individuals who want to enhance their educational and professional skills.

Recommendations

In conducting this survey study of the Springfield Career Opportunity Program (COP) Project, it became clear to the researcher that there needs to be changes made in the area of non-traditional adult education programs. As a result of a review of the comments of participants responding to the survey, the following recommendations are made:

- (1) Sensitizing Faculty: Educational institutions should prepare faculty to deal with adult students, because they are different

from your traditional college-age students.

- (2) Scheduling: To explore non-traditional attendance options, such as evenings, weekends, summer scheduling, class locations, and convenient times.
- (3) Crediting Prior Learning Experiences: To provide innovative and creative ways to credit formal and informal prior learning into adult programs.
- (4) Easing Entry Process: The entry or reentry process should be made more flexible. When adults go to an Admissions Office, they need more individualized attention than traditional students, because they do not know the system; and if alienated, they will not stay.
- (5) Recruiting Techniques: To approach non-traditional students and make them feel comfortable and confident, and let them know they are welcome. This can be done with brochures designed to include adults, with basic questions answered, "Can I be a full-time student and work full time?"
- (6) Education Information Center: To provide education information centers to

furnish educational and career planning with referral services for community people.

- (7) Collaborating With Business: To serve the needs of business and the community. As technology is changing, it is important to work with employers to avoid a shortage of necessary skills.
- (8) Conducting Assessment of Local Learning Needs: Adult students do not travel long distances to take advantage of education. Community colleges, universities, and four-year colleges should conduct needs assessments to understand the needs of the local community and target the learning needs for students.
- (9) Financial Assistance: To provide realistic financial assistance packages for adults.
- (10) Support and Counseling: To provide counseling services and support mechanisms for adult students, including tutoring if needed.
- (11) Public Information: There is a need for better publicity and information distribution for adult education programs. The

Career Opportunity Program (COP)

Project participants felt that information was not provided to a large enough population. As a result, people accidentally learned of the program. They stated that lack of information is a major barrier preventing many adults from participating in the process.

Considerations for Future Study

A review of the literature about adult education and a survey of the Career Opportunity Program (COP) Project participants concludes there is no complete solution for the education of adults. However, there appears to be some excellent suggestions about the education and retraining of adults. It is recommended that a serious look be taken at the Springfield Career Opportunity Program (COP) Project as a prototype for future adult programs. The Career Opportunity Program (COP) Project, based on the survey respondents' comments and evaluations, was a very successful program, and it appears to be worthy of being replicated as a model to design other programs for adults.

The Career Opportunity Program (COP) Project took community people, consisting of teacher aides, Vietnam veterans, and other individuals in need of an education,

and provided an opportunity for them to receive a college education. Many of the individuals participating in the Career Opportunity Program (COP) Project became certified as teachers and stayed in education. Those that left education pursued other careers aggressively, and most achieved their goals. The Career Opportunity Program (COP) Project provided a career ladder through non-traditional methods for adults, many of whom would never have gone to college. It appears that the COP Project was successful because it not only provided an academic education for adults but it showed them how to apply, in a practical manner, what they learned in the classroom.

Should part-time programs receive public support?

Yes! If we look at the statistics of Massachusetts alone, we will find many educational institutions reporting a large number of adults returning or coming to college and university campuses, sometimes referred to as "the graying of college campuses." There are very few financial aid packages available for non-traditional adult students. The packages available are basically:

- (1) Tax deductions for professional education expenses for workers;
 - (2) The small number of adults using the G.I. Bill, which is unavailable to many people because they have no military service;
- and

- (3) Pell grants or similar programs, used or available on a limited basis to non-traditional adult students.

Many of these financial aid programs have some built-in restrictions for adults like a lack of funds to meet certain costs (i.e., tuition and book costs), which prevents the leveraging of other funds. If you are able to get a grant to pay tuition, how do you afford books or other things associated with college life that is expensive but very necessary? This is the dilemma of adults trying to pursue an education while at the same time being responsible for providing for their family. To become better prepared for a higher paying job, one needs financial resources. The pressure of attaining an education is working against some adults who find themselves in this situation, as financial resources are mostly allocated for traditional-age students.

Regardless as to whether the public sentiment towards education in the United States will drop, it appears that adults will be more involved in programs offered by higher education institutions. The growing adult population, increased competition in the world markets for our goods, competition in the world markets to sell our goods, and the large gap between the availability of and the demand for skilled workers to compete in that market indicate that there is a need for adult education and training.

The educational institutions will have to provide higher education programs and courses. Adults may need to be retrained and educated to improve their job performance and meet future demands of the world market. One must also not forget the special interest group of women coming into and returning to the work force after their children have grown up, or to supplement their family income.

The problem for many adults appears to be the same old problem of how to finance their education. The higher education institutions and employer-provided programs are not responding quick enough to accommodate the growing number of adults seeking to further their education. Traditional college-age students are more likely to enroll in full-time degree programs than adults, because of family constraints. The adults tend to enroll in part-time college courses, because of the cost, scheduling, and location. This trend indicates a need to adjust the scheduling of courses and provide funding to meet the needs of adults.

If the higher educational institutions are to work for adults, the policymakers and institutions must address the needs of their financial support, scheduling, and location with more emphasis on free-standing, accredited external degree programs. The existing policies and programs must be reviewed and adjusted to meet the challenge of providing further educational opportunities for adults in the 1990s and on into the twenty-first century.

APPENDICES

APPENDIX A

LETTER TO SURVEY PARTICIPANTS

WILLIAM M. DEARMAN
141 MALLOWHILL ROAD
SPRINGFIELD, MASSACHUSETTS 01129

March 23, 1992

Dear

My name is William M. Dearman, and I am a doctoral candidate in the School of Education at the University of Massachusetts in Amherst. I am writing to request your participation in a dissertation research project I am conducting, as partial fulfillment of the requirements for my degree. The research conducted will be a case study of the Career Opportunity Program (COP) in Springfield, Massachusetts, during the period 1970 to 1980. My dissertation will focus on non-traditional adult education. It is anticipated that this project will be helpful to me in designing future programs for adults.

I am asking you to complete a survey, consisting of 60 questions, relative to your experience in the Career Opportunity Program (COP) Project. The questions have been categorized in six sections. They are:

- Personal and Demographics
- Examination of the COP Curriculum
- Examination of the COP Policies
- Examination of the COP Support System
- Examination of the COP Upward Mobility
- Your Suggestions and Recommendations

Enclosed you will find two "Participant Consent Forms" signed by me. Please sign both copies. One copy must be returned to me in the stamped, self-addressed envelope, and the other copy is for your records. The purpose of this form is to outline my intentions and to guarantee that the information obtained in the survey will be used only as stated in the "Consent Form".

Survey Participant
Page 2

You will also find a survey instrument that I would like you to complete as accurately as you can. Please return the survey to me within three weeks of the above date in the stamped, self-addressed manila envelope.

How were you selected to participate in this study? Your name was provided by individuals who participated in the Career Opportunity Program (COP) Project in Springfield and by School of Education personnel at the University of Massachusetts in Amherst. While there were other Career Opportunity Programs conducted by the School of Education, I decided to survey the Career Opportunity Program participants from Springfield.

The data from this survey will be analyzed at the Computer Center on the campus of the University of Massachusetts at Amherst. All participants completing the survey will receive a copy of the results.

Thank you in advance for your cooperation and assistance. Your input will be invaluable, and I am very grateful for your involvement in this meaningful study. If you have any questions, please call me at 413/785-4513 (Office) or 413/783-6993 (Home).

Sincerely,

William M. Dearman

APPENDIX B

PARTICIPANT CONSENT FORM

PARTICIPANT CONSENT FORM

The enclosed survey is designed to evaluate the Springfield Career Opportunity Program (COP) Project that was administered by the School of Education at the University of Massachusetts at Amherst. You are being asked to sign an agreement to participate in this study by responding to a questionnaire that will cover questions related to your participation in the program and what that experience was like.

Survey Questionnaire

- I. I, William M. Dearman, am a doctoral student at the University of Massachusetts, Amherst, working on a doctoral degree in Education. I am in the Staff Development Program in Division II of the School of Education. This survey will help me to understand the operation, process, and value of Non-Traditional Adult Education. It is anticipated that this project will be helpful to me in designing future programs for adults who have been deprived of an education.

- II. You are being asked to participate in this project. I will be surveying individuals who received their education or a part of their education via the Career Opportunity Program (COP) Project. The individuals will consist of men and women from different backgrounds and age groups.
 - a. The first section of the survey will cover personal data and demographics.
 - b. The second section of the survey will cover an examination of the COP Project curriculum.
 - c. The third section of the survey will cover an examination of the Career Opportunity Program (COP) Project policies.
 - d. The fourth section of the survey will cover an examination of the Career Opportunity Program (COP) Project support system.

- e. The fifth section of the survey will cover an examination of the Career Opportunity Program (COP) Project upward mobility.
- f. The sixth and final section of the survey will solicit your suggestions and recommendations.

Your name and the names of individuals identified by you in the survey will not be used in any written material in which data from your survey may be used.

- III. The survey will be completed in your own handwriting, and data will be compiled at the Computer Center at the University of Massachusetts at Amherst. My goal is to analyze and utilize the material from your survey for:
 - a. Research to be used in my dissertation;
 - b. Journal articles;
 - c. Possible design of future support systems for the educating of low-income and other educationally deprived individuals;
 - d. The design of a comprehensive program for Non-Traditional Adult Students.
- IV. While consenting to participate in this survey, you may at any time withdraw from the process.
- V. Furthermore, while having consented to participate in the survey, and having done so, you may withdraw your consent to have the survey data used in any printed materials, if you notify the researcher within three days of the survey.
- VI. In signing this form, you are agreeing to the use of the materials from your survey as indicated in Paragraph III above. If the researcher wishes to use the material from your survey in a way not consistent with what is stated in Paragraph III, the researcher will contact you for your written consent, without which the researcher would not use any material not approved by you.

- VII. In signing this form, you are assuring the researcher that you will make no financial claims on the researcher for the use of the materials in your survey.
- VIII. Finally, in signing this form, you are thus stating that no medical treatment will be required from the researcher or the University of Massachusetts should any physical injury result from your participation in this survey.
-

I, _____, have read the above statement and agree to participate in the survey under the conditions stated above.

Signature of Participant

Date

William M. Dearman
Doctoral Candidate/Researcher

Date

APPENDIX C

SURVEY OF PARTICIPANTS OF THE CAREER
OPPORTUNITY PROGRAM (COP) PROJECT
IN SPRINGFIELD, MASSACHUSETTS

SURVEY OF PARTICIPANTS OF THE CAREER
OPPORTUNITY PROGRAM (COP) PROJECT
IN SPRINGFIELD, MASSACHUSETTS

Please take your time and fill out this questionnaire as accurately as you can.

PART I: PERSONAL DATA AND DEMOGRAPHICS

Please check (✓) the most appropriate choice.

1. Age when you returned to college:
 - a. _____ 19 years or younger
 - b. _____ 20-29 years
 - c. _____ 30-39 years
 - d. _____ 40-59 years
 - e. _____ 60 and over

2. In what age range are you now?
 - a. _____ 20-29 years
 - b. _____ 30-39 years
 - c. _____ 40-49 years
 - d. _____ 50-59 years
 - e. _____ 60 and over

3. Number of years before you entered college after high school:
 - a. _____ 1 year or less
 - b. _____ 2-5 years
 - c. _____ 6-10 years
 - d. _____ 11-20 years
 - e. _____ 21-30 years
 - f. _____ 31 years and over

4. What is your marital status?
- a. _____ Single
 - b. _____ Married
 - c. _____ Divorced or Separated
 - d. _____ Widowed
 - e. _____ Living with someone
5. What is your highest education level?
- a. _____ High School
 - b. _____ Associate's Degree
 - c. _____ Bachelor's Degree
 - d. _____ Master's Degree
 - e. _____ Doctorate
 - f. _____ Other Advanced Training
6. What was your gross income before you entered the Career Opportunity Program (COP) Project?
- a. _____ Under \$3,000
 - b. _____ \$3,000 - \$4,999
 - c. _____ \$5,000 - \$7,999
 - d. _____ \$8,000 - \$13,999
 - e. _____ \$14,000 - \$19,999
 - f. _____ Over \$20,000
7. What was your gross income when you left the Career Opportunity Program (COP) Project?
- a. _____ Under \$5,000
 - b. _____ \$5,000 - \$8,999
 - c. _____ \$9,000 - \$13,999
 - d. _____ \$14,000 - \$19,999
 - e. _____ \$20,000 - \$29,999
 - f. _____ Over \$30,000

8. What was your gross income for 1991?
- a. _____ Less than \$15,000
 - b. _____ \$15,000 - \$24,999
 - c. _____ \$25,000 - \$34,999
 - d. _____ \$35,000 - \$44,999
 - e. _____ \$45,000 - \$54,999
 - f. _____ Over \$55,000
9. Ethnic Background:
- a. _____ Black
 - b. _____ White
 - c. _____ Asian
 - d. _____ Puerto Rican
 - e. _____ American Indian
 - f. _____ Other (Please Specify: _____)
10. Did you have dependents when you were in the Career Opportunity Program (COP) Project?
- a. _____ Yes
 - b. _____ No
- If "Yes", how many? _____
- What were their ages? _____
11. Your Sex:
- a. _____ Female
 - b. _____ Male
12. Are you a Vietnam veteran?
- a. _____ Yes
 - b. _____ No

13. Year of graduation from the Career Opportunity Program (COP) Project:
- a. _____ 1972
 - b. _____ 1973
 - c. _____ 1974
 - d. _____ 1975
 - e. _____ 1976
 - f. _____ 1977
 - g. _____ 1978
 - h. _____ 1979
 - i. _____ 1980
 - j. _____ Other (Please Specify: _____)
14. Major Field of Study: _____
15. Did you return to the same job you held before you returned to school?
- a. _____ Yes
 - b. _____ No
16. What job did you hold before you went to school?
- _____
17. How long did it take you to get a job after you left school? _____
18. What job do you have now? _____
19. Did you change fields?
- a. _____ Yes
 - b. _____ No
- If "Yes", why? _____
- _____
- _____
- _____

20. What is your current status regarding teacher certification?

a. _____ Certified Teacher

b. _____ Not Certified

If "Not Certified", why not? _____

21. Are you currently employed in a school?

a. _____ Yes

b. _____ No

If "Yes", what position? _____

22. Was getting a job after graduation a concern for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

23. Was time management a problem for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

24. Was relationship with wife/husband or significant other an area of concern for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

25. Was relationship with children an area of concern for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

26. Was coordinating child care with studies a problem for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

27. Was relationship with co-workers a problem for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

28. Were finances a problem for you?

a. _____ Yes

b. _____ No

If "Yes", why? _____

* * * * *

PART II: EXAMINATION OF THE CURRICULUM

Rate the following questions as they appear to you using the following scale:

- 1 -- Very Good
- 2 -- Good
- 3 -- Fair
- 4 -- Poor
- 5 -- NA (Not Applicable)

29. How effective was the curriculum?

_____1 _____2 _____3 _____4 _____5

30. How would you rate the ability of cooperating teachers and university supervisors to provide constructive evaluation of participants?

_____1 _____2 _____3 _____4 _____5

31. How would you rate the ability of university faculty to gear their instruction to the needs of the Career Opportunity Program (COP) participants?

_____1 _____2 _____3 _____4 _____5

32. How would you rate the ability of cooperating teachers to provide adequate models of teaching skills?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

33. How would you rate the guidance for the participants in designing their own program given by the university faculty or Career Opportunity Program (COP) staff?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

34. Were Career Opportunity Program (COP) participants on a comparable academic level with other students at the University of Massachusetts at Amherst?

a. _____ Yes

b. _____ No

If "No", why? _____

35. Did university faculty take an active interest in the education of the Career Opportunity Program (COP) participants?

a. _____ Yes

b. _____ No

If "No", why? _____

36. Was adequate training given in the development of special skills?

a. _____ Yes

b. _____ No

If "No", why? _____

37. Did cooperating teachers and university supervisors provide constructive evaluation of participants?

a. _____ Yes

b. _____ No

If "No", why? _____

38. Did the evaluation process in the program lead to effective learning on the part of the participants?

a. _____ Yes

b. _____ No

If "Yes", how? _____

* * * * *

PART III: EXAMINATION OF THE POLICIES

39. Were the university standards set for Career Opportunity Program (COP) participants as high as those for students in the regular teacher training program?

a. _____ Yes

b. _____ No

If "No", why? _____

40. The Career Opportunity Program (COP) Project has substantially achieved its goals.

a. _____ Yes

b. _____ No

If "No", why not? _____

41. The policies of the Career Opportunity Program (COP) Project were realistic.

a. _____ Yes

b. _____ No

If "No", why not? _____

42. The Career Opportunity Program (COP) Project was flexible to the individual needs of the participants.

a. _____ Yes

b. _____ No

If "Yes", how? _____

PART IV: EXAMINATION OF THE SUPPORT SYSTEM

43. Did university faculty provide adequate help to Career Opportunity Program (COP) Project participants when they needed it?

a. _____ Yes

b. _____ No

If "No", why not? _____

44. Did the faculty, administrators, and students around you offer encouragement and emotional support?

a. _____ Yes

b. _____ No

If "Yes", how? _____

45. Was the support system effective for you?

a. _____ Yes

b. _____ No

If "Yes", how? _____

46. In reference to your college progress and problems, who were your major sources of support, help, and encouragement?

47. Did you experience negative attitudes when you returned to school from non-university people?

a. _____ Yes

b. _____ No

If "Yes", who? _____

48. Did anyone strongly encourage your return to school?

a. _____ Yes

b. _____ No

If "Yes", who? _____

49. In general, did you feel much need for emotional support or encouragement from people around you?

a. _____ Yes

b. _____ No

If "Yes", how important was this kind of support to you?

_____ 1 _____ 2 _____ 3 _____ 4 _____ 5

50. Would support groups of other adult students have been helpful to you in making the adjustment to college?

a. _____ Yes

b. _____ No

Would you have joined a group?

a. _____ Yes

b. _____ No

If "Yes", why? _____

If "No", why? _____

* * * * *

PART V: EXAMINATION OF UPWARD MOBILITY

51. My participation in the Career Opportunity Program (COP) Project enabled me to successfully deal with students from various economic, social, and cultural backgrounds.

a. _____ Yes

b. _____ No

If "Yes", how? _____

52. The Career Opportunity Program (COP) Project has provided me a vehicle for upward mobility.

a. _____ Yes

b. _____ No

If "Yes", how? _____

53. The Career Opportunity Program (COP) Project was successful in establishing a career ladder plan, so as to provide the training necessary to enable me to enter the field of education.

a. _____ Yes

b. _____ No

If "Yes", how? _____

54. The Career Opportunity Program (COP) Project played an important part in the direction my life has taken.

a. _____ Yes

b. _____ No

If "Yes", how? _____

55. Did you have plans for continuing your education before enrolling in the Career Opportunity Program (COP) Project?

a. _____ Yes

b. _____ No

Explain: _____

56. Why did you enroll in the Career Opportunity Program (COP) Project?

57. How did you hear about the Career Opportunity Program (COP) Project?

PART VI: SUGGESTIONS AND COMMENTS ON THE CAREER OPPORTUNITY PROGRAM (COP) PROJECT

In this section, please provide any information that you feel has not been covered.

58. What do you think was the major strength of the Career Opportunity Program (COP) Project?

59. What do you think was the major weakness of the Career Opportunity Program (COP) Project?

60. Is there anything else you would like to add or comment on?

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