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The development and administration of a modified community
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Ferdinand, T. Leslie, Ed.D.

Andrews University, 1992

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Andrews University
School of Education

THE DEVELOPMENT AND ADMINISTRATION OF A MODIFIED
COMMUNITY COLLEGE-TYPE PROGRAM FOR
CARIBBEAN UNION COLLEGE

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

by
T. Leslie Ferdinand

January 1992

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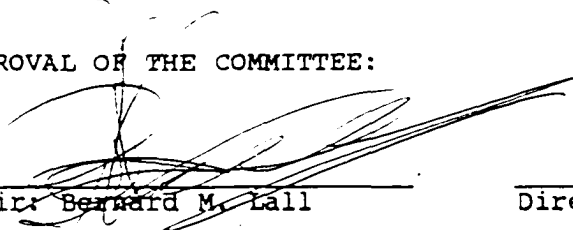
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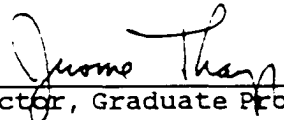
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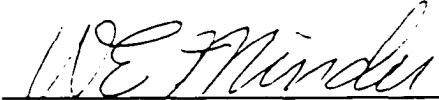
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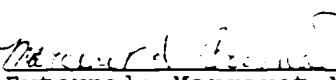

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ABSTRACT

THE DEVELOPMENT AND ADMINISTRATION OF A MODIFIED
COMMUNITY COLLEGE-TYPE PROGRAM FOR
CARIBBEAN UNION COLLEGE

by

T. Leslie Ferdinand

Chair: Bernard M. Lall, Ph.D.

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: THE DEVELOPMENT AND ADMINISTRATION OF A MODIFIED
COMMUNITY COLLEGE-TYPE PROGRAM FOR CARIBBEAN
UNION COLLEGE

Name of researcher: T. Leslie Ferdinand

Name and degree of faculty chair: Bernard M. Lall, Ph.D.

Date completed: January 1992

Problem

Throughout the Caribbean Union College (CUC) constituency thousands of youth are unemployed and unemployable. They do not possess marketable skills. At present no church-operated educational institutions exist in the constituency to provide relevant education for 50%-60% of its young people.

Methods

The survey method of research was used to compare the self-perceived educational needs of non-college-bound youth with the perceptions of board members/

administrators, faculty/staff, alumni, students, parents/guardians, and other-adult SDAs of those needs in the CUC constituency. The population and sample were 93,140 and 1,903 respectively. A 56-item questionnaire was used. Chi-square was applied. The confidence level was set at .05. Community colleges catalogs were perused. Site-visits were made to community colleges in the U.S.A. and the Caribbean Union.

Results

Findings from the survey revealed that there was the widespread perception that a comprehensive curricula at CUC which included diploma programs of a technical/vocational nature would help to meet the educational needs of the non-college-bound youth. A flexible admissions policy was advocated.

Findings from community colleges catalogs and site-visits corroborated. They revealed that the community college "can best be summed up as a program for all" --designed to serve diverse populations of youth and adults. The occupational function, however, receives most attention from administrators. The focus is the associate degree. Given its unique function, the community college has its own complex administrative structure.

Conclusions

A community college-type program will facilitate CUC's extending educational opportunity to the non-

college-bound youth of its constituency. The focus of development must shift from the liberal arts to one which includes the technical/vocational. A flexible admissions policy must be introduced. Thus, the hitherto unemployed and unemployable youth would be fitted with marketable skills. Such transformed youth could provide for their own and their families' well-being, and also assist in the advancement of their churches, societies, and nations.

DEDICATION

Posthumously, to Reuben Wilson, my college-days adviser, who warned me on my graduation day that it would be a "sin" if I did not go on to earn a Ph.D.

Also, to the four precious people in my family who endured with me "the year of sacrifice"--the period of necessary separation in order to complete this dissertation: Mary J., my gem, my devoted wife, Jason Max, our only son, Alva Oletia, our charming, smiling elder daughter, and Abdelle Laverne, our matter-of-fact, youngest child.

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ACKNOWLEDGMENTS

My desire to pursue the Ed.D. may still have been only a dream were it not for Vernon E. Andrews, former president of Caribbean Union College, the Caribbean Union College Board of Trustees, the Caribbean Union Conference Committee, and the Inter-American Division Committee. These all played the vital part of voting the time and the financial sponsorship that were required to convert the dream into a reality.

Bernard M. Lall, chair of my doctoral committee, in addition, has been to me a friend, counselor, confidant, and shining model of the true Christian educator. Other committee members Kenneth Riley, who opened up to me additional sources of information, Stan Talley, who helped me fine-tune the questionnaire and monitor the psychological meanings of my words, and John Youngberg who kept me ever aware of the SDA philosophical bases have been very helpful--each in his own way. So, too, have been Hinsdale Bernard, Jimmy Kijai, and Jerome Thayer who helped me walk the sometimes bewildering world of statistics deemed necessary to complete the study. Jimmy and Jerome assisted with the analysis of the data as well.

It is quite evident from the appendices that many church, educational, and societal leaders gave their support to the study.

Joyce Campbell, Theresa Marciano, and Lorna Thomas assisted with typing and duplicating.

Joyce Jones placed her magic touch on my crude prose, converting it into a work of art.

Devon Caines assisted with the beautiful layout of the questionnaire. Church Ministries directors in the Caribbean Union assisted with its administration.

Many others, too numerous to mention by name, gave support in various ways.

To all of these wonderful people I express my grateful thanks.

CHAPTER I

INTRODUCTION

Background to the Problem

Caribbean Union College (CUC) is a coeducational, baccalaureate, degree-granting institution located in Trinidad and Tobago, West Indies (Appendices A and B). It is owned and operated by the Caribbean Union Conference of Seventh-day Adventists (SDA). The Caribbean Union Conference consists of all those islands, except the French Dependencies, east and south of Puerto Rico in the eastern portion of the archipelago known as the Caribbean or West Indies. Guyana and Surinam, republics in the north-east of mainland South America, are also part of the Caribbean Union Conference of SDA (Table 1 and Appendix B). The SDA membership in these territories constitute the CUC constituency. The SDA membership of 113,554 is 3.47% of the total population of 3,275,478. College-age youth number 46,767 or 41.5% of the constituents (Table 2). A mere 250 or .53% of the Adventist youth are enrolled at CUC (figure for Fall 1990).

A brief history of public and SDA higher education in the Caribbean Union territories will help to

TABLE 1

POPULATION AND MEMBERSHIP OF CUC CONSTITUENCY

Territory/Conference or Mission	Population	Membership
Barbados	258,000	9,820
Dominica	82,000	3,177
St. Lucia	140,000	8,601
St. Vincent & Grenadines	<u>100,000</u>	<u>5,579</u>
EAST CARIBBEAN CONFERENCE	<u>580,000</u>	<u>27,177</u>
Grenada & Dependencies	<u>94,000</u>	<u>5,898</u>
GRENADA MISSION	<u>94,000</u>	<u>5,898</u>
Guyana	<u>755,000</u>	<u>24,759</u>
GUYANA CONFERENCE	<u>755,000</u>	<u>24,759</u>
Anegada	200	4
Anguilla	7,019	433
Antigua & Barbuda	81,200	5,002
Montserrat	12,160	1,053
Nevis	12,000	418
St. Croix	49,880	2,974
St. Eustatius	1,800	312
St. John	2,500	88
St. Kitts	34,000	857
St. Maarten (Dutch)	17,000	754
St. Thomas	53,626	2,360
Tortola	10,000	646
Virgin Gorda	<u>1,800</u>	<u>49</u>
NORTH CARIBBEAN CONFERENCE	<u>283,185</u>	<u>14,950</u>
Surinam	<u>350,000</u>	<u>2,175</u>
SURINAM MISSION	<u>350,000</u>	<u>2,175</u>
Trinidad & Tobago	<u>1,213,293</u>	<u>38,595</u>
SOUTH CARIBBEAN CONFERENCE	<u>1,213,293</u>	<u>38,595</u>
UNION TOTALS	<u>3,275,478</u>	<u>113,554</u>

Source: Caribbean Union Conference of SDA "Global Strategy." (Figures as of December 1989.)

TABLE 2

AGE DISTRIBUTION OF MEMBERSHIP--CUC CONSTITUENCY

Conference/Mission	10 and Under	11-17	18-35	36 and Over
East Caribbean Conference	11.1%	19.6%	42.5%	26.8%
Grenada Mission	4.4	16.8	45.4	33.4
Guyana Conference	5.7	27.7	42.5	24.1
North Caribbean Conference	3.1	17.7	37.0	42.2
South Caribbean Conference	3.4	16.4	40.8	39.4
Surinam Mission	N.A.	N.A.	N.A.	N.A.
Total	5.54	19.64	41.5	33.18

Source: E. J. Murray, State of the Union Message, 10 June 1990.

explain the phenomenon of very low enrollment. Higher education in the colonies, whether English or Dutch, developed after the European classical tradition (Brathwaite, 1958). The purpose of post-secondary education was to produce senior public servants to maintain the status quo, and to provide professionals--doctors, lawyers, and teachers--to render scarce, essential services (Bacchus, 1980).

The curricula or syllabi were handed down by the mother country and were intended for mastery by merely 2%-3% of the 17- to 19-year olds who were very successful in the high-school external examinations. Indeed, only a

chosen few were intentionally channelled to college (Bacchus, 1980).

In 1948 the University College of the West Indies was founded in Jamaica, West Indies, by the British West Indian Governments in affiliation with the University of London. This institution became autonomous in 1960 and was renamed the University of the West Indies (UWI). Hence, UWI established campuses in Trinidad and Barbados in 1961 and 1963, respectively. To a large extent, UWI followed in the wake of the British tradition. It operated an elitist educational system offering programs in the arts and sciences, social sciences, medicine, education, and law up to the terminal-degree level. In more recent times, UWI has widened its curricula by offering agriculture, engineering, and other fields. Even so, it caters only for the intellectually gifted.

At the national level, unit governments within the Caribbean Union territories have since the decade of the sixties been establishing technical institutes, e.g., the John Donaldson Technical Institute and the San Fernando Technical Institute in Trinidad. The latter half of that same decade witnessed the arrival of the community college with the establishment of the Barbados Community College in 1969. The Sir Arthur Lewis Community College in St. Lucia, the Antigua State College, the St. Kitts College of Further Education, and the Grenada National

College have all been founded during the latter half of the decade of the eighties.

Established in 1927, CUC was officially declared a junior college in 1947. It offered two-year, post-secondary courses in theology, teacher training, business, and secretarial science. In 1970 the two-year course in theology was extended to a four-year course leading to the Bachelor of Theology degree. Other changes followed including the conferring of Bachelor of Arts, Bachelor of Science, and Bachelor of Business Administration in a number of traditional fields of study. Since 1985 CUC has been affiliated with Andrews University (AU), Berrien Springs, Michigan, U.S.A. Andrews baccalaureate degrees are conferred for AU-approved programs, all traditional, completed at CUC (CUC 1990-1991 Bulletin).

Andrews University is accredited by the North Central Association of Colleges and Schools. CUC is fully accredited by the Board of Regents, Department of Education, General Conference of SDA located in Washington, DC, U.S.A. It is recognized as a teacher-training college by the Ministry of Education of Trinidad and Tobago.

All the territories which comprise the CUC constituency came under colonial rule following their discovery by Columbus in the last decade of the 15th century. The dominant colonial influence has been British except in Surinam and St. Maarten where it has been Dutch.

It was the British, then, who gave to most of the

islands and Guyana a formal education system. Naturally, the schools have been oriented toward a classical grammar-school and pre-university education preparatory to positions in the Civil Service and the professions. In the Eastern Caribbean, Guyana, and Surinam over-emphasis on such occupations has now become anachronistic.

Whereas a few of the territories are still possessions of metropolitan countries, political independence for most of them, especially the larger ones, was gained some time between 1962 and 1983 (Table 3). With political independence came the realization that full national, or regional for that matter, independence and identity would be achieved and secured only on the basis of an education system which did not rely solely on traditional assumptions and references for its existence and growth. Thus an educational revolution was required and embarked upon. Citing the case of Trinidad and Tobago, the single largest territory in the CUC constituency with 37% of the total population, The Draft Plan for Educational Development in Trinidad and Tobago 1968-1983 was prepared. A Working Party was also established in 1975. This was to give propelling force and firm direction to the educational revolution in that country.

Some of the more far-reaching provisions of the Draft Plan endorsed by the Working Party include:

1. Specialized education and training in academic, technical-vocational, and specialized craft.

TABLE 3
POLITICAL STATUS OF CUC CONSTITUENT TERRITORIES

TERRITORY	POLITICAL STATUS	YEAR ACHIEVED
Anguilla	British Colony	1878
Antigua & Barbuda	Independent	1981
Barbados	Independent	1966
<u>British Virgin Islands</u>		
- Anegada		
- St. Eustatius	British Colony	1666
- Tortola		
- Virgin Gorda		
Dominica	Independent	1978
Grenada and Dependencies	Independent	1974
Guyana	Independent	1966
Montserrat	British Colony	1866
St. Kitts-Nevis	Independent	1982
St. Lucia	Independent	1979
St. Maarten (Dutch)	Independent (Part of Netherland Antilles)	1978
St. Vincent and Grenadines	Independent	1979
Surinam	Independent	1980
Trinidad and Tobago	Independent	1962
<u>US Virgin Islands</u>		
- St. Croix		
- St. John	US Possession	1916
- St. Thomas		

2. The modernizing and localizing of the curricula and syllabi at all levels.

3. The equalization of educational opportunities.

The implementation of these and other profound changes has demonstrated how locked into the classical educational mold the CUC constituency has been. As yet the technical-vocational and specialized craft options, by and large, are second and third rated. There is need, then, of marked attitudinal changes as regards education that is relevant.

In the region under review, agriculture has traditionally been the largest supplier of jobs. Sugarcane, cocoa, citrus, coffee, coconuts, bananas, cotton, and rice, for export, and livestock, vegetables, and fruits for local consumption are the main farming activities.

More recently, several somewhat successful attempts have been made at diversifying the economy. Tourism in a large number of the islands, petroleum and petro-chemicals in Trinidad and Tobago, bauxite in Guyana and Surinam are now important revenue earners. During the last decade or two, over 100 industries have arisen accounting for new jobs and relative prosperity in the region. During this same period a steady rise in the standard of living has been evident, as demonstrated by a building boom and the emergence of new residential and business areas across the territories. The social

amenities like water, electricity, sewage disposal, and recreational facilities, once the prerogative of the townspeople, now belt the rural areas as well. Conspicuous consumption is on every hand.

Accompanying all this activity, and perhaps standing out among them, are the imposing new school structures which symbolize a new era in the education process of the region. Again, with reference to Trinidad and Tobago as an example, the Draft Plan states:

The dynamic circumstances of education in a developing country today have created in Trinidad and Tobago a need for educational planning such as has never before been experienced. The constantly evolving economic, social and cultural needs of the nation contrast sharply with the almost static conditions of the past. National objectives in education today are both more ambitious and diverse.
(p. 9)

Despite the perceived need for and the actual fostering of changes in the educational systems in the region in the recent past, the ugly phenomenon of chronic, high unemployment is yet present. Unemployment figures range from 14 to 24% of the labor force. It would seem, then, that there is a need for further and more diverse changes in what is offered at schools of secondary and higher learning. Admissions policies, too, would have to be reviewed and alterations made in same. At CUC there is tremendous scope for development of technical-vocational and specialized craft programs. And CUC does not have to lead the way. Precedent has already been set in the region. Certain territories within the CUC constituency,

viz, Barbados, St. Kitts-Nevis, Antigua, Grenada, and St. Lucia, have found it necessary to establish community colleges to take care of the needs of post-secondary career and pre-university education. In the meantime, in Trinidad and Tobago, it has been identified that a multiplicity of institutions are already performing some of the functions of community colleges. Indeed, Trinidad and Tobago is in the process of establishing a community college.

Another disturbing demographic factor still of high magnitude in the territories of the Caribbean Union is the so-called 'brain drain'. Push-and-pull factors operate to ensure that the young, intellectually aspiring citizens of the region leave their countries behind to seek advancement and a share in the good life in the metropolitan countries--especially the U.S. Perhaps nowhere is this phenomenon more clearly demonstrated than in follow-up studies of CUC graduates (Table 4).

The irony of the matter with higher education in the CUC constituency is that the church is spending large sums of money to qualify its elite young people not so much to fit them for responsible positions in the church and its institutions, as well as the wider community--to the benefit of the constituent territories. Rather, CUC, to a large extent, prepares its graduates for direct entry into higher education in North America--especially the U.S.--where they begin a journey of almost always never to

TABLE 4

'BRAIN DRAIN' SYNDROME--CUC GRADUATES 1986-1990

Year	No. of Graduates	No. Serving in Constituency	No. Migrated	Percentage Serving in Constituency	Percentage Migrated
1986	114	46	68	40.35	59.65
1987	63	27	36	42.86	57.14
1988	83	46	37	55.42	44.58
1989	100	65	35	65.00	35.00
1990	105	72	33	68.57	31.43

Source: Follow-up study conducted by the Academic Dean's Office, Caribbean Union College, March 1991.

return. In the meanwhile, no provision is made to meet the educational needs of the non-college bound youth who possess no marketable skills, who swell the unemployment ranks, and who would most likely remain at home to make meaningful contributions to their societies if fitted to do so by some formal education or training.

Statement of the Problem

Throughout the CUC constituency, hundreds, in fact, thousands of youth are unemployed and unemployable. They do not possess marketable skills, and at present no church-operated educational institutions exist in the Caribbean Union to provide relevant education for these 50% to 60% of its young people.

Purpose of the Study

It was proposed that CUC can and ought to make a difference in the lives of these youth. Taking a pattern from the community college systems in the U.S.A. (and the Eastern Caribbean), CUC can expand its curricula, change its admissions policies, and adjust its administrative structures. Hence, CUC would open new avenues for its college-age constituents to become employed, useful, worthy, satisfied, and happy contributors to their own well-being and that of their families. Such transformed youth could also assist in the advancement of their churches, societies, and nations.

The study set out to compare board member/

administrator, faculty/staff, parent/guardian, alumnus, student, and other-adult SDA awareness of and response to the self-perceived educational needs of non-college-bound youth of the CUC constituency. Further, it developed a modified Community College-type program for CUC with a view to provide marketable skills to the youth of the Union. It sought also to determine the admissions policies, the administrative structures, and curricula to be implemented. Finally, it purposed to provide a model for the SDA church.

Significance of the Study

This study is significant in many respects. It identifies the educational needs of the non-college-bound youth of the CUC constituency. It classifies those needs. It provides a rationale for urgent adjustment to the CUC admissions requirements. It demonstrates the wisdom of urgently widening the curricula of CUC. It adds to the sparse, well-nigh, non-existent literature on educational programs for non-college-bound SDA youth. It can be used to inform the academic master plan for CUC. Ultimately, it can be a model for the development of SDA colleges regionally and even globally.

Rationale, Hypotheses, and Questions

The researcher has been student, teacher, department chair, education director, academic dean,

conference and union committee and college board member at CUC or in some part of its constituency for 33 years. During that time he has seen many a board member, administrator, teacher, college student, staffer, alumnus, parent, and guardian not being sensitive enough to expressed educational needs of non-college-bound SDA young people. Out of this experience the following hypotheses and questions were projected. First, the null hypotheses were stated:

1. There is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by CUC board members/administrators.
2. There is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by CUC faculty/staff.
3. There is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by CUC alumni.
4. There is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by SDA parents/guardians.
5. There is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by CUC students.

6. There is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by other-adult SDAs.

7. There is no difference between the self-perceptions of non-college-bound SDA youth and CUC board members/administrators, faculty/staff, and students perceptions over the necessity to implement changes in CUC's admissions and curricula.

Second, the questions were asked:

1. What educational system can provide a pattern for CUC as it attempts to meet the educational needs of the non-college-bound youth of its constituency?

2. In what ways can a community college-type program at CUC satisfy the educational needs of the non-college-bound youth of its constituency?

3. How can the CUC admissions policies be adjusted to allow enrollment of the non-college-bound youth of its constituency?

4. What changes in the administrative structure of CUC would become necessary for the implementation of a community college-type program?

5. What community college-type programs would be acceptable to CUC?

6. What type of educational program should provide a model for SDA institutions of higher learning?

Definition of Terms

Caribbean Union College Constituency. The total membership of the Caribbean Union Conference of SDAs make up the CUC constituency.

Caribbean Union Conference of Seventh-day Adventists. A subsidiary of the Inter-American Division of the General Conference of SDA which consists of Anguilla, Antigua, Barbados, Barbuda, the British Virgin Islands, Dominica, Guyana, Grenada, Montserrat, Saba, St. Eustatius, St. Kitts, Nevis, St. Lucia, St. Maarten (Dutch), St. Vincent and the Grenadines, Surinam, Trinidad and Tobago, and the United States Virgin Islands.

College-age Youth. All those young people between the ages of 18 and 35 years.

Community College. A comprehensive public two-year college which offers academic, general, occupational, remedial, and continuing adult education; or, a two-year institution of higher education--generally public--offering instruction adapted in content, level, and schedule to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferrable towards a bachelor's degree), occupational (or terminal) curricula, general education, and adult education.

East Caribbean Conference of Seventh-day Adventists. A subsidiary of the Caribbean Union

Conference of SDAs which consists of the islands of Barbados, Dominica, St. Lucia, and the state of St. Vincent and the Grenadines.

Grenada Mission of Seventh-day Adventists. A subsidiary of the Caribbean Union Conference of SDAs which consists of the island of Grenada and its dependencies--Carriacou and Petit Martinique.

Guyana Conference of Seventh-day Adventists. That part of the Caribbean Union Conference of SDAs which consists of the Co-operative Republic of Guyana.

Junior College. A college which offers two-year, post-secondary courses leading to an associate degree or a two-year diploma.

Non-College-Bound Youth. Youth between the ages of 18 and 35 who do not possess regular admissions requirements to four-year college programs, and who, as a consequence, are not planning to attend college.

North Caribbean Conference of Seventh-day Adventists. That part of the Caribbean Union Conference of SDAs which consists of the islands of Anegada, Anguilla, Antigua, Barbuda, Montserrat, Nevis, St. Croix, St. Eustatius, St. John, St. Kitts, St. Maarten (Dutch), St. Thomas, Tortola, and Virgin Gorda.

Occupational-type. Of a technical-vocational nature, and often terminal.

Other-Adult SDAs. CUC constituents who are eighteen years or more, and who are neither CUC board

members, administrators, faculty, staff, alumni, nor students; neither are they parents/guardians nor non-college-bound youth.

Senior College. A college which offers four-year, post-secondary programs leading to the bachelor's degree.

South Caribbean Conference of Seventh-day Adventists. A subsidiary of the Caribbean Union Conference of SDAs which consists of the twin-island republic of Trinidad and Tobago.

Surinam Mission of Seventh-day Adventists. That part of the Caribbean Union Conference of SDAs which consists of the Republic of Surinam.

Delimitations of the Study

This study focuses on CUC and its constituency. Its findings may not be applicable to other colleges operated by the SDA church around the world.

Basic Assumptions

1. Every youth deserves to receive an education which will be a preparation for life in society.
2. An educational system worthy of its name should let each person become all that she/he is capable of becoming.
3. There should be equalization of educational opportunities.
4. Provision should be made for late bloomers,

for giving an individual a second or even a third chance.

5. An Adventist community college-type program, like all Adventist educational programs, must reflect the cross of Christ.

6. In true education the "period of learning" and the "period of doing" are not distinct and water-tight. They intertwine. In all lines of work, skills are gained through in-service experiences, often by way of trial and error.

7. The specific place appointed the youth in life is determined by his/her capabilities. Not all reach the same development or do with equal efficiency the same work, but each should aim just as high as the union of human with divine power makes it possible for him/her to reach.

8. In all lines of work of spreading the gospel, there is a vast field to be occupied; more than ever before, the work is to enlist helpers from the common people. Education, then, should not be elitist and classical.

9. All education should prepare the student for service to God, to country, and to his fellowmen.

Organization of the Dissertation

Chapter 1 constitutes the introduction to the dissertation. It includes a background to the problem, a statement of the problem, the purpose of the study, the

significance of the study, hypotheses, definition of terms, delimitation of the study, basic assumptions, and organization of the dissertation.

Chapter 2 is concerned with a review of the related literature on the relevance of a modified community college-type program for CUC.

In Chapter 3 the methodology to be followed in the development of the study is delineated. This includes a statement on the type of research, population and sample, research instruments, methods of statistical analyses used, and the procedure followed. Other methods of data gathering utilized were the study of the community-college systems in the U.S.A. and the Eastern Caribbean, visits to community colleges in the U.S.A. and the Eastern Caribbean, listing of programs from catalogs, and development of a model program.

Chapter 4 deals with the results of the study. It presents data and a model program.

Chapter 5 constitutes the summary, conclusions, and recommendations arising out of the study.

CHAPTER II

REVIEW OF THE LITERATURE

Philosophical Preamble

The philosophy that undergirds this study of "The Development and Administration of a Modified Community College-Type Program for Caribbean Union College" is that for all of those CUC constituents who wish it, and who have a reasonable degree of aptitude, there ought to be available, appropriate, college-level education. Garrick (1978) claims that Christian higher education must be available to all. It must not be elitist. It should beckon the student who is not college-bound as well as those who have that potential. It should open its doors to, and make provisions for, the more intellectually able as well as those who are more vocationally inclined (p. 7). Chambers (1970) sums up the same concept in the title and subtitle of his book this way: "Above High Schools: Let Each Become All That He Is Capable of Being." White (1952) concludes her argument against discrimination in education thus: "Let every child, then, receive an education for the highest service" (pp. 266, 267).

In short, the philosophical underpinning of the

study is the concept that the major raison d'etre of the college, especially the Christian college, is to extend educational opportunity. Zurayak in the foreword to Bowles (1963) views the extension of educational opportunity as an international necessity. Says he:

The present expansion in education is not only vastly increasing the number of students; it is also drawing them from many more diverse social origins. This trend should be encouraged further. We should cast our net wider and wider in order to identify, to catch and to bring within the scope of education all available talent, wherever it may be found. (p. 11)

Organization of the Review

The community-college approach to higher education gives credence to the philosophy enunciated above. Cohen and associates (1971) claim that "the comprehensive community college has . . . something for everyone" (p. 177). This chapter, therefore, is organized around a review of the related literature on the U.S. community college. It gives a definition, traces the historical development, discusses the purpose, outlines the admissions policies, and describes the nature of the program and the organizational structure of the community college.

Second, this chapter reviews the literature on the Modified Caribbean Community College, using similar sub-headings. A summary statement on the findings of the review of the literature concludes the chapter.

The U.S. Community College

Definition

The U.S. community college of this study is the one defined by the 1970 Carnegie Commission on Higher Education in its report as "the comprehensive public two-year college which offers academic, general, occupational, remedial, and continuing adult education" (p. 11). Eight years earlier the Handbook of Data and Definitions in Higher Education gave a similar, if more detailed, definition:

Community College--A two-year institution of higher education, generally public, offering instruction adapted in content, level, and schedule, to the needs of the community in which it is located. Offerings usually include a transfer curriculum (credits transferrable towards a bachelor's degree), occupational (or terminal) curriculums, general education and adult education. (p. 41)

Historical Development

The major themes that guide the curricula of the present-day community college as highlighted in the definitions above were envisioned early in the 20th century. Cohen and associates (1971) state:

Early in the [20th--supplied] century, Alex Lange and Leonard Koos envisioned a college with a transfer function that would relieve the university of its lower division offerings, with a vocational education function that would satisfy the societal needs for manpower and the individual need for a job, one providing general education so that informed citizens could make intelligent choices about their own life and the life of their community, and with a function of helping the individual to grow in his own right. (p. 155)

But the historical roots of the community-college

movement can be traced further back in time. Furthermore, the movement has "multiple roots" (1970 Carnegie Commission on Higher Education, p. 9). And it is in these very historical roots that an understanding of the special place of the community college in American higher education can be gleaned.

The first major composite of events that had profound effects on American higher education that are particularly apparent in the contemporary community college was the passage of the Morrill Act of 1862 and the establishment of the early land-grant colleges. According to Diener (1986):

Passage in 1862 of the Morrill Act, calling for the establishment in each state of higher education institutions dedicated to instruction in agriculture and the mechanic arts, helped crack the monopoly the Middle Ages-based classical curriculum held on American higher education. (p. 5)

The second major event that influenced the contemporary community college was "the advocacy of the bifurcated university at the turn of the century" (1970 Carnegie Commission on Higher Education, p. 9). Gleazer (1968) states:

Near the beginning of this century William Rainey Harper, president of the University of Chicago, encouraged the school authorities in Joliet, Illinois, to offer two years of classwork beyond the high school. . . . The action signalled the organized beginning of the public junior (community) college. (p. 5)

Gleazer (1968) identifies Sputnik (1957) as the catalyst that stimulated America to

put its faith in education as a means to many ends; a good job, national security, leadership in the space race, the skilled manpower needed for expanded medical programs. Above all, education was seen as the route to individual achievement, the "open sesame" to economic and social advancement, the way to get ahead. (Further], since education was considered vital to the well-being of an individual and his family, people began to insist that college doors not be closed to them. (p. 6)

The three events briefly described above in addition to other significant social, economic, and political changes in American society over the century (1860-1960) motivated a tremendously significant change in the educational program of the nation in the 1960s. Gleazer (1968) claims the "emergence of the community college was a logical and necessary part of that change" (p. 20). Gleazer (1968) goes on to say:

Eclectic and opportunistic, the community college had its force and meaning rooted in the urgent needs of community life, in the process of change and in the faith that among the ways to better life none was more important than education. (p. 20)

Commenting on the emergence of the contemporary community college in the 1960s, Diener (1986) says:

These new community colleges abandoned the traditional notion in higher education that quality was defined by the higher numbers of persons denied admission or the high rate of academic failure among those admitted. The concept of adding value--taking the learner where he or she is and promoting tangible academic success--became a mission, a hallmark, of the two-year community college. (p. 9)

Diener (1986) draws the conclusion that

the public, two-year, comprehensive community college became the dominant model, the mid-20th century model The predominant modern . . . college is the

public community college, most often the major two-year college supplier of educational services to persons and communities in the late 20th century. The impact of the community college by the 1980s is dramatic and massive: it enrolls over one of every three students in American higher education and over half of all entering freshmen. (p. 10)

The number of community colleges has grown tremendously over the last fifty years. Between 1937 and 1987 the number has increased by 400% from just about 250 to over 1000 (El-Khawas & Carter, 1988, p. 7).

Purposes

Speaking of the widespread and fast-growing community-college movement, Hillway (1958) surmises that "without clearly understood and expressed aims which fit the pattern of American life, no new educational movement can long survive" (p. 61). Hillway (1958) credits Frank W. Thomas as the first person to attempt to define the proper functions of the community college in 1927. Thomas identified the proper functions of the community college as follows: (1) the preparatory function, (2) the popularizing function, (3) the terminal function, and (4) the guidance function. Community colleges, then, are to prepare students for advanced work in universities, to provide educational opportunities for those who might not otherwise attend college, to prepare so-called semi-professionals, and to provide assistance mainly to less capable students by directing them into suitable terminal programs consistent with restricted academic ability.

Present purposes of the community college include all of Thomas' original functions. Additionally, the community college purposes to supply superior teaching, individualized instruction, opportunities for exploration, opportunities for character building, opportunities for continuing home influence, providing generally more liberal admissions policies, opportunities for repairing scholastic deficiencies, as well as for cordial and sympathetic attitudes between students and teachers. Among other functions which have been claimed are a special research function, that of providing general and cultural education, and that of reorganizing the whole pattern of the American educational system (Hillway, 1958, p. 69).

Munroe (1972) identifies three broad goals or objectives of the community college: comprehensive curricula, open-door principle, and community orientation (pp. 26-32). Munroe (1972) then proceeds to list twelve specific functions of the community college: transfer curricula, citizenship and general education, occupational training, general studies, adult and continuing education, remedial programs, counseling and guidance, salvage function, screening function, goal-finding or cooling out function, custodial function, and co-curricular or student activity function (pp. 21-45).

As the discussion above suggests, new functions

of the community college have arisen as the movement developed. What has not changed, however, is the single most significant purpose or function of the community college, i.e., the democratization of higher education (Hillway, 1958, p. 78).

Admissions Policies

The admissions policies of community colleges have been summarized by a number of authors, among them Gleazer (1968), Roueche and Kirk (1973), Chambers (1970), and Heidenreich (1974). Community colleges practice an open-door policy. This means that

admission to the college is not dependent upon ability, intelligence, past academic records (grades), race, economic status, religion or not even upon a past criminal record. Rather, it means that anyone who has graduated from high school, or is over eighteen years of age is welcome to enroll at a community college if he can profit from instruction. (Heidenreich, 1974, p. 8)

To ensure that the open-door objective or policy succeeds, several supportive or qualifying policies must be observed; i.e., the college (1) reserves the right to place students in programs where they will have some probability of success; (2) must provide "projective" counseling to preclude the student from dropping out soon after registration which will then convert the open-door policy to the revolving-door dilemma; (3) must provide "remedial" programs for the students who enter with reading, writing, and arithmetic skills that leave much

to be desired; and (4) must provide some financial aid to make it possible for the "poor" to remain in school with a certain degree of self-esteem in terms of being able to buy books, meals, and meeting other educational costs.

Nature of the Program

Consensus has been reached concerning the nature of the program of the comprehensive community college. Medsker and Tillery (1971) claim that it "can best be summed up as a program for all" (p. 53).

The essence of the nature of the community-college program has already been described in this review of the literature under the subheadings definition, historical development and purposes. It should suffice, therefore, to make a summary statement at this juncture. Medsker and Tillery (1971) tersely summarized the nature of the community college programs thus:

The programs designed to serve the most diverse population of youth and adults in all of education, encompasses six main functions--preparation for advanced study, career (occupational) education, guidance, developmental education, general education, and community service. (p. 53)

Cohen and associates (1971) make a noteworthy observation: "Of the three traditional community college curriculum functions--vocational, transfer, and general education--the vocational function receives the most attention from administrators" (p. 137). The reason for this is not hard to discern for the vocational function

"is the outstanding characteristic of the community college in its role as an institution of higher learning" (p. 137).

Transfer programs are more stable than occupational curricula because it is the latter that reflect rapid technological and sociological changes. Drafting, machine tooling, agriculture, automotive technology remain in vogue; but their primacy is giving way to newer fields like electronics, computers, meteorology, agri-business, horticulture, space exploration, and medical technology. Office management and business administration are still very popular. Public and human services careers take up a large part of the curriculum. Interest in environmental studies is heightening. However, these and similar courses will undergo change as new industries, recreational outlets, etc., are created. Education for leisure as well as for work is becoming a major concern. Consequently, continuing education and community service programs will be further expanded.

Organizational Structure

Foresi, Jr., (1974) has produced a figure depicting "a typical administrative organization of a community college" (p. 19). This is reproduced here as Figure 1. Such a structure has been developed to meet the needs of its community. The president's coordinative

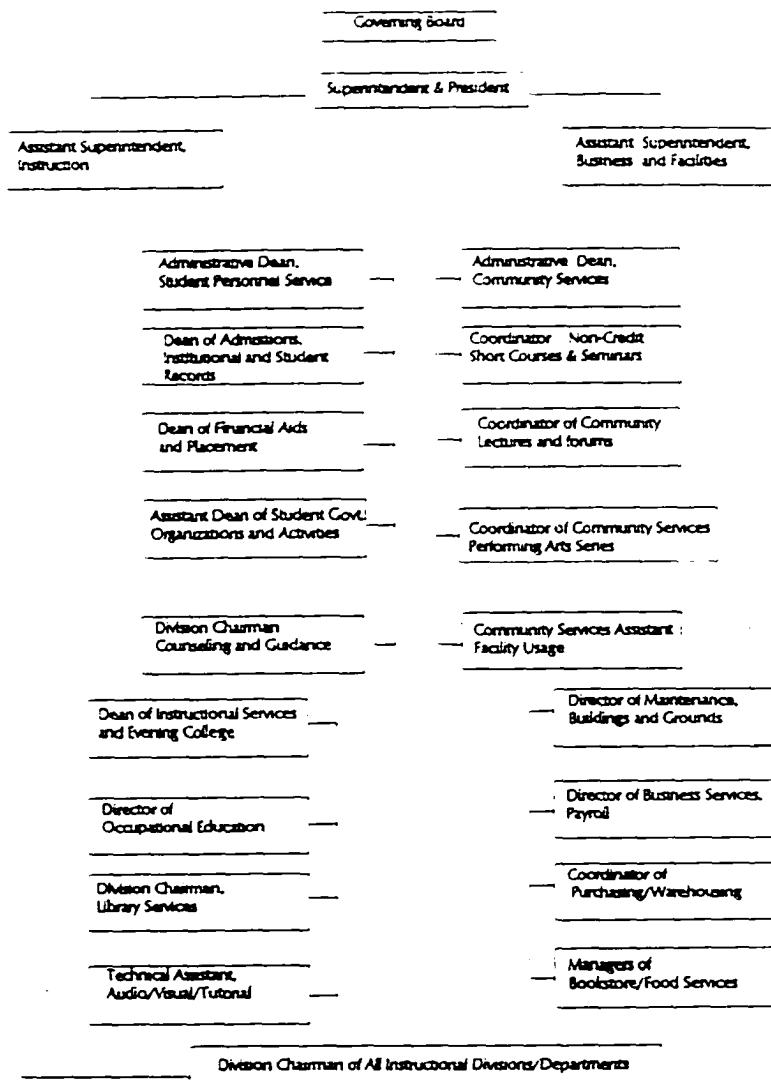


Figure 1. Typical administrative organization of a community college.

Source: Joseph Foresi, Jr., (1974) Administrative Leadership in the Community College. Jericho, New York: Exposition Press.

responsibility is very complex. The chart includes only the administrative designations of identified responsibilities. One must not assume, however, that the solid lines of the chart designate unwavering "chains of command"--certainly not in the light of today's trends in educational administration. Foresi, Jr., (1974) advises that "the chart itself must be viewed only as a guide to the distribution of administrative responsibility and as a graphic representation of the maze of inter-relationships that exist in any given organizational system" (p. 18). Over, beyond, alongside, and beneath the formal organization depicted in the structure there exists the less formal, more eruptive, and often most insightful and informative forces and pressures that are exerted toward the president and his colleagues.

Lake Michigan College--a leading U.S. community college located in Benton Harbor, Southwest Michigan--while not departing from Foresi's typical administrative organization, has developed separate organizational charts for each of the major divisions of the college: academic and student services, administrative services, corporate and community development, human resources and special projects, and institutional advancement and planning (Lake Michigan College Organizational Structure 1991-1992). The graphic for the division of academic and student services is of especial importance to this study. It is reproduced herein as figure 2. Among other things,

ACADEMIC & STUDENT SERVICES

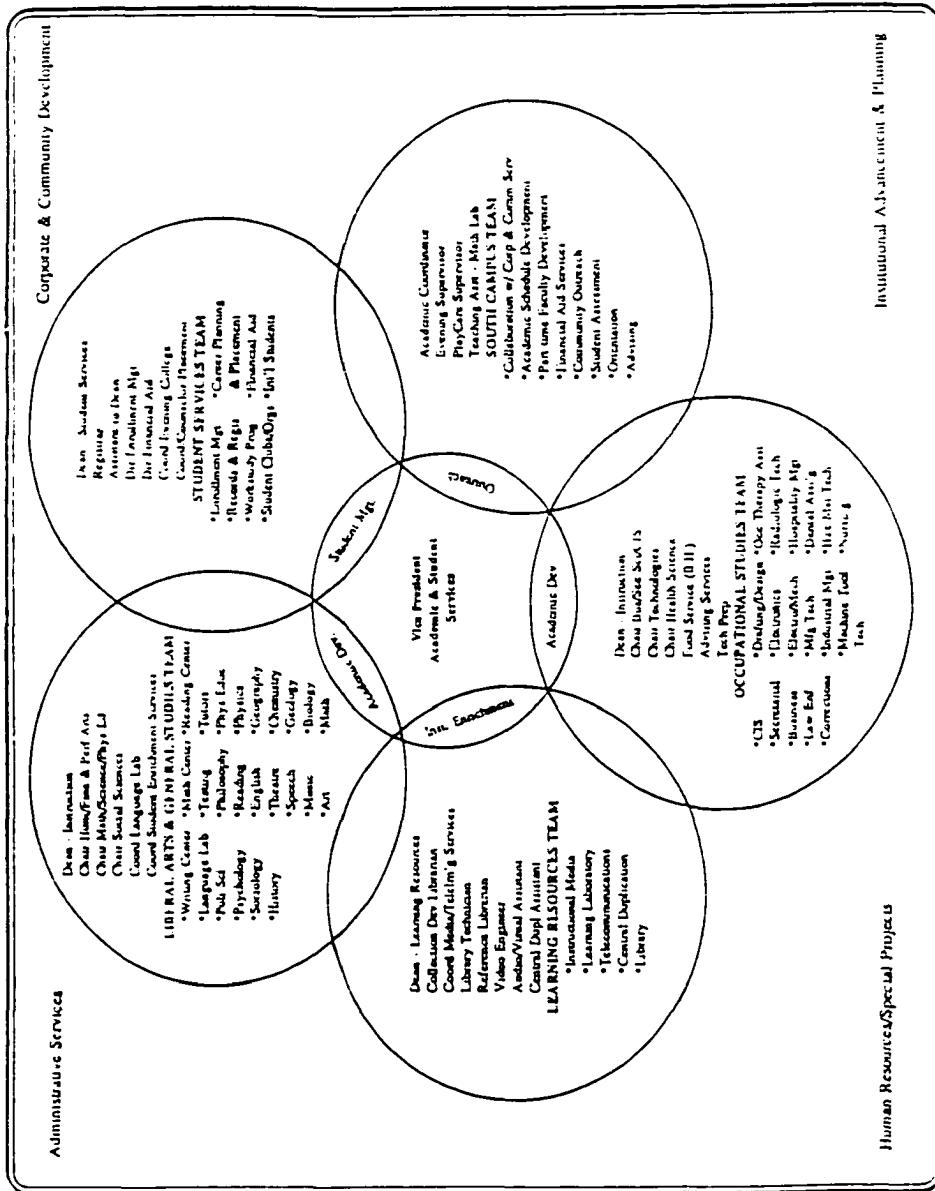


Figure 2. Organizational structure of Division of Academic and Student Services.

Source: Lake Michigan College Organizational Structure 1991-1992, p. 8.

the structure demonstrates the provisions made for comprehensive curricula, incorporating not only the liberal arts and general studies, but the occupational studies as well.

The Modified Caribbean Community College

Definition

Ramesar (1987) identifies the major characteristics of the typical North American community-college model and goes on to suggest that in order to create a suitable one for the Caribbean "it is appropriate and necessary to modify the model" (p. 2). The community college in the Caribbean, then, can be tersely defined as "a modified U.S. community college."

Historical Development

Unlike in the U.S., the community college in the English-speaking eastern Caribbean has a very short history and has not as yet come of age. To date, five have been established, one each in Barbados, St. Kitts/Nevis, Antigua, Grenada, and St. Lucia. Trinidad and Tobago is in the process of establishing that country's community college system, but the nation is already served by a multiplicity of institutions performing some of the functions of community colleges. This is also true of some of the other nations in the Caribbean Union.

Purposes

The purpose of the community college in the Caribbean has been most often stated as "to provide education and training at the post-secondary--not university (tertiary)--level" (Ramesar 1987, NAR Manifesto 1986, Trinidad and Tobago, Report of the Community College Task Force, 1988, inter alia). The Caribbean Community College functions as a finishing school in that a number of career-oriented programs are conducted in it. It also serves as a place to obtain a higher qualification for advanced study; but competing with the UWI is not in question (Seaga, 1985). That is, the Caribbean Community College fulfills a critical gap in the regional higher education system. It constitutes an additional and important component of higher education for the nations of the region. But it is not in competition with the regional university.

Admissions Policies

The Caribbean Community College allows for entry at many points: persons coming out of a secondary-school system; people who have left school a long time ago and now wish to pursue some program in which they have an interest; a person such as a school teacher who wants to change career; the high-school graduate who wishes to qualify for an "A" Level class or the "failed" product of the technical-vocational system. In short, anyone over

the age of 17 may seek admission. Acceptance into specific programs is based on criteria which have a clear and apparent relevance to probable success in the program.

Nature of the Program

Like the community college of the U.S., after which the Modified Caribbean Community College is patterned, the program tends to be comprehensive.

The presence of a wide variety of programs under one roof allows for one person to get as broad based an education as he wishes, thus increasing his flexibility in a rapidly changing job market. (NAR Manifesto, 1986, p. 37)

Organizational Structure

As might be expected, there is as yet no "typical" organizational structure of the Modified Caribbean Community Colleges. This is partially explained by the newness of governing boards in the education system of the region. But some common elements are present. Each community college is attempting to copy as far as possible the American model. Each president or principal is responsible to a board of governors which in turn is responsible to the nation's Minister of Education. The community college, like the education systems at all other levels, is national and not local or state (county or parish) concerns like those in the U.S. Figure 2 depicts a somewhat "near-typical" organizational structure of the Caribbean Community College.

Summary

The transformation of American higher education over the century 1860-1960 produced a new institution--the community college. Indeed, it has come to be recognized as an "American invention." The U.S. community college, as a model, is admired and imitated around the world. It has enlarged and expanded the mission of education beyond high school. The development and administration of a modified community-college type program for any nation or region will mean a more employable population, a better-informed population, and a more active and stimulating population.

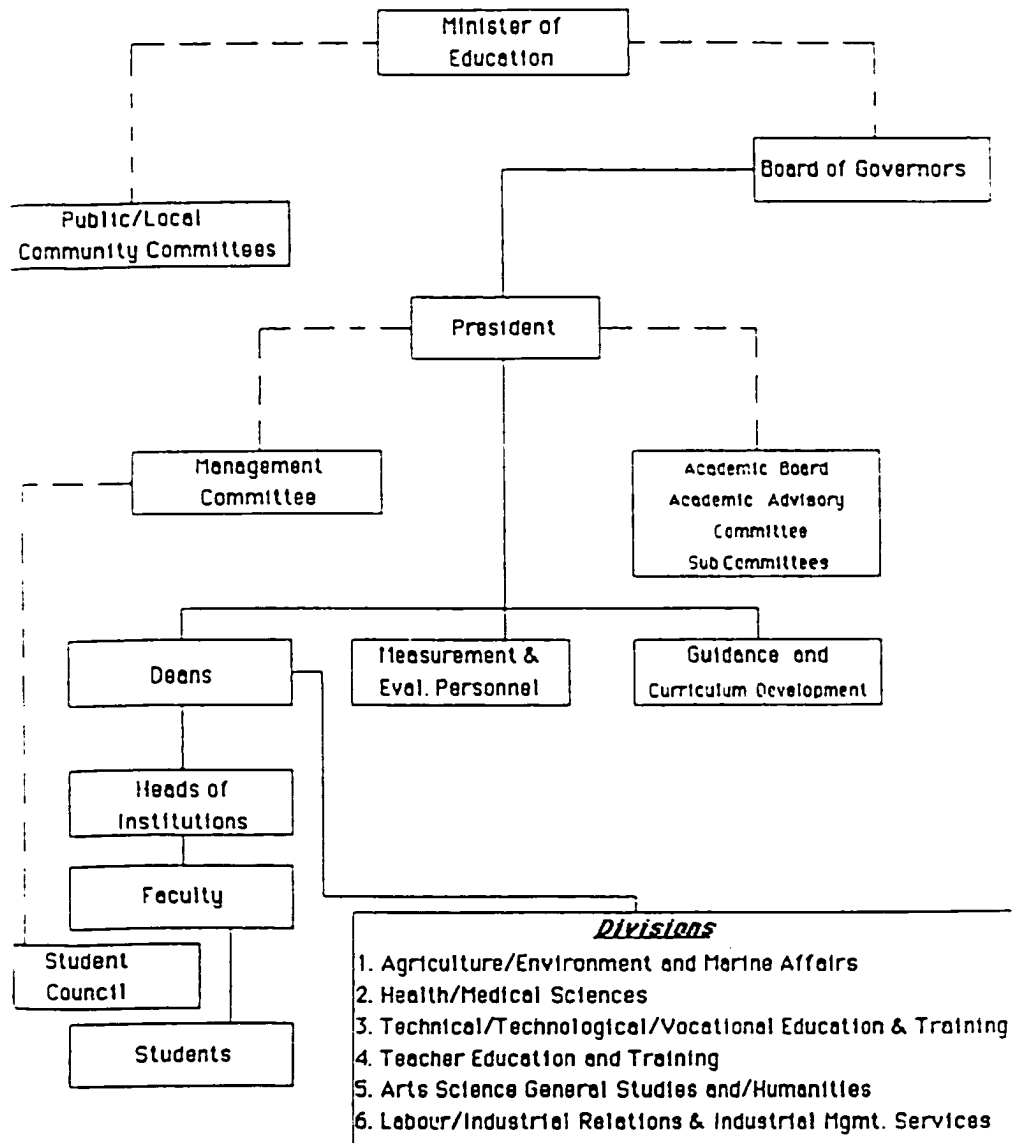


Figure 3. A "near-typical" organization structure of the modified Caribbean Community college.

Source: Trinidad and Tobago Report of the Community College Task Force, 1988, p. 34.

CHAPTER III

METHODOLOGY

Introduction

This chapter presents the types of research, the description of the population and sample, and the research instrument used in comparing the perceived educational needs of non-college-bound youth with board members/administrators, faculty/staff, students, alumni, parents/guardians, and other-adult SDAs' awareness of these needs in the CUC constituency. This chapter also outlines the procedure of the collection, tabulation, and analysis of data. Additionally, this chapter describes the strategies used in collecting data on community colleges in the U.S.A. and in the CUC constituency. It also describes how the data were used in the development of a model program that would be acceptable to CUC and the SDA church.

Types of Research

Historical/documentary strategies were utilized in this study for collecting data on the community college systems of the U.S.A. and the Eastern Caribbean. The literature was reviewed. Visits were made to eight

community colleges--four in the U.S.A. and four in the Eastern Caribbean. The catalogs of dozens of community colleges from across the U.S.A. were perused. A listing of programs that are acceptable to CUC and the SDA church was made. Finally, a model program acceptable to CUC and the SDA church was developed. The model program appears as a recommendation in chapter 5.

This study also utilized the survey research method for examining the educational needs of the non-college-bound youth of the CUC constituency, and to compare the opinions held by various groups of respondents concerning the educational needs of the non-college-bound youth of the CUC constituency.

Population and Sample

The population was defined as all board members/administrators, faculty/staff, students, alumni, parents/guardians, other-adult SDAs and non-college-bound youth of the CUC constituency. The population for this study consisted of 93,140 persons. Table 5 shows the sub-division of the population by category of respondents.

The total sample size was 1,903 respondents. Table 6 shows the sub-division of the sample by category of respondents. Nonprobability, quota, convenient, and surplus sampling procedures were followed to select sample members that were representative, "typical" and

TABLE 5
SUB-DIVISION OF POPULATION BY CATEGORY OF RESPONDENTS

Category	Number
Board Members/Administrators	43
Faculty/Staff	110
Students	250
Alumni	4,800
Parents/Guardians	41,914
Other-Adult SDAs	3,508
Non-College-Bound Youth	<u>42,515</u>
Total	93,140

suitable for the purposes of the study. It was ensured that each category of respondents was proportionately represented in the sample. Because of their smallness of size, for three classifications--board members/administrators, faculty/staff, and students--the entire sub-divisions of the population were drawn as the sub-samples. In order to choose sub-sample members in the alumni category, directories of CUC alumni association chapters were obtained. Generally, every third name from these lists was taken; deviations occurred when an incomplete address was encountered. Thus 181 questionnaires were mailed to alumni. In closed settings of alumni chapter meetings at CUC in Trinidad, and the Metropolitan SDA Church in Washington D.C., 51 and 68 questionnaires

respectively were administered giving a closed-setting administration of 119 questionnaires.

Sub-sample members for the three remaining categories--parents/guardians, other-adult SDAs, and non-college-bound youth were conveniently chosen though the proportionate size of the membership in each section of the Union was taken into consideration. Further, a 33-1/3% surplus of questionnaires was added. The rationale for the surplus sampling was the envisioned greater difficulty in obtaining responses from members of these three classifications. Hence, 136 questionnaires were distributed in the South Caribbean Conference, 96 in the East Caribbean Conference, 88 in the Guyana Conference, 52 in the North Caribbean Conference, 20 in the Grenada Mission, and 8 in the Surinam Mission for each of the three categories. Consequently, a total of 400 questionnaires each was given out to parents/guardians, other-adult SDAs, and non-college-bound youth.

The procedure adopted by the church ministries department personnel of the conferences and missions in distributing the questionnaires on behalf of the researcher ensured that both urban and rural constituents were included in the sample. Initially, pastoral districts were separated on this basis; then pastoral districts and churches were conveniently chosen. In all instances, the questionnaires were administered in closed settings of church-membership gatherings.

Research Instrument

One questionnaire was necessary for the study (see appendix C). This instrument was developed by the writer since the review of the related literature did not produce an instrument suitable for realizing the purpose of the study. The questionnaire was validated in a pilot

TABLE 6
SUB-DIVISION OF INVITED SAMPLE BY CATEGORY OF RESPONDENTS

Category	Number
Board Members/Administrators	43
Faculty/Staff	110
Students	250
Alumni	300
Parents/Guardians	400
Other-Adult SDAs	400
Non-College-Bound Youth	<u>400</u>
Total	1,903

study using as respondents a dozen CUC constituents present in Berrien Springs, Michigan, during the period March 8-12, 1991.

The questionnaire consisted of 56 questions of a closed nature. Space was also provided for additional comments. Section A of the questionnaire consisted of 15 questions. These sought to learn how well the educa-

tional needs of non-college-bound youth can be met by the existing CUC curricula. Section B consisted of 15 questions which were intended to determine priorities on present programs, bearing in mind the future educational needs of the non-college-bound youth. Section C contained seven questions seeking opinions on the introduction of new programs in the CUC curricula to meet the educational needs of non-college-bound youth. Section D asked 19 questions addressed to ideas which could be used to supply in the future, through CUC, the educational needs of non-college-bound youth as perceived by the different categories of respondents. Section E was provided to allow for additional comments.

Statistical Analysis

The data taken from the questionnaire were tabulated according to category of respondents. The Chi-Square test was applied for acceptance or rejection of the null hypotheses. The Chi-square test compares observed results in discrete categories and expected results in the same categories. It determines if the observed results differ significantly from what would be expected (Hopkins, 1980, pp. 370-371). The level of significance was set at .05. The results of the data are reported in chapter 4.

Procedure

The researcher sent a letter to the president of

CUC, stating the desire to undertake the study and requesting permission from the CUC Board of Trustees to administer the questionnaire. Upon receiving permission, the questionnaire was administered to the board members/administrators, faculty/staff, students, parents/guardians, other-adult SDAs, and non-college-bound youth in closed settings by the researcher or his assistants who were provided with explanatory notes so that respondents could be enlightened on the meanings of terms thus:

O-levels--examinations taken by students at the end of their last year in high school in British and British-influenced territories;

A-levels--examinations taken by students at the end of 2 years beyond high school in British and British-influenced territories;

G.E.D.--General Education Development--an American high school equivalency examination taken generally by students over 18 years who did not obtain a high school diploma;

CXC General--an examination given in the English-speaking Caribbean territories that is equivalent to the O-levels.

Another letter was sent by the researcher to the presidents of the various CUC alumni chapters. The letter informed them of the intention to complete the study and solicited their assistance in encouraging persons in the alumni category to respond. Alumni received

their questionnaire either through the mail or in closed settings of alumni chapter meetings.

A third letter was sent to the presidents of the conferences and missions. In this letter the desire to undertake the study was expressed and permission was sought to administer the questionnaire through the Church Ministries (Youth) Department. The letter was copied to the director of the Church Ministries Department. In every instance, the completed forms were returned to the researcher either personally, through assistants, or through the mail. Letters concerning the administration of the questionnaire are shown in appendix D.

Arrangements were made for one-day visits to the eight chosen community colleges. These were done either by letter, telephone call, or both. Appendix E contains letters concerning these visits. The library of Lake Michigan College was used to study community college catalogs and other relevant documents.

Letters of general support for the dissertation were also solicited and received. These are shown in appendix F.

Summary

The survey method of research was used to compare the self-perceived educational needs of non-college-bound youth with board member/administrator, faculty/staff, alumnus, student, parent/guardian, and other-adult SDA perception of these needs in the CUC constituency. One

questionnaire was used in the study. The population consisted of 93,140 subjects including board members/administrators, faculty/staff, alumni, students, parents/guardians, other-adult SDAs, and non-college-bound youth. The sample consisted of 1,903 subjects and included all the categories listed above. The Chi-square Test was applied for acceptance or rejection of the null hypotheses. The level of significance was set at .05.

Permission to administer the questionnaire was obtained from the presidents of CUC, the various alumni chapters, and the conferences and missions of the Caribbean Union Conference. The questionnaire was administered to board members/administrators, faculty/staff, and students in closed settings. Parents/guardians, non-college-bound youth, and other-adult SDAs also received the questionnaire in closed settings. Alumni received theirs either in closed settings or through the mail. The administration of the questionnaire to the parents/guardians, other-adult SDAs, and non-college-bound youth was handled by the Church Ministries directors of the conferences and missions on the researcher's behalf.

The related literature was reviewed and a list of programs acceptable to CUC was compiled. Visits were made to community colleges in the U.S.A. and the Eastern Caribbean. Finally, a model program acceptable to CUC and the SDA church was developed.

CHAPTER IV

RESULTS

Introduction

This chapter reports the findings of the study which compared the self-perceived educational needs of the non-college-bound SDA youth of the CUC constituency with the perceptions of board members/administrators, faculty/staff, alumni, parents/guardians, CUC students, and other-adult SDAs concerning those needs. The chapter is divided into seven sections: introduction, findings from documents, site-visit findings, responses to questionnaire, findings from survey, answers to questions, and summary of results.

Findings from Documents

Documentary evidence derived from the perusal of dozens of community colleges' catalogs and a review of the literature reveals that the community college system is "a program for all." Community college programs are designed to serve the most diverse population of youth, as well as adults. The comprehensive nature of the program fulfills six main functions--preparation for advanced study, occupational education, guidance, developmental education,

general education, and community service.

Documentary evidence also reveals that it is the vocational or occupational function which receives most attention from community college administrators. It has also been discovered that the community college responds more rapidly than traditional institutions of higher learning do to societal demands that reflect technological and sociological changes.

As regards admissions, documents on community colleges show that "open" admissions policies constitute the norm. This great flexibility in admissions allows the community college system to translate the desire of equal educational opportunity for all into as near a reality as one can find anywhere.

The focus of the community college is the two-year diploma or associate degree. Its greatest contribution is fitting graduates for entry-level jobs of a wide variety. Indeed, the community college has a community orientation.

Given its unique function in society, the community college has had to develop its own organizational structure. "Typically" or "near-typically," it is very complex (figures 1 and 2).

Site-Visit Findings

The findings of the visits to eight community colleges--four in the USA and four in the Eastern Caribbean--have been tabulated and are shown in the

summary report (table 7). These findings corroborate the documentary findings reported in the preceding section: Community colleges offer comprehensive programs--academic, technical/vocational, craft, continuing adult education, general and remedial education, and guidance. As a result, they have greatly expanded the concept of equal educational opportunity for all. The focus is on preparing graduates for entry-level jobs. Associate degrees or two-year diplomas are awarded at the end of a course of study. There has developed a "typical" or "near-typical" administrative structure for the community college.

Responses to Questionnaire Survey

Table 8 gives a summary of the responses to the questionnaire survey.

TABLE 7
 SUMMARY REPORT OF VISITS TO EIGHT COMMUNITY COLLEGES
 DECEMBER 1990 - JULY 1991

No.	Date of Visit	Name of College	Personnel Interviewed	Other Activities	Salient Findings
1	12-14-90	St. Kitts College of Further Education	Principal, Technical-vocational teachers, Support staff	Tour of facilities	Flexible admissions; Comprehensive programs; Academic Technical vocational Craft Continuing adult educ. 'Near-Typical' administrative structure; Two-year diplomas
2	12-17-90	Sir Arthur Lewis Community College	Principal, Registrar, Graduates, Teachers	Tour of facilities, Visit with teaching faculty	Flexible admissions; Comprehensive programs: Academic Technical vocational Craft Continuing adult educ. 'Near-Typical' administrative structure; Two-year diplomas

TABLE 7--(Continued)

No.	Date of Visit	Name of College	Personnel Interviewed	Other Activities	Salient Findings
3	12-20-90	Barbados Community College	Vice-Principal, Board member	Tour of facilities	Flexible admissions; Comprehensive programs: Academic Technical-vocational Craft Continuing adult educ. 'Near-Typical' administrative structure Two-year diplomas/ Associate degrees
4	03-01-91 06-11-91 07-24-91	Lake Michigan College	Associate Dean, Librarian, President, Students, Support staff, Teachers	Tour of facilities, Study of documents, including Community College's catalogs	Flexible admissions; Comprehensive programs: Academic Technical-vocational Continuing adult educ. General, Remedial, Guidance 'Typical' administrative structure Associate degrees

TABLE 7--(Continued)

No.	Date of Visit	Name of College	Personnel Interviewed	Other Activities	Salient Findings
5	03-13-91	Norwalk Community College	President, Director of Admissions, Support personnel	Tour of facilities	Flexible admissions; Comprehensive programs: Academic Technical-vocational General, Remedial, Guidance Continuing adult educ. 'Typical' administrative structure Associate degrees
6	03-27-91	Trinidad and Tobago Community College*	Chairman Community College Task Force, Dean of Higher Education, NIHERST Other Task Force members and NIHERST personnel	Review of documents, Tour of facilities	Flexible admissions; Comprehensive programs: Academic Technical-vocational Craft Continuing adult educ. 'Near-Typical' administrative structure Two-year diplomas

TABLE 7--(Continued)

No.	Date of Visit	Name of College	Personnel Interviewed	Other Activities	Salient Findings
7	04-30-91	Southwestern Michigan College	President, Director of Admissions, Teachers, Students	Tour of facilities	Flexible admissions; Comprehensive programs: Academic Technical-vocational General, Remedial Continuing adult educ. 'Typical' administrative structure Associate degrees
8	05-29-91	Henry Ford Community College	Vice-Presidents, Director of Admissions, Teachers, Students	Tour of facilities	Flexible admissions; Comprehensive programs: Academic Technical-vocational General, Remedial Continuing adult educ. 'Typical' administrative structure Associate degrees

*This college is in the process of being established as an umbrella organization. A tour of many of its unit facilities was undertaken between May-August, 1990. It is located in the same country with CUC.

TABLE 8

SUMMARY OF RESPONSES TO QUESTIONNAIRE SURVEY

Category	Invited Sample Size	No. Responses	Percent Response
Board member/ administrator	43	20	46.51
Faculty/staff	110	77	70.00
Alumni	300	161	53.67
Students	250	193	77.20
Parent/guardian	400	151	37.75
Non-college-bound youth	400	160	40.00
Other-adult SDA	400	66	16.50
Totals	1,903	828	43.51

From the board member/administrator category a 46.51% response was received. The faculty/staff response was 70.00%. The alumni responded 53.67%. A response of 77.20% was given by students. The parent/guardian and non-college-bound youth categories responded with 37.75% and 40.00% respectively. Other-adult SDAs responded 16.50%.

The highest response came from the students. The lowest response was made by the other-adult SDAs. The second highest response, was received from the faculty/staff members. Responses given by four categories--board member/administrator, alumni, parent/guardian, and non-college-bound youth ranged between 37.75% and 53.67%. The overall response to the questionnaire was 43.51%.

Findings from the Survey

The Chi-square test of homogeneity was used to test the hypotheses. The chi-square test is used to

compare two or more groups on non-continuous variables with two or more categories in which observed frequencies of occurrences are compared with theoretical or expected frequencies. The general requirement for proper application of the statistic is that not more than 20% of the cells have expected frequencies less than 5 (Hinkle, Wiersma, & Jurs, 1988; Hopkins, Glass, & Hopkins, 1987). However, less stringent criteria have been suggested. For example, Cochran (1954) stated that if Chi-square has less than 30 degrees of freedom and the minimum expected frequency is 2 or more, the application of chi-square is adequate. Hopkins, Glass and Hopkins (1987) refer to several studies where Chi-square works well even when the average expected frequency is as low as 2.

To meet this criterion, column cells were combined for a number of items. The combination was done with the condition that the data did not become distorted. Chi-square values with less than 3 degrees of freedom indicate some cells were combined to achieve appropriate expected frequencies. The requirement was that not more than 20% of the cells have expected frequencies less than 5. Details of whether or not column cells were combined, and if they were, in what manner, for each hypothesis tested are presented in tables 35-38 which constitute appendix G.

Further, all "no opinion" responses were omitted as it was not clear whether respondents understood the expression to mean "neutral" or "undecided."

Hypothesis 1

Results related to hypothesis 1--there is no difference between the self-perceived educational needs of non-college-bound youth and the perception of those needs by CUC board members/administrators--are shown in tables 9-12 which report the Chi-square values, and appendices H-K which report the percentages of responses to questionnaire items. Significant differences ($p \leq .05$) were found on 28 items. There were no significant differences on the other 28 items ($p > .05$).

Seventy point sixty-three percent, 70.63%, and 85.62% respectively of the youth strongly felt/felt that current CUC diploma programs in the natural sciences, mathematics, and fine arts could meet some of their educational needs. Board members/administrators held the opposite view as only 17.64%, 22.22%, and 41.16% respectively strongly agreed/agreed. (See table 9 and appendix H--items 12, 13, and 15.) Again, 83.75%, 86.26%, 89.38%, and 92.50% respectively of the youth strongly felt/felt that current diploma programs in religion, business, secretarial science, and industrial arts could also meet some of their educational needs. With this perception the board members/administrators identified. Respectively, 80.96%, 80.95%, 80.00%, and 100.00% strongly agreed/agreed. However, their perception was significantly stronger than that of the youth themselves as many more stated that they "strongly agreed" (table 9,

and appendix H--items 3, 5, 6, and 14). Both groups believed that current degree programs in theology--56.25% and 80.00%, religion--63.13% and 80.00%, and education--69.38% and 65.00%, would not be useful educational pursuits for the non-college-bound youth. Percentage figures mentioned first are for the youth. (See table 9 and appendix H--items 1, 2, 8, and 9.) The trend that emerged was that most current diploma programs were perceived by the youth as being suitable to the non-college-bound youth; degree programs were not. The board members/administrators supported this stance to some extent.

TABLE 9

CHI-SQUARE RESULTS FOR CUC BOARD/ADMINISTRATORS
VS. NON-COLLEGE-BOUND SDA YOUTH RE HOW
EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND
YOUTH CAN BE MET BY CURRENT CUC PROGRAMS

No.	Item	df	Chi-Square	Prob
1	Theology degree	2	19.953	0.000*
2	Religion degree	2	17.779	0.000*
3	Religion diploma	2	16.545	0.000*
4	Business degree	3	2.732	0.435
5	Business diploma	2	9.967	0.006*
6	Secretarial Science dip.	2	15.833	0.000*
7	Teacher-training diploma	2	4.870	0.088
8	Education degree	2	12.310	0.002*
9	English degree	2	5.612	0.060
10	History degree	2	0.563	0.755
11	Social Studies degree	2	0.874	0.646
12	Natural Sciences diploma	2	28.098	0.000*
13	Mathematics diploma	2	20.254	0.000*
14	Industrial Arts diploma	2	8.046	0.018*
15	Fine Arts diploma	2	23.897	0.000*

*p ≤ .05

TABLE 10

CHI-SQUARE RESULTS FOR CUC BOARD/ADMINISTRATORS
VS. NON-COLLEGE-BOUND SDA YOUTH RE HIGHER
PRIORITIES FOR CUC PRESENT PROGRAMS FOR
THE FUTURE EDUCATIONAL NEEDS OF NON-
COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
16	Theology	2	8.499	0.143
17	Religion	1	6.572	0.010*
18	Business	2	0.878	0.645
19	Secretarial Science	2	1.295	0.523
20	Teacher-training	2	1.181	0.554
21	Education	2	0.376	0.828
22	English	2	6.691	0.035*
23	History	2	0.204	0.903
24	Social Studies	2	3.524	0.172
25	Mathematics	2	6.691	0.035*
26	Natural Sciences	2	30.550	0.000*
27	Industrial Arts	2	10.862	0.004*
28	Fine Arts	2	0.199	0.905
29	4-year degrees	2	5.775	0.056
30	2-year diplomas	2	1.466	0.480

*p ≤ .05

TABLE 11

CHI-SQUARE RESULTS FOR CUC BOARD/ADMINISTRATORS VS.
NON-COLLEGE-BOUND SDA YOUTH RE NEW PROGRAMS TO
HELP CUC MEET EDUCATIONAL NEEDS OF THE
NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
31	Academic	2	3.793	0.150
32	Technical-Vocational	2	0.742	0.690
33	Craft	2	13.011	0.001*
34	4-year degree	2	25.856	0.000*
35	2-year diploma	2	6.126	0.047*
36	1-year certificate	2	9.448	0.008*
37	Shorter duration	1	0.012	0.913

*p ≤ .05

TABLE 12

CHI-SQUARE RESULTS FOR CUC BOARD/ADMINISTRATORS
VS. NON-COLLEGE-BOUND SDA YOUTH RE IMPORTANT
IDEAS FOR CUC'S DEVELOPMENT OF PROGRAMS FOR
THE FUTURE, TO MEET EDUCATIONAL NEEDS OF
THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	2	11.661	0.003*
39	Raise to 2 "A" level admissions	1	1.250	0.264
40	Keep 5 CXC Gen/GCE "O" level admissions	2	53.612	0.000*
41	More GED admissions	2	16.546	0.000*
42	New flexible admissions	2	2.590	0.274
43	More balanced program offerings	2	3.260	0.196
44	Increase academic pro.	2	0.760	0.684
45	Increase tech-voc pro.	2	2.689	0.261
46	Increase craft programs	2	14.204	0.001*
47	Train prof. for church	2	4.388	0.111
48	Train prof. for society	2	2.248	0.325
49	Train tech. for church	2	4.077	0.130
50	Train tech. for society	2	4.869	0.088
51	Train craftsmen for church	2	31.656	0.000*
52	Train craftsmen for society	2	44.988	0.000*
53	Train techno. for church	2	6.327	0.042*
54	Train techno. for society	2	40.685	0.000*
55	Offer enrichment programs	2	10.416	0.005*
56	Offer citizenship educ.	2	0.478	0.788

*p ≤ .05

Both the youth and the board members/administrators were willing to give higher priorities in the future to CUC programs in English, mathematics, and industrial arts. In each case, though, a higher percentage of the youth than the board members/ administrators strongly agreed/agreed--83.76% as against 63.12%, 95.00% as against

80.00%, and 93.75% as against 61.00% respectively (table 10 and appendix I--items 22, 25, and 27). The youth were also willing to give higher priority to programs in the natural sciences--94.38%. On this opinion the board members/administrators were ambivalent--49.97% (table 10 and appendix I--item 26). The consistent trend with both groups seemed to be the perception that technical-vocational courses of study are what would satisfy the youth's educational needs. However, they seemed painfully aware that in the context of the Eastern Caribbean a lack of some measure of mastery of English, mathematics, and the natural sciences are stumbling blocks in the way of gaining employment in many instances.

In regards to new programs being introduced at CUC to help meet the educational needs of the non-college-bound youth, the youth themselves strongly felt/felt that craft and 4-year degree programs were needed--78.13% and 75.63% respectively. Board members/administrators disagreed/strongly disagreed with this view--52.60% and 73.64% respectively. (See table 11 and appendix J--items 33 and 34.) Both groups would welcome the introduction of new 1-year certificate programs--87.50% of the youth, and 90.00% of the board members/administrators (table 11 and appendix J--item 36). The board members/administrators felt more strongly about this than the youth as 65% strongly agreed compared to 35% of the youth.

Concerning ideas for CUC's development of programs

for the future, a larger percentage of the youth than board members/administrators perceived that education for all--78.13% vs. 75.00%, more GED admissions--80.63% vs. 50.00%, an increase in the number of craft programs--82.51% vs. 55.00%, and training technologists for the church--88.13% vs. 72.17%, were needed. (Table 12 and appendix K--items 38, 41, 46, and 53.) The reverse was true for keeping the 5 CXC Gen/GCE "O" level admissions requirements--76.26% vs. 95.00% (table 12 and appendix K--item 40). Additionally, whereas the youth strongly agreed/agreed that CUC should train craftsmen for the church--85.01%, and society--86.88%, and train technologists for society--88.75%, the board members/administrators disagreed/strongly disagreed--55.52%, 61.07%, and 52.92% respectively. (See table 12--items 51, 52, and 54.) Notwithstanding the differences noted above, as the youth and board members/administrators projected into the future, CUC programs in the occupational or technical-vocational fields were perceived as being able to help satisfy the educational needs of the youth. Further, provision should be made to admit hitherto non-college-bound youth into the college.

Hypothesis 2

Results for hypothesis 2--there is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs

by CUC faculty/staff--are given in tables 13-16 which report the Chi-square values, and appendices L-O which give the percentages of responses to questionnaire items. Significant differences ($p \leq .05$) were found on 47 items. There were no significant differences on the remaining nine items ($p > .05$).

Fewer youth than faculty/staff disagreed/strongly disagreed that current degree programs in business--52.51% vs. 74.67%, education--69.38% vs. 92.00%, English--70.00% vs. 98.66%, history--71.25% vs. 89.19%, could meet their educational needs (table 13 and appendix L--items 4, and 8-10). On the other hand, more youth than faculty/staff strongly agreed/agreed that current diploma programs in business--89.38% vs. 80.00%, secretarial science--89.38% vs. 80.00%, industrial arts--92.50% vs. 78.67%, and fine arts--85.63% vs. 72.00% could meet their needs (table 13 and appendix L--items 5, 6, 14, and 15). Also, whereas the youth perceived that diploma programs in teacher-training, natural sciences, and mathematics--57.50%, 70.63%, and 70.63% respectively would meet some of their needs, the faculty/staff were of the opposite perception--80.00%, 56.08%, and 80.00% respectively. (See table 13 and appendix L--items 7, 12, and 13.) The prevailing trend was that diploma programs were perceived as being more beneficial educational pursuits for the non-college-bound youth than degree programs were. The belief was more widespread, even if not always more pronounced, among

the youth than among the faculty/staff.

Both the youth and the faculty/staff said that higher priorities should be given to the following programs in the future, as CUC attempts to meet the educational needs of the non-college-bound youth: English, mathematics, industrial arts, 4-year degree, and 2-year diploma. But whereas more youth gave a higher priority to mathematics--95.00% vs. 73.33%, industrial arts--93.75% vs. 85.33%, and 2-year diplomas--94.38% vs. 82.67%, more faculty/staff did so on 4-year degrees--60.63% vs. 71.95% (table 14 and appendix M--items 25, 27, 29, and 30). Additionally, the youth perceived that while natural sciences and fine arts should be given higher priorities in the future--94.38% and 75.00%, religion--62.50%, and history--51.88%, should not be thus elevated. The faculty/staff had the opposite perception or were ambivalent on these four items--49.00%, 49.33%, 48.00%, and 74.67% respectively. (See table 14 and appendix M--items 26, 28, 17, and 23.) The noticeable trend was that diploma programs in the industrial arts were included among the ones that would best help to meet the educational needs of the non-college-bound youth. Mastery in English, mathematics, and natural sciences--at least some measure of competencies--were also deemed necessary.

Table 15 and appendix N--items 31-33, and 35-36 show that there is a difference in the measure of support which the youth and the faculty/staff gave to the

introduction of new academic--86.26% vs. 56.00%,
 technical-vocational--91.25% vs. 78.66%, craft--78.13%

TABLE 13

CHI-SQUARE RESULTS FOR CUC FACULTY/STAFF VS. NON-
 COLLEGE-BOUND SDA YOUTH RE HOW EDUCATIONAL NEEDS
 OF NON-COLLEGE-BOUND YOUTH CAN BE MET BY
 CURRENT CUC PROGRAMS

No.	Item	df	Chi-Square	Prob
1	Theology degree	3	4.429	0.219
2	Religion degree	3	3.623	0.305
3	Religion diploma	3	3.889	0.274
4	Business degree	3	13.941	0.003*
5	Business diploma	3	12.233	0.007*
6	Secretarial Science dip.	3	23.598	0.000*
7	Teacher-training diploma	3	35.342	0.000*
8	Education degree	3	18.840	0.000*
9	English degree	3	20.544	0.000*
10	History degree	3	9.900	0.042*
11	Social Studies degree	3	7.272	0.064
12	Natural Sciences diploma	3	22.325	0.000*
13	Mathematics diploma	3	79.947	0.000*
14	Industrial Arts diploma	3	20.255	0.000*
15	Fine Arts diploma	3	20.763	0.000*

*p ≤ .05

vs. 62.67%, 2-year diploma--97.63% vs. 78.66%, and 1-year certificate--87.50% vs. 77.33%, programs in the CUC curriculum. They also show that whereas the youth would like new 4-year degree programs to be introduced to help meet their needs, the faculty/staff would not--71.87% vs. 45.33% (table 15 and appendix N--item 34). The tendency of both groups was once again to perceive non-degree programs, which are generally terminal in nature, as being suitable for the non-college-bound youth.

TABLE 14

CHI-SQUARE RESULTS FOR CUC FACULTY/STAFF VS. NON-COLLEGE-BOUND SDA YOUTH RE HIGHER PRIORITIES FOR CUC PRESENT PROGRAMS FOR THE FUTURE EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
16	Theology	3	4.550	0.208
17	Religion	3	12.562	0.005*
18	Business	3	6.461	0.091
19	Secretarial Science	3	4.024	0.259
20	Teacher-training	3	3.857	0.277
21	Education	3	24.056	0.000*
22	English	3	16.165	0.001*
23	History	3	21.018	0.000*
24	Social Studies	3	5.324	0.150
25	Mathematics	2	35.488	0.000*
26	Natural Sciences	3	84.960	0.000*
27	Industrial Arts	2	7.014	0.030*
28	Fine Arts	3	29.987	0.000*
29	4-year degrees	3	22.777	0.000*
30	2-year diplomas	2	14.686	0.000*

*p ≤ .05

TABLE 15

CHI-SQUARE RESULTS FOR CUC FACULTY/STAFF VS. NON-COLLEGE-BOUND SDA YOUTH RE NEW PROGRAMS TO HELP CUC MEET EDUCATIONAL NEEDS OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
31	Academic	3	23.593	0.000*
32	Technical-Vocational	3	23.572	0.000*
33	Craft	3	10.028	0.018*
34	4-year degree	3	39.572	0.000*
35	2-year diploma	2	26.419	0.000*
36	1-year certificate	3	16.603	0.000*
37	Shorter duration	3	10.137	0.362

*p ≤ .05

TABLE 16

CHI-SQUARE RESULTS FOR CUC FACULTY/STAFF VS. NON-COLLEGE-BOUND SDA YOUTH RE IMPORTANT IDEAS FOR CUC'S DEVELOPMENT OF PROGRAMS FOR THE FUTURE, TO MEET EDUCATIONAL NEEDS OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	3	9.370	0.024*
39	Raise to 2 "A" level admissions	3	13.134	0.004*
40	Keep 5 CXC Gen/GCE "O" level admissions	3	17.323	0.000*
41	More GED admissions	3	36.104	0.000*
42	New flexible admissions	3	12.332	0.006*
43	More balanced program offerings	1	5.185	0.023*
44	Increase academic pro.	3	20.248	0.000*
45	Increase tech-voc pro.	3	33.035	0.000*
46	Increase craft programs	3	28.668	0.000*
47	Train prof. for church	3	22.887	0.000*
48	Train prof. for society	3	35.414	0.000*
49	Train tech. for church	2	24.072	0.000*
50	Train tech. for society	3	39.938	0.000*
51	Train craftsmen for church	2	36.275	0.000*
52	Train craftsmen for society	2	50.412	0.000*
53	Train techno. for church	2	17.032	0.000*
54	Train techno. for society	3	42.880	0.000*
55	Offer enrichment programs	3	22.985	0.000*
56	Offer citizenship educ.	3	6.422	0.093

*p ≤ .05

In regards to ideas for CUC's development of programs for the future, the youth and the faculty/staff both perceived the need for a policy of education for all--78.13% and 85.34%, keeping the 5 CXC Gen/GCE 'O' level admissions requirement--76.26% and 88.00%, a new flexible admissions policy--63.13% and 54.67%, more balanced program offerings--86.25% and 76.00%, an increase in

academic--74.63% and 60.81%, technical-vocational--92.51% and 81.08%, and craft program offerings--82.51% and 58.67%, the need to train professionals--88.13% and 90.66%, 89.38% and 68.00%, technicians--89.38% and 93.33%, 88.76% and 70.66%, and technologists--88.13% and 84.00%, 88.75% and 62.67% for the church and society, the need to train craftsmen for the church--85.01% and 57.33%, and the need to offer enrichment programs--60.63% and 82.66%. (See table 16 and appendix O--items 38, 40, 42-51, and 53-55.) In all instances except items 38, 40, 47, and 49 a larger percentage of the youth than the faculty/staff were supportive. Similarly, more youth than faculty/staff disagreed/strongly disagreed--81.26% and 72.00%, on the matter of raising the admissions requirement to 2-'A' levels (table 16 and appendix O--item 39). Finally, when the youth and the CUC faculty/staff are compared, the results show that whereas the youth supported allowing more GED admissions--80.63% vs. 48.00%, and to training craftsmen for society--86.88% vs. 49.33%, the faculty/staff were ambivalent (table 16 and appendix O--items 41 and 52). Here also, in the realm of pertinent ideas for CUC's development, the trend emerged to make technical-vocational programs available to the hitherto non-college-bound youth. This could be done by making fundamental changes in the admissions regulations, and by introducing programs to make curricula offerings more comprehensive.

Hypothesis 3

Information related to hypothesis 3--there is no difference between the self-perceived educational needs of non-college-bound SDA youth and CUC alumni perception of those needs--is contained in tables 17-20 which report the Chi-square values, and appendices P-S which give the percentage of responses to questionnaire items. Significant differences ($p \leq .05$) were found on 38 items. There were no significant differences on the other 18 items ($p > .05$).

When the perceptions on current CUC programs were compared, the results showed that both the youth and the alumni disagreed/strongly disagreed that degree programs in education--69.38% and 78.20%, English--70.00% and 83.44%, history--71.25% and 77.71%, and social studies--66.88% and 75.80% could meet the needs of the non-college-bound youth (table 17 and appendix P--items 8-11). Also, both the youth and the alumni supported the view that diploma programs in religion--83.75% and 63.06%, business--86.26% and 62.42%, secretarial science--89.38% and 61.93%, and industrial arts--92.50% and 65.60% could supply some of the educational needs of the youth. In each instance, the youth's measure of agreement was larger than the alumni's. (See table 17 and appendix P--items 3, 5, 6, and 14.) The youth and the alumni held opposite views on whether the degree program in business--37.51% vs. 56.41%, and the diploma programs in teacher-

training--57.52% vs. 43.31%, natural sciences--70.63% vs. 26.75%, mathematics--70.63% vs. 28.66%, and fine arts--85.63% vs. 43.31% could satisfy the needs of the youth. The youth negated the former but affirmed the latter four (table 17 and appendix P--items 4, 7, 12, 13, and 15). That CUC could meet some of the educational needs of the youth through its diploma programs surfaced as the trend. The programs should not only be focused on the occupations, but should include studies in the natural sciences, mathematics, and English, as well. Once again the youth perceived this quite clearly as did the third adult group with whom they were compared--the alumni.

Projecting into the future, both youth and alumni affirmed that programs in social studies--72.33% and 54.19%, mathematics--95.00% and 83.22%, industrial arts--93.75% and 74.84%, and 2-year diploma programs--94.38% and 81.94% should be granted higher priorities (table 18 and appendix Q--items 24, 25, 27, and 30). However, they perceived the prioritization of theology, religion, education, and fine arts programs differently. Whereas the youth called for the lowering of the priorities of the first two programs--63.13% and 62.50% respectively--just listed above and the raising of the last one--75.00%, the alumni called for the opposite to occur--33.12%, 40.13%, and 45.16%. (See table 18 and appendix Q--items 16, 17, 21, and 28.) The trend that emerged was, once again, for

diploma, industrial arts and related programs to meet the needs of the non-college-bound youth.

Also, to meet the educational needs of the non-college-bound youth, youth, as well as alumni, would like to see the introduction of new academic--86.26% and 69.43%, technical-vocational--91.25% and 68.79%, craft--78.13% and 53.51%, 4-year degree--75.63% and 56.69%, 2-year diploma--95.63% and 88.53%--programs (table 19 and appendix R--items 31-35). The thinking that new programs should be comprehensive in nature maintained the trend that programs were needed especially for the hitherto non-college-bound youth to get an opportunity to make something of their lives.

TABLE 17

CHI-SQUARE RESULTS FOR CUC ALUMNI VS. NON-COLLEGE-BOUND SDA YOUTH RE HOW EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH CAN BE MET BY CURRENT CUC PROGRAMS

No.	Item	df	Chi-Square	Prob
1	Theology degree	3	3.503	0.320
2	Religion degree	3	6.354	0.096
3	Religion diploma	3	23.522	0.000*
4	Business degree	3	12.452	0.006*
5	Business diploma	3	30.584	0.000*
6	Secretarial Science dip.	3	34.838	0.000*
7	Teacher-training diploma	3	11.996	0.007*
8	Education degree	3	12.665	0.005*
9	English degree	3	17.287	0.000*
10	History degree	3	17.826	0.000*
11	Social Studies degree	3	18.437	0.000*
12	Natural Sciences diploma	3	73.226	0.000*
13	Mathematics diploma	3	64.925	0.000*
14	Industrial Arts diploma	3	66.361	0.000*
15	Fine Arts diploma	3	81.884	0.000*

*p ≤ .05

TABLE 18

CHI-SQUARE RESULTS FOR CUC ALUMNI VS. NON-COLLEGE-BOUND
SDA YOUTH RE HIGHER PRIORITIES FOR CUC PRESENT PROGRAMS
FOR THE FUTURE EDUCATIONAL NEEDS OF NON-COLLEGE-
BOUND YOUTH

No.	Item	df	Chi-Square	Prob
16	Theology	3	49.666	0.000*
17	Religion	3	27.628	0.000*
18	Business	3	2.781	0.427
19	Secretarial Science	3	4.835	0.184
20	Teacher-training	3	6.361	0.095
21	Education	3	9.285	0.026*
22	English	3	7.547	0.056
23	History	3	8.367	0.039*
24	Social Studies	3	17.209	0.000*
25	Mathematics	3	11.815	0.008*
26	Natural Sciences	3	3.853	0.278
27	Industrial Arts	3	21.312	0.000*
28	Fine Arts	3	25.241	0.000*
29	4-year degrees	3	5.997	0.112
30	2-year diplomas	3	14.076	0.002*

*p ≤ .05

TABLE 19

CHI-SQUARE RESULTS FOR CUC ALUMNI VS. NON-COLLEGE-BOUND
SDA YOUTH RE NEW PROGRAMS TO HELP CUC MEET EDUCATIONAL
NEEDS OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
31	Academic	3	26.471	0.000*
32	Technical-Vocational	3	35.675	0.000*
33	Craft	3	23.980	0.000*
34	4-year degree	3	13.890	0.003*
35	2-year diploma	3	19.821	0.000*
36	1-year certificate	3	4.864	0.182
37	Shorter duration	3	5.375	0.146

*p ≤ .05

TABLE 20

CHI-SQUARE RESULTS FOR CUC ALUMNI VS. NON-COLLEGE-BOUND
SDA YOUTH RE IMPORTANT IDEAS FOR CUC'S DEVELOPMENT OF
PROGRAMS FOR THE FUTURE, TO MEET EDUCATIONAL NEEDS
OF NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	3	33.466	0.000*
39	Raise to 2 "A" level Admissions	3	25.924	0.000*
40	Keep 5 CXC Gen/GCE "O" level admissions	3	7.191	0.066
41	More GED admissions	3	5.979	0.113
42	New flexible admissions	3	7.427	0.059
43	More balanced program offerings	3	4.748	0.191
44	Increase academic pro.	3	7.058	0.070
45	Increase tech-voc pro.	3	6.009	0.111
46	Increase craft programs	3	11.789	0.008*
47	Train prof. for church	3	13.663	0.003*
48	Train prof. for society	3	12.025	0.007*
49	Train tech. for church	3	10.550	0.014*
50	Train tech. for society	3	12.989	0.005*
51	Train craftsmen for church	3	11.597	0.009*
52	Train craftsmen for society	3	15.172	0.002*
53	Train techno. for church	3	14.461	0.002*
54	Train techno. for society	3	15.918	0.001*
55	Offer enrichment programs	3	5.907	0.116
56	Offer citizenship educ.	3	6.611	0.085

*p ≤ .05

Table 20 and appendix S reveal that the youth and the alumni held divergent views on whether CUC should operate on a policy of education for all. On this issue the youth were positive in their outlook--78.13%, while the alumni were negative in theirs--46.79%. (See table 20 and appendix S--item 38.) Both groups opposed the idea of raising admissions requirements to 2-"A" levels--81.26%

and 62.42% respectively (table 20 and appendix S-item 39). Again, both groups supported ideas for new flexible admissions--63.13% and 57.69%, an increase in craft programs--82.51% and 69.43%, the training of professionals--88.13% and 83.44%, 89.38% and 78.34%, technicians--89.38% and 82.17%, 88.76% and 80.89%, craftsmen--85.01% and 72.90%, 86.88% and 75.65%, and technologists--88.13% and 83.45%, 88.75% and 77.70%, for the church and society. (See table 20 and appendix S-- items 42, and 46-54.) Once again, in the realm of important ideas by which to chart CUC's development, the trend was to open up the college to the hitherto non-college-bound youth so that they could pursue programs chosen out of a comprehensive range which included the craft/technical-vocational areas.

Hypothesis 4

Hypothesis 4 stated that there is no difference between the self-perceived educational needs of non-college-bound youth and parent/guardian perception of those needs. The results related to this hypothesis are given in tables 21-24 which give the Chi-square values, and appendices T-W which report the percentages of responses to questionnaire items. Significant differences ($p \leq .05$) were found on 45 items. There were no significant differences on the remaining 11 items ($p > .05$).

Overall, the youth and the parents/guardians expressed similar trendy opinions. Both groups, as regards current CUC programs, thought that diploma programs in business--87.02% and 86.25%, secretarial science--90.16% and 89.38%, teacher-training--66.84% and 57.50%, natural sciences--78.24% and 70.63%, mathematics 69.79% and 70.63%, industrial arts--93.27% and 92.50%, and fine arts--89.12% and 85.63% could satisfy some of the educational needs of the non-college-bound youth. Similarly, both groups denied that the pursuit of degree programs in education--66.84% and 69.38%, English--67.36% and 70.00%, history--69.43% and 71.25%, and social studies 61.66% and 66.88% would be useful educational endeavors for the youth. (See table 21 and appendix T--items 5-15.)

Concerning giving higher priorities to CUC programs in the future, the youth and the parents/guardians again espoused similar opinions that maintained the trend thus far observed. Both groups would refrain from giving higher priorities to programs in theology--66.84% and 63.13%, and religion--69.95% and 62.50%. Also, both groups were ambivalent about programs in teacher-training and education--47.15% and 44.65%, and 51.30% and 47.51% respectively (table 22 and appendix U--items 16, 17, 20, and 21). Again, both groups would accord higher priorities to the following programs: English--76.69% and 83.76%, social studies--77.08% and 72.33%, mathematics--93.78% and 95.00%, natural sciences--

96.89% and 94.38%, industrial arts--96.86% and 93.75%, fine arts--82.91% and 75.00%, and 2-year diplomas--91.71% and 94.18% (table 22 and appendix U--items 22, 24-28, and 30).

If CUC were to satisfy the educational needs of the non-college-bound youth, both the youth and parents/guardians prescribed that new academic--96.89% and 86.26%, technical-vocational--97.40% and 91.25%, craft--84.45% and 78.13%, 4-year--79.27% and 75.63%, and 2-year 97.41% and 95.63%, programs should be added to the present curricula offerings. Interestingly, about the same percentage of the youth and the parents/guardians supported each particular item. (See table 23 and appendix V--items 31-35.)

For both the non-college-bound youth and the parents/guardians, strategic plans for CUC should embrace ideas such as "education for all"--77.72% and 78.13% respectively strongly agreeing/agreeing. In like manner, ideas pertaining to keeping the 5 CXC Gen/GCE "O" level admissions--64.87% and 76.26%, more GED admissions--79.27% and 80.63%, new flexible admissions--68.39% and 63.13%, more balanced program offerings--83.93% and 86.25%, an increase in academic--69.95% and 75.63%, technical-vocational--92.23% and 92.51%, and craft programs--85.49% and 82.51%, the training of professionals--89.63%, 88.13%, 87.56% and 89.38%, technicians--89.64%, 89.38%, 87.05%, and 88.76%, craftsmen--88.60%, 85.01%, 85.49%, and 86.88%,

and technologists--39.12%, 38.13%, 37.05%, and 38.75%, for church and society, should inform the CUC strategic planning process. It is worthy of note that the numbers in which the youth perceived these changes were almost identical to those of the parents/guardians in most cases. Neither group would give support to the idea of making 2-"A" levels the new basis of admissions to CUC. Both groups opposed this with great vehemence--58.13% and 61.14% strongly disagreeing. (See table 24 and appendix W--items 38, 40-54, and 39.) It must be observed, once more that the combined youth-parent/guardian image of the new CUC is one in which there is a flexible admissions policy in operation, a balanced, comprehensive curriculum

TABLE 21

CHI-SQUARE RESULTS FOR PARENTS/GUARDIANS VS. NON-COLLEGE-BOUND SDA YOUTH RE HOW EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH CAN BE MET BY CURRENT CUC PROGRAMS

No.	Item	df	Chi-Square	Prob
1	Theology degree	3	5.282	0.152
2	Religion degree	3	6.037	0.190
3	Religion diploma	3	4.950	0.176
4	Business degree	3	3.040	0.045*
5	Business diploma	3	22.342	0.000*
6	Secretarial Science dip.	3	27.182	0.000*
7	Teacher-training diploma	3	20.548	0.000*
8	Education degree	3	7.992	0.046*
9	English degree	3	26.566	0.000*
10	History degree	3	11.754	0.008*
11	Social Studies degree	3	12.170	0.007*
12	Natural Sciences diploma	3	57.439	0.000*
13	Mathematics diploma	3	33.301	0.000*
14	Industrial Arts diploma	3	25.204	0.000*
15	Fine Arts diploma	3	38.613	0.000*

*p ≤ .05

TABLE 22

CHI-SQUARE RESULTS FOR PARENTS/GUARDIANS VS. NON-COLLEGE-BOUND SDA YOUTH RE HIGHER PRIORITIES FOR CUC PRESENT PROGRAMS FOR THE FUTURE EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
16	Theology	3	14.353	0.002*
17	Religion	3	18.701	0.000*
18	Business	3	1.885	0.597
19	Secretarial Science	3	5.523	0.137
20	Teacher-training	3	8.473	0.037*
21	Education	3	14.767	0.002*
22	English	3	8.505	0.031*
23	History	3	7.395	0.060
24	Social Studies	3	12.152	0.007*
25	Mathematics	3	22.053	0.000*
26	Natural Sciences	3	35.296	0.000*
27	Industrial Arts	3	19.338	0.000*
28	Fine Arts	3	33.421	0.000*
29	4-year degrees	3	2.728	0.435
30	2-year diplomas	3	21.154	0.000*

*p ≤ .05

TABLE 23

CHI-SQUARE RESULTS FOR PARENTS/GUARDIANS VS. NON-COLLEGE-BOUND SDA YOUTH RE NEW PROGRAMS TO HELP CUC MEET EDUCATIONAL NEEDS OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
31	Academic	3	18.327	0.000*
32	Technical-Vocational	3	31.070	0.000*
33	Craft	3	11.593	0.009*
34	4-year degree	3	22.706	0.000*
35	2-year diploma	3	32.095	0.000*
36	1-year certificate	3	6.389	0.094
37	Shorter duration	3	4.596	0.204

*p ≤ .05

CHI-SQUARE RESULTS FOR PARENTS/GUARDIANS VS. NON-COLLEGE-
BOUND SDA YOUTH RE IMPORTANT IDEAS FOR CUC'S DEVELOPMENT
OF PROGRAMS FOR THE FUTURE, TO MEET EDUCATIONAL NEEDS
OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	3	11.145	0.011*
39	Raise to 2 "A" level Admissions	3	12.705	0.005*
40	Keep 5 CXC Gen/GCE "O" level admissions	3	17.904	0.000*
41	More GED admissions	3	19.961	0.000*
42	New flexible admissions	3	15.490	0.001*
43	More balanced program offerings	3	13.690	0.003*
44	Increase academic pro.	3	12.476	0.006*
45	Increase tech-voc pro.	3	15.818	0.001*
46	Increase craft programs	3	23.884	0.000*
47	Train prof. for church	2	8.173	0.017*
48	Train prof. for society	3	18.012	0.000*
49	Train tech. for church	2	20.874	0.000*
50	Train tech. for society	3	31.919	0.000*
51	Train craftsmen for church	3	38.858	0.000*
52	Train craftsmen for society	3	39.404	0.000*
53	Train techno. for church	3	26.008	0.000*
54	Train techno. for society	3	36.038	0.000*
55	Offer enrichment programs	3	8.009	0.046*
56	Offer citizenship educ.	3	4.776	0.189

*p ≤ .05

that carries technical-vocational programs to give equal educational opportunities to the hitherto non-college-bound youth.

Hypothesis 5

The testing of the fifth hypothesis--there is no difference between the self-perceived educational needs of non-college-bound youth and CUC student perception of

those needs--showed significant differences ($p \leq .05$) occurring on only 2 items. There were no significant differences ($p > .05$) on the other 54 items. Chi-square values are given in tables 25-28, while appendix X-AA report the percentages of responses to questionnaire items.

Whereas the non-college-bound youth held the view that the current mathematics diploma program could benefit them--70.63%, the CUC students held the opposite view 68.87% (table 25 and appendix X--item 13).

However, both the youth and the CUC students favored new academic programs being added to the present curricula offerings--86.26% and 75.56% (table 27 and appendix Z--item 31).

Overall, then, the youth and the CUC students espoused similar opinions. Both groups perceived current diploma programs which are more of a terminal, technical-vocational nature than the degree programs are, as being satisfying to the needs of the non-college-bound youth. Also, both groups were amenable to giving higher priorities to the diploma programs, and to English, mathematics, and the natural sciences. Any new programs to be added to the curricula should include job-related, craft, 2-year diploma, and shorter-duration programs. Again, for both the non-college-bound youth and the CUC students, "education for all" should be a concept incorporated in the strategic planning of CUC.

Similarly, they also perceived the inclusion of ideas concerning a new flexible admissions policy, and a more comprehensive curricula. Both groups repudiated the idea of making 2-"A" levels the new basis for admissions. In a word, combined, these two groups of young people made a strong plea for the abandonment of elitism and a narrow liberal arts thrust in CUC's policies, programs, and operations. (See tables 25-28 and appendices X-AA.)

TABLE 25

CHI-SQUARE RESULTS FOR CUC STUDENTS VS. NON-COLLEGE-BOUND SDA YOUTH RE HOW EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH CAN BE MET BY CURRENT CUC PROGRAMS

No.	Item	df	Chi-Square	Prob
1	Theology degree	3	0.449	0.930
2	Religion degree	3	0.447	0.930
3	Religion diploma	3	3.840	0.279
4	Business degree	3	0.364	0.948
5	Business diploma	3	1.720	0.633
6	Secretarial Science dip.	3	2.483	0.478
7	Teacher-training diploma	3	7.155	0.067
8	Education degree	3	2.590	0.459
9	English degree	3	1.145	0.766
10	History degree	3	1.937	0.586
11	Social Studies degree	3	1.399	0.706
12	Natural Sciences diploma	3	4.701	0.195
13	Mathematics diploma	3	8.360	0.039*
14	Industrial Arts diploma	2	1.066	0.587
15	Fine Arts diploma	3	6.615	0.085

*p ≤ .05

TABLE 26

CHI-SQUARE RESULTS FOR CUC STUDENTS VS. NON-COLLEGE-
BOUND SDA YOUTH RE HIGHER PRIORITIES FOR CUC PRESENT
PROGRAMS FOR THE FUTURE EDUCATIONAL NEEDS OF NON-
COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
16	Theology	3	1.635	0.652
17	Religion	3	4.331	0.228
18	Business	3	2.006	0.571
19	Secretarial Science	3	2.074	0.557
20	Teacher-training	3	0.706	0.872
21	Education	3	1.920	0.589
22	English	3	3.662	0.300
23	History	3	5.885	0.117
24	Social Studies	3	1.788	0.617
25	Mathematics	1	0.409	0.523
26	Natural Sciences	2	1.480	0.477
27	Industrial Arts	3	2.068	0.558
28	Fine Arts	3	5.257	0.154
29	4-year degrees	3	1.432	0.698
30	2-year diplomas	3	2.746	0.432

*p ≤ .05

TABLE 27

CHI-SQUARE RESULTS FOR CUC STUDENTS VS. NON-COLLEGE-
BOUND SDA YOUTH RE NEW PROGRAMS TO HELP CUC MEET
EDUCATIONAL NEEDS OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
31	Academic	3	15.412	0.002*
32	Technical-Vocational	3	6.662	0.084
33	Craft	3	3.171	0.366
34	4-year degree	3	3.240	0.356
35	2-year diploma	2	0.937	0.626
36	1-year certificate	3	1.386	0.709
37	Shorter duration	3	1.793	0.616

*p ≤ .05

TABLE 28

CHI-SQUARE RESULTS FOR CUC STUDENTS VS. NON-COLLEGE-BOUND
SDA YOUTH RE IMPORTANT IDEAS FOR CUC'S DEVELOPMENT OF
PROGRAMS FOR THE FUTURE, TO MEET EDUCATIONAL NEEDS
OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	3	1.639	0.651
39	Raise to 1 "A" level Admissions	3	2.036	0.565
40	Keep 5 CXC Gen/GCE "O" level admissions	3	5.530	0.149
41	More GED admissions	3	0.366	0.947
42	New flexible admissions	3	0.766	0.858
43	More balanced program offerings	3	1.111	0.774
44	Increase academic pro.	2	1.204	0.548
45	Increase tech-voc pro.	3	3.114	0.374
46	Increase craft programs	3	0.564	0.905
47	Train prof. for church	3	0.535	0.911
48	Train prof. for society	3	4.136	0.247
49	Train tech. for church	3	0.281	0.964
50	Train tech. for society	3	2.609	0.456
51	Train craftsmen for church	3	1.039	0.792
52	Train craftsmen for society	3	2.173	0.537
53	Train techno. for church	3	0.078	0.994
54	Train techno. for society	3	1.573	0.665
55	Offer enrichment programs	3	0.841	0.840
56	Offer citizenship educ.	3	0.899	0.826

*p ≤ .05

Hypothesis 6

Hypothesis 6 stated that there is no difference between the self-perceived educational needs of non-college-bound SDA youth and the perception of those needs by other-adult SDAs. The results related to this hypothesis are given in tables 29-32 and appendices

BB-EE. The tables report the Chi-square values, while the appendices contain the percentages of responses to questionnaire items. Significant differences ($p \leq .05$) were found on 33 items. There were no significant differences on the other 23 items ($p > .05$).

Both categories of respondents compared in this test disagreed/strongly disagreed that the current degree programs in education--69.38% and 81.25%, English--70.00% and 82.82%, history--71.25% and 81.25%, and social studies--66.88% and 70.31%, could meet the needs of the non-college-bound youth (table 29 and appendix BB--items 8-11). However, they both agreed/strongly agreed that current diploma programs in religion--83.75% and 54.69%, business--86.25% and 62.50%, secretarial science--89.38% and 68.76%, and industrial arts--92.50% and 67.19%, would be satisfactory to the youth. It must be noted, nonetheless, that larger percentages of youth than adults were supportive of this position (table 29 and appendix BB--items 3, 5, 6, and 14). On the usefulness to the youth of six other current CUC programs, youth and adults had opposing perceptions. The one group affirmed while the other group disavowed, and vice versa. (See table 29 and appendix BB--items 2, 4, 7, 12, 13, and 15.) The adults thought that the business degree might be helpful while the religion degree might not be--62.58% and 46.87%. In their turn, the youth thought that the teacher-training--57.50%, natural sciences--70.63%, mathematics--70.63%,

mathematics--70.63%, and fine arts--85.63% diplomas could be helpful in meeting some of their educational needs. The view prevailed that diploma programs currently offered at CUC would be suitable educational pursuits for the non-college-bound youth if they were able to gain admission to the college.

Concerning the awarding of higher priorities to current CUC programs for meeting the educational needs of the non-college-bound youth, the comparison between the youth and the adults revealed that the former were negative about the theology program, while the latter were positive--25.63% and 62.50% respectively (table 30 and appendix CC--item 16). Both groups perceived

TABLE 29

CHI-SQUARE RESULTS FOR OTHER-ADULT SDAS VS. NON-COLLEGE-BOUND SDA YOUTH RE HOW EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH CAN BE MET BY CURRENT CUC PROGRAMS

No.	Item	df	Chi-Square	Prob
1	Theology degree	3	1.032	0.794
2	Religion degree	3	8.798	0.032*
3	Religion diploma	3	25.544	0.000*
4	Business degree	3	13.753	0.003*
5	Business diploma	3	23.514	0.000*
6	Secretarial Science dip.	3	25.003	0.002*
7	Teacher-training diploma	3	10.477	0.015*
8	Education degree	3	10.557	0.014*
9	English degree	3	12.829	0.005*
10	History degree	3	8.280	0.041*
11	Social Studies degree	3	5.367	0.147
12	Natural Sciences diploma	3	41.554	0.000*
13	Mathematics diploma	3	42.201	0.000*
14	Industrial Arts diploma	3	39.527	0.000*
15	Fine Arts diploma	3	62.307	0.000*

*p ≤ .05

TABLE 30

CHI-SQUARE RESULTS FOR OTHER-ADULT SDAS VS. NON-COLLEGE-BOUND SDA YOUTH RE HIGHER PRIORITIES FOR CUC PRESENT PROGRAMS FOR THE FUTURE EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
16	Theology	3	24.573	0.000*
17	Religion	3	11.386	0.010*
18	Business	3	0.850	0.838
19	Secretarial Science	3	1.242	0.743
20	Teacher-training	3	3.637	0.303
21	Education	3	7.002	0.072
22	English	3	5.434	0.143
23	History	3	6.049	0.104
24	Social Studies	3	13.566	0.004*
25	Mathematics	2	11.472	0.003*
26	Natural Sciences	2	0.100	0.951
27	Industrial Arts	2	4.400	0.111
28	Fine Arts	3	6.227	0.101
29	4-year degrees	3	3.741	0.291
30	2-year diplomas	2	3.603	0.165

*p ≤ .05

TABLE 31

CHI-SQUARE RESULTS FOR OTHER-ADULT SDAS VS. NON-COLLEGE-BOUND SDA YOUTH RE NEW PROGRAMS TO HELP CUC MEET EDUCATIONAL NEEDS OF THE NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
31	Academic	3	22.436	0.000*
32	Technical-Vocational	3	16.814	0.001*
33	Craft	3	20.989	0.000*
34	4-year degree	3	8.320	0.040*
35	2-year diploma	2	6.017	0.049*
36	1-year certificate	2	0.914	0.633
37	Shorter duration	3	5.745	0.125

*p ≤ .05

TABLE 32

CHI-SQUARE RESULTS FOR OTHER-ADULT SDAS VS. NON-COLLEGE-BOUND SDA YOUTH RE IMPORTANT IDEAS FOR CUC'S DEVELOPMENT OF NEW PROGRAMS FOR THE FUTURE, TO MEET EDUCATIONAL NEEDS OF NON-COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	3	12.692	0.005*
39	Raise to 2 "A" level admissions	2	14.751	0.001*
40	Keep 5 CXC Gen/GCE "O" level admissions	3	3.545	0.315
41	More GED admissions	3	2.436	0.487
42	New flexible admissions	3	1.552	0.670
43	More balanced program offerings	3	3.088	0.378
44	Increase academic pro.	2	2.752	0.253
45	Increase tech-voc pro.	2	7.692	0.021*
46	Increase craft programs	3	14.868	0.156
47	Train prof. for church	3	8.819	0.032*
48	Train prof. for society	3	13.813	0.003*
49	Train tech. for church	3	10.660	0.014*
50	Train tech. for society	3	17.952	0.000*
51	Train craftsmen for church	3	13.689	0.003*
52	Train craftsmen for society	3	16.093	0.001*
53	Train techno. for church	3	10.544	0.014*
54	Train techno. for society	3	15.519	0.001*
55	Offer enrichment programs	3	1.852	0.603
56	Offer citizenship educ.	3	4.203	0.240

*p ≤ .05

programs in social studies--72.33% and 54.69%, and mathematics--95.00% and 84.37%, as deserving of being awarded higher priorities. (See table 30 and appendix CC--items 24 and 25).

In regards to new programs being introduced at CUC, bearing in mind the educational needs of the non-

college-bound youth, both the youth and other-adult SDAs agreed that academic programs--86.26% and 73.44%, technical-vocational--91.25% and 76.57%, 4-year degree--75.63% and 54.69%, and 2-year diploma--95.63% and 90.63% programs would be helpful (table 31 and appendix DD--items 31, 32, 34, and 35). In all instances except the last, more youth than adults perceived the inclusion of the program as being more helpful. The youth would also include new craft programs in the CUC curricula if they had their way--78.13%. Other-adult SDAs would not--51.57% (table 31 and appendix DD--item 33). The trend was repeated once again. Curricula expanded by the inclusion of technical-vocational, diploma programs with some academic offerings suitable to them thrown in for good measure, were perceived by both the youth and the adults as a meaningful course of action for CUC to pursue as it attempted to cater for the hitherto non-college-bound youth.

Table 32 and appendix EE show that ten significant ideas around which CUC should develop programs for the future to meet the educational needs of the non-college-bound youth found favor with both youth and adults. These ideas were: education for all--78.13% and 54.84%, the increase of technical/vocational programs--92.51% and 95.16%, and the training of professionals--88.13% and 82.81%, 89.38% and 73.44%, technicians--89.38% and 85.94%, 88.76% and 70.31%,

craftsmen--85.01% and 82.81%, 96.88% and 65.63%, and technologists--88.13% and 85.94%, 38.75% and 70.31% for the church and society (table 32 and appendix EE--items 38, 45, and 47-54). Similarly, table 32 and appendix EE show that the idea of raising the admissions requirements to 2-"A" levels did not find favor with either youth or adults--81.26% vs. 76.19%. (See table 32 and appendix EE--item 39.) The trend that emerged was in keeping with what obtained previously. Provisions should be made to allow the non-college-bound youth to gain admittance to CUC to pursue occupational programs of a non-degree status.

Hypothesis 7

Results related to hypothesis 7--there is no difference between the self-perceptions of non-college-bound SDA youth and CUC board members/administrators, faculty/staff, and students perceptions over the necessity to implement changes in CUC's admissions and curricula--are reported in tables 33 and 34, and in appendices FF-GG. The tables give Chi-square values. The appendices show the percentages of responses to questionnaire items. Significant differences ($p \leq .05$) were not obtained on any item. There were no significant differences on all 15 items ($p > .05$). Consequently, this Chi-square test also revealed the trend that emerged during the testing of the other six hypotheses. This

suggested that the direction for CUC to follow in order to provide for the educational needs of the hitherto non-college-bound youth was to expand educational opportunity by adopting a flexible admissions policy, and by introducing more balanced curricula offerings. These would ensure that the youth would be able to pursue non-degree programs thus fitting them with marketable skills especially in the technical-vocational fields of endeavor.

TABLE 33

CHI-SQUARE RESULTS FOR CUC BOARD/ADMINISTRATORS, FACULTY/
STAFF AND STUDENTS VS. NON-COLLEGE-BOUND SDA YOUTH RE
NECESSITY TO IMPLEMENT CHANGES IN CUC ADMISSIONS
POLICY TO MEET EDUCATIONAL NEEDS OF NON-COLLEGE-
BOUND YOUTH

No.	Item	df	Chi-Square	Prob
38	Education for all	3	0.939	0.816
39	Raise to 1 "A" level admissions	3	2.295	0.514
40	Keep 5 CXC Gen/GCE "O" level admissions	3	4.290	0.232
41	More GED admissions	3	6.962	0.073
42	New flexible admissions	3	1.198	0.753

*p ≤ .05

Summary

It is informative to note the similarities and disparities that the testing of the hypotheses has revealed. On the one hand, CUC students perceived the educational needs of the non-college-bound youth in almost the identical manner as the youth themselves. The

TABLE 34

CHI-SQUARE RESULTS FOR CUC BOARD/ADMINISTRATORS,
FACULTY/STAFF AND STUDENTS VS. NON-COLLEGE-
BOUND SDA YOUTH RE NECESSITY TO IMPLEMENT
CHANGES IN CUC CURRICULA TO MEET
EDUCATIONAL NEEDS OF NON-
COLLEGE-BOUND YOUTH

No.	Item	df	Chi-Square	Prob
34	4-year degree	3	5.464	0.141
35	2-year diploma	2	4.864	0.088
36	1-year certificate	3	2.450	0.484
37	Shorter duration	3	0.289	0.962
43	More balanced program offerings	3	2.853	0.415
44	Increase academic pro.	3	7.697	0.053
45	Increase tech-voc pro.	3	6.754	0.080
46	Increase craft programs	3	5.518	0.138
55	Offer enrichment pro.	3	4.969	0.174
56	Offer citizenship education	3	2.649	0.449

* $p \leq .05$

great similarity in perceptions can perhaps be explained by their being peers. Those who are in college would like their friends to share the experience with them. Also, both groups are products of contemporary society. They have been schooled to recognize differences in potential; yet each must be given a chance to succeed at something. For together, the future belongs to them.

On the other hand, based on the number of items on which significant differences occurred, there were large differences from the youth perceptions in the way parents/guardians (80.36%), faculty/staff (83.93%), alumni (67.86%), other-adult SDAs (58.93%), and CUC board members/administrators (50.00%) perceived the educational

needs of the non-college-bound youth. Herein lie serious concerns for the development of educational programs at CUC. This is so because it is the board of trustees that votes the policy changes. If this body does not understand, and feel intensely the needs of the non-college-bound youth, how, one is led to ask, will the relevant changes ever be made to facilitate the new thrust? Teachers, in their turn, have traditionally been schooled in coping only with the so-called "bright" student. This holds important implications for faculty selection and development, if, and when, CUC should modify its curricula and admissions policies, patterning after the community college; for the faculty is involved not only in decision making, but in implementation of measures voted, as well.

"Acceptance" by parents/guardians is a fundamental principle in the sociology of education. It is nothing short of alarming to note the huge (80.36%) difference in the way parents/guardians perceived the educational needs of their less brilliant charges. Here, at work, is the mistaken notion which proclaims that those who can master the existing educational context are 'better'; and, moreover, only they are deserving of a college education. The parents/guardians have imbibed these attitudes which must be altered, if, and when, CUC should develop and administer a community college-type program.

Additionally, the CUC alumni is now, and potentially, a source of support for finance and ideas for the college. Also, some of the strongest supporters of the college come from the other-adult-SDAs grouping. With their being fully two-thirds and three-fifths-blind, respectively, to the educational needs of the non-college-bound youth, would support sufficient to ensure success in new community college-type endeavors be forthcoming?

Answers to Questions

Six global questions were posited in the study. This section gives answers to those questions. Tables to which references are made provide Chi-square values. Appendices provide percentages of responses to questionnaire items.

Question 1--What educational system can provide a pattern for CUC as it attempts to meet the educational needs of the non-college-bound youth of its constituency?

Answer--The community college system of the U.S.A. (and the Eastern Caribbean) can provide a model for CUC as that college attempts to meet the educational needs of the non-college-bound youth of its constituency. (See tables 7, and 9-34. See also appendices H-GG.)

Question 2--In what ways can a community college-type program at CUC satisfy the educational needs of the non-college-bound youth of its constituency?

Answer--A community college-type program at CUC would introduce flexible admissions, and comprehensive programs, and a modified administrative structure. These innovations would expand educational opportunities which would, in turn, allow for the satisfaction of the needs of these hitherto neglected youth. (See tables 7, 12, 16, 20, 24, 28, 32, and 33. See also appendices K, O, S, W, AA, EE-GG, and figures 1-4.)

Question 3--How can CUC admissions policies be adjusted to allow enrollment of the non-college-bound youth of its constituency?

Answer--The guiding principle must be flexibility. To whom much is to be given, much is to be required, to paraphrase Jesus. Admissions requirements can be made program-specific. Applicants may need to offer "A" level certificates to enter certain programs, "O" level certificates to be accepted in others, and GED diplomas in still others. Special programs, and programs of general interest may place no limitation on the qualification of applicants for admission. (See tables 7, 12, 16, 20, 24, 28, 32, and 33. See also appendices K, O, S, W, AA, EE, and FF, and recommendations re admissions in chapter 5.)

Question 4--What changes in the administrative structure of CUC will become necessary for the implementation of a community college-type program?

Answer--It would seem that initially all that

would be required is to include in the administrative structure proposed departments of applied arts, continuing education, health sciences, and trades and technology. (See figure 2.)

Question 5--What community college-type programs would be acceptable to CUC?

Answer--Programs based on the following disciplines would be acceptable to CUC: religion and theology, education, business and commerce, natural sciences and mathematics, trades and technology, applied arts, arts and social sciences, continuing education, health sciences (including nursing), and language and communication. Further, CUC's new emphasis should be in occupational education (tables 7, 9-34, and appendices H-GG).

Question 6--What type of educational program should provide a model for SDA institutions of higher learning?

Answer--It would seem that on the basis of this study the community college-type of educational program should provide a model for SDA institutions of higher learning. (See tables 7, 9-34, and appendices H-GG.)

Summary of Results

The findings indicate that the community college-type program will facilitate CUC's desire to extend educational opportunity. Whether based on documentary

evidence, site-visit discoveries, or questionnaire survey responses, the results were very similar. The self-perceived educational needs of the non-college bound SDA youth can be met by the introduction to CUC of a program akin to that of the community college. The focus of development must shift from the liberal arts to one that includes the technological/vocational. A flexible admissions policy must be introduced. The existing administrative structure needs only to be modified to include some new instructional departments.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The clearly stated intent of the study was to determine how, taking pattern from the community college system, CUC could expand its curricula, change its admissions policies, and adjust its administrative structure to promote equal educational opportunity. The dissertation found its point of departure in the plight of the thousands of unemployed and unemployable youth who exist throughout the CUC constituency. They do not possess marketable skills. And, for these 50% to 60% of the constituency's young people, there are at present no church-operated educational institutions to provide relevant education and training.

The study employed three approaches to gather data. It sought documentary evidence through a perusal of community colleges catalogs, through site visits that were made, and the undertaking of a questionnaire survey.

The study compared board member/administrator, faculty/staff, alumnus, student, parent/guardian, and other-adult SDA perceptions of the self-perceived educational needs of non-college bound youth of the CUC

constituency. Further, it developed a modified community college-type program for CUC with a view to provide marketable skills to the youth of the Caribbean Union. The model program for CUC is included as a section in this chapter. The study also determined admissions policies, curricula, and administrative structures to facilitate implementation of the new program.

Conclusions

Based on the review of the literature, and findings of this study the following conclusions have been reached:

1. The Apostle Paul was right when he wrote "our people must learn [hence need to be taught] to devote themselves to doing what is good, in order that they may provide for daily necessities and not live unproductive lives" (Titus 3:14 NIV).

2. The non-college-bound SDA youth of the CUC constituency has clearly self-perceived and other-perceived educational needs.

3. Presently, SDA higher education in the Caribbean Union, which is CUC education, does not meet the perceived needs of the non-college-bound youth.

4. The non-college-bound youth, then, constitute a "neglected majority" within the SDA church in the Caribbean Union.

5. In its present form, CUC education is elitist.

6. Current CUC education perpetuates the brain drain syndrome and constitutes a waste of church, national, and regional resources.
7. Education at CUC fosters unemployment and unemployability in its constituent areas.
8. Now, CUC education does not play its full, rightful role in national and regional development.
9. There is need for urgent change in the paradigm on which CUC education is planned and administered.
10. Like the first song in Meredith Wilson's hit musical says, the leaders of SDA education in the Caribbean Union have "gotta know the territory." They have got to know the educational needs of their young people, else educational provisions will keep on being amiss.
11. Occupational education is by far the greatest educational need in the CUC constituency.
12. The community college system provides a useful model by which CUC can make its paradigm shift; for the community college has become the world's most successful approach in expanding equal educational opportunity.
13. Adventist educational philosophy and the philosophy of the community college share some common ground: the concept of education for all; looking at the youth not as they are, but as they might become; preparing workers and leadership not only for "Samaria

and the ends of the earth" but also for "Jerusalem and Judea" as well.

14. The administration of a modified community college-type program at CUC would cause CUC to resemble more closely the type of school envisioned by the Bible, the prophetess Ellen G. White, and Adventist educational philosophers. That philosophy advocates that even ministers should have an "occupation" apart from the "vocation."

15. The present academic offerings of CUC may be adequate, but greater provisions must be made for technical-vocational and craft courses/programs.

Recommendations

1. In view of this study, CUC needs to offer a more balanced curriculum to reflect the triad, "head, heart and hand," more accurately.

2. The work of spreading the gospel is more and more to enlist helpers from "the common people." Programs of CUC in which the former "non-college-bound youth" will enroll, therefore, should, like the traditional CUC programs, be Christo-centric if CUC is to more adequately be fitted to play successfully its eschatological role.

3. Any ad hoc approach in shifting to a community college-type program should be repudiated by CUC. Rather, CUC should embark upon a strategic plan,

catering for both the short-run and the long-run.

4. Changes in CUC education should also be informed by a current-needs assessment. This will insure the introduction of only relevant programs.

5. The new CUC must be more "customer friendly" providing academic, occupational, general, guidance, community-related, remedial, and continuing adult education programs.

6. Caribbean Union College should introduce A-level programs/courses. This will keep some of the more gifted students within the ambit of national and regional resource development. Further, this will enhance CUC's reputation locally and regionally as the college takes its rightful place among the scholarship-winning schools. Additionally, a curb, if only a slight one, will be placed on the brain drain.

7. To increase enrollment, CUC must introduce and pursue a flexible admissions policy, thus making entry requirements program-specific.

8. The efforts of CUC must concentrate most on occupational education.

9. To bring about attitudinal changes in favor of a community college-type program among all categories of its constituency, CUC must embark upon a rigorous promotional program.

10. The new emphases of CUC must be marketed

vigorously throughout its constituency and to its alumni everywhere.

11. The administrative structure of CUC is already akin to that of the community college. The need is simply to introduce departments of applied arts, continuing education, health sciences, and trades and technology in its administrative structure.

12. It would be advisable for CUC to establish teaching facilities relationships throughout the islands and territories that make up its constituency.

13. Without delay, CUC should join the American Association of Community and Junior Colleges.

A Model Program for CUC

Preamble

The major purpose of this study was to develop a modified community college-type model for CUC and the SDA church. The strategy is to make CUC more responsive to the church's and society's educational, social, spiritual, cultural, and human resource development needs. This, indeed, constitutes the main recommendation of the study.

A model program for CUC developed on the basis of the findings from the study of the documents, the site visits, the survey, and by taking into consideration the assumptions given earlier in the study must begin with the mission statement of CUC in mind. This mission must

include meeting the human resource development needs of the constituency, primarily up to the middle level. Areas of academic, technical/technological, managerial, occupational, personal and group enrichment church and community activities should be provided. CUC must address the constituency's need for skilled manpower. It must also be seen as having a role to play in reducing social and economic marginalization, thus enabling constituents and citizens to lead more productive lives. Special attention must be given to the imperative of rapidly increasing the trained manpower in the technician, technological, and craft areas. It is expected that the model program would reflect the broad mission of CUC with respect to admissions, curricula, administrative structure, certification, accreditation, and affiliation.

Admissions

The admission of applicants into programs which lead to the awarding of certificates, diplomas, and degrees by CUC will be governed by the following policies which constitute an overall "flexible" admissions policy:

1. CUC will admit applicants 17 years of age and over.
2. Applicants must meet the requirements of numeracy and literacy as established by the college. They must also meet the financial obligations as published in official college documents.

3. Admissions will be program specific--based on criteria which have a clear and apparent relevance to probable success in the program.

4. Where interviews form part of the program acceptance criteria, these interviews shall be in a structured and documented format.

5. CUC will not discriminate on the basis of race, creed, gender, nationality, or age, subject to the limitations specified in 1-4 above.

6. Admission into special programs designed to address specific areas of social or employment concerns will be dictated by the needs of the group and in agreement with employers.

7. Programs of general interest in which a "certificate of participation" is the only recognition, will have no limitation on the qualification of applicants for admission.

Curricula

The curricula of a modified community college-type CUC will encompass programs requiring certification at different levels. Within the context of the college's flexible mission, the fundamental aim of curricula would be that of facilitating the development of a technological ethos in the constituency. The population which CUC will serve will include, but not be limited to, persons who:

1. Require pre-employment technical/ technological education and training
2. Require retraining and/or upgrading of their skills
3. Have not completed secondary school
4. Wish to undertake personal enrichment courses
5. Are seeking to acquire higher-level liberal arts and polytechnic qualification.

The objectives of the curriculum of CUC will be to graduate students who:

1. Possess the technical skills, knowledge, and behaviors such that they can assume employment in the area for which they have been trained and, with orientation, can undertake the responsibilities of the job with minimum supervision, or can gain entry in institutions offering higher-level courses of study
2. Have the ability to communicate effectively in both written and oral forms
3. Know and are governed by the laws, regulations, and ethical principles which apply to the vocation for which they have been trained
4. Have an understanding of and can apply the principles of creative problem-solving in both individual and group situations both on and off the job
5. Will understand the constant changes in their chosen field. This comprehension is to be derived from an appreciation of the social, political, economic, and

technological context of their vocation in their respective country, the Caribbean, and the world

6. Have integrated faith and learning.

Curriculum content will be governed by the following principles:

1. Program objectives shall be based on research of occupational requirements and advice from industry, education, development, and the church.

2. Program and course objectives shall be expressed in behavioral terms--"upon successful completion of the programs (or course) the student will be able to _____."

3. Course objectives must be specific and clearly relevant to program objectives.

4. Program content must meet all of the objectives set out in the objectives of the curriculum.

5. Curriculum must indicate the affective objectives of the program in developmental terms and indicate the teaching strategies to be used to assist in the growth and development of the student.

6. Especially in the vocationally oriented areas of the college, the emphasis in teaching strategies shall be on "doing," "hands-on," and experiential learning.

7. To assist students to understand the relevance of varied subject matter, the programs shall be structured from the general to the specific and back to the general.

8. Program structure should be developed in consideration of other programs in the same occupational family with a view to creating common courses.

9. Course objectives must include leading students to become committed witnesses for Christ.

10. To the extent possible, graduates of programs with lower-level certification should be able to advance into higher-level programs with the minimum "back-up" for the student. Thus a student in a one-year certificate program should be able to move into a two-year diploma program with little difficulty.

Documentation and evaluation of curricula will include:

1. Program objectives, course objectives, content, teaching strategies, and evaluation methods being documented in a standard format

2. Student evaluation in a course being directly related to the objectives of the course

3. Successful completion of a program normally requiring the obtaining of a minimum overall grade or a minimum grade in certain selected and key courses (This requirement must be made known to applicants prior to registration.)

4. Courses being evaluated after each occasion on which they are delivered. (The course should be evaluated within two months of completion and should include input from students, the teacher, and the

teachers of related courses. It should consider both content and delivery.)

5. Programs being assessed annually on the following factors:

- a. interest - number of applicants relative to places available
- b. persistence - number of graduates as a proportion of the total entrants in each program
- c. placement - proportion of graduates who are employed in related work
- d. cost - cost per student as it relates to the cost of other programs.

Programs which rate negatively in these factors over a period of time shall receive extensive analysis and evaluation.

It is proposed that the eventual curricula offerings should be based on the following disciplines, bearing in mind that the matter of the disciplines and areas that will constitute CUC's curriculum at any given time is one which will require constant, on-going evaluation:

- Religion and Theology
- Education
- Business and Commerce

Natural Sciences and Mathematics

Trades and Technology

Applied Arts

Arts and Social Sciences

Continuing Education

Health Sciences (including nursing)

Language and Communication

Over the years, CUC has developed a relatively strong liberal arts program, but as indicated above, the fundamental aim of curricula for CUC must now, in addition to maintaining a liberal arts stance, be one of facilitating the development of a technological ethos in the constituency. Consequently, CUC must, inter alia, include in its modified community college-type curricula programs from the following, having planned strategically for their introduction: allied health occupations, computer science, nursing, practical nursing, tailoring, air conditioning, refrigeration, auto body, auto mechanics, carpentry, masonry, horticulture, agricultural science, radio, television and video service and repair, telecommunication technology, welding technology, drafting technology, electrical technology, electronics technology, food preparation and service, machine shop, graphic arts, painting, dental assisting, paralegal, building construction technology, building maintenance, commercial art, data entry, data processing, art, child care and guidance, hospitality, music, plumbing, human

services, nursery school assistant, drug and alcohol counseling, early child specialization, photography, sales, medical lab technology, beekeeping, fishing technology, poultry rearing, food preservation, dairy farming, management, accounting, clerical, marketing, business administration, and office management.

A very important development that must accompany the introduction of such programs as listed above will have to be the introduction of courses in Christian practice and witness--tailored to meet the educational level of the non-college-bound youth. A listing of such courses will include the following: lay preaching, Bible studies, eldership, sabbath school teaching, first aid, home nursing, and colporteur ministry.

The technologists and tradesmen, like the liberal arts graduates, must leave CUC as committed Christians avowed to giving a positive witness to those who come into their life space. In other words, the programs in the modified community college-type CUC must all be Christo-centric in their focus.

Administrative Structure

Figure 4 shows the current Caribbean Union College Organizational Structure in which provision is made for instructional departments. To facilitate the curricula proposed above, the structure must be modified. It must depict more clearly into what departments programs

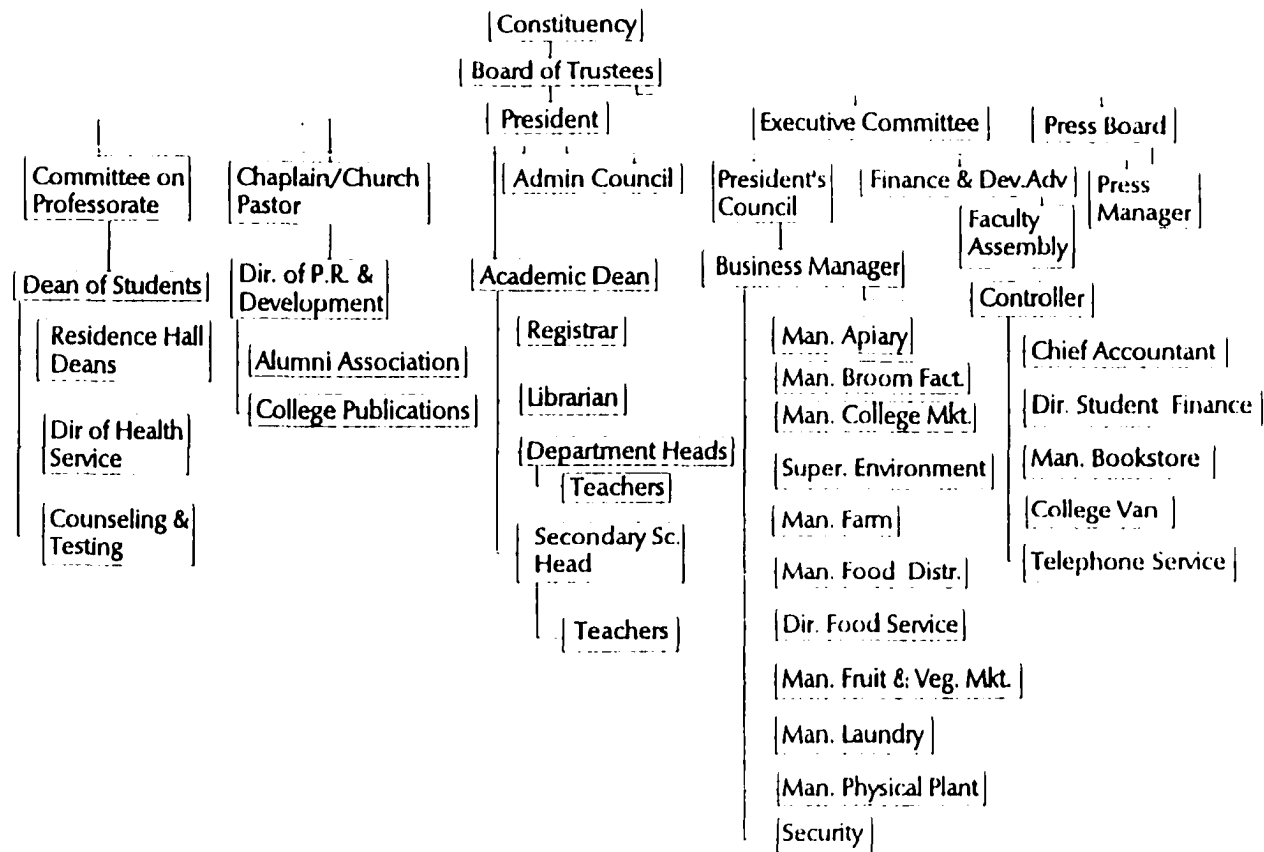


Figure 4. Caribbean Union College Organizational Structure.

Source: Caribbean Union College. (1987). Caribbean Union College Handbook. Port of Spain, Trinidad and Tobago: College Press.

are organized. In addition to the existing departments (see p. 109 above) the new structure will include the proposed departments of applied arts, continuing education, health sciences, and trades and technology.

Certification

The college will offer five levels of certification.

1. Certificate of Participation--to be given to those who attend interest programs in which no student evaluation is required.

2. Certificate of Competence--to be awarded to those who successfully meet the standards established for a course or program of 16-32 credits.

3. Certificate in (program name)--to be awarded to those who meet the requirements established for the successful completion of a program of 44-48 credits.

4. Associate Degree or Diploma--to be awarded to those who meet the requirements established for the successful completion of a program of a minimum of 96 credits.

5. Bachelor's Degree--to be awarded to those who meet the requirements established for the successful completion of a minimum of 192 credits.

Accreditation

The accreditation of CUC programs by external authorities will be limited to those programs which lead

to occupations which have professional status or require licensing. The accreditation of programs shall only be carried out by those organizations which have right under law to award professional standing or to license persons to practice.

Affiliation

The affiliation with Andrews University will be maintained. Unrelenting efforts will be made to have new courses come under the umbrella of the affiliation agreement.

Other Recommendations

As indicated in chapter 1, this study is significant because it makes a contribution to the sparse, well-nigh non-existent literature on educational programs for non-college-bound SDA youth. It was also stated that it ultimately can be used as a model for the development of SDA colleges regionally and even globally. It is being recommended, therefore, that similar research efforts for other SDA colleges in all parts of the world be undertaken.

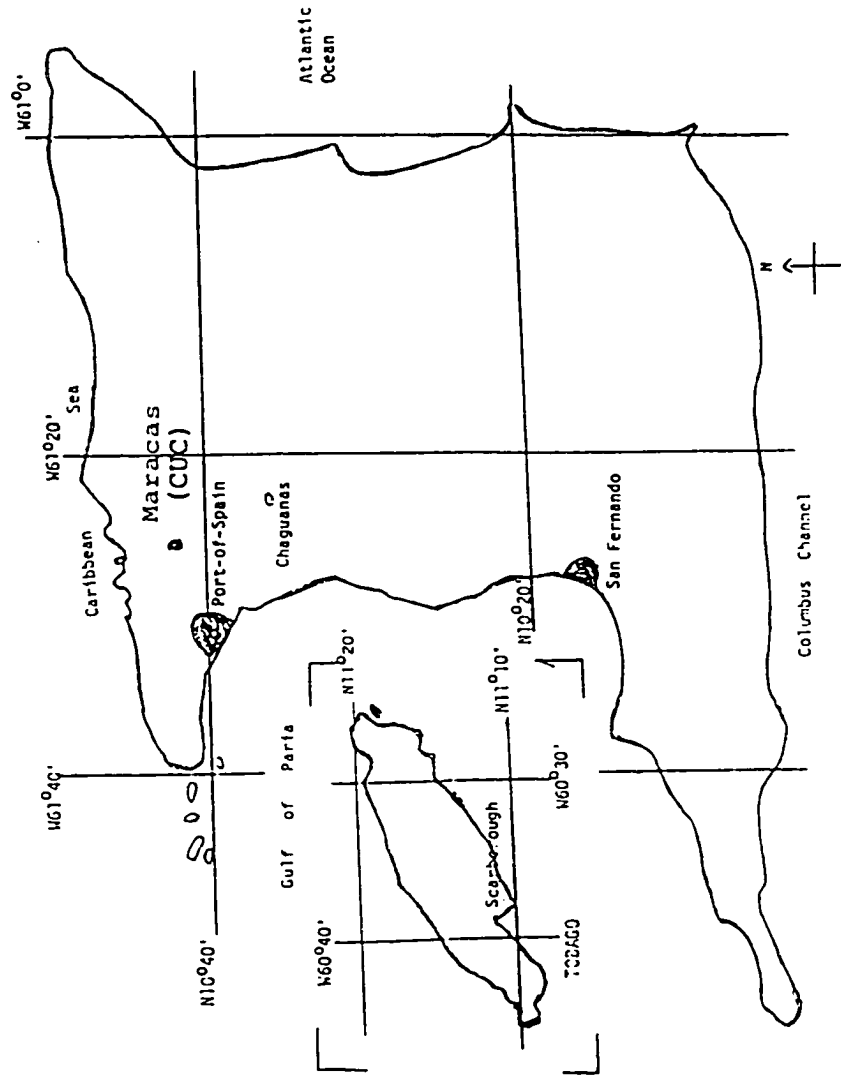
Additionally, a most fruitful area of research would be aimed at finding new, alternate sources of funding for SDA higher education. This, too, is being recommended.

A P P E N D I C E S

APPENDIX A

TRINIDAD AND TOBAGO SHOWING LOCATION
OF CARIBBEAN UNION COLLEGE

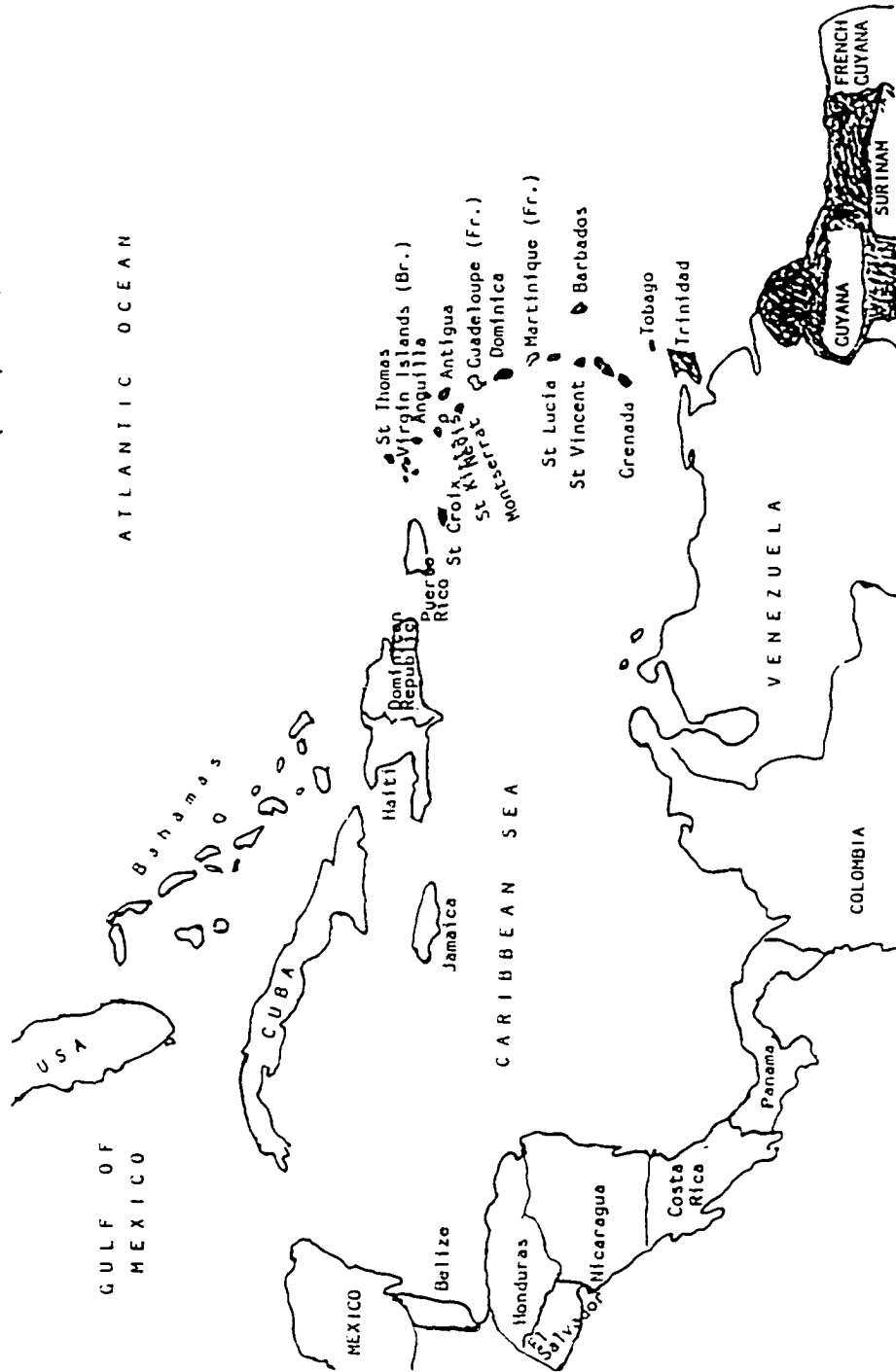
TRINIDAD AND TOBAGO SHOWING LOCATION OF CARIBBEAN UNION COLLEGE



APPENDIX B

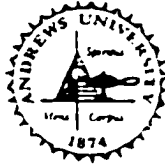
THE CARIBBEAN SHOWING THE CARIBBEAN UNION
COLLEGE (CUC) CONSTITUENT TERRITORIES

THE CARIBBEAN SHOWING THE CARIBBEAN UNION COLLEGE (CUC) CONSTITUENT TERRITORIES



APPENDIX C

EDUCATIONAL NEEDS SURVEY OF THE NON-COLLEGE-BOUND
YOUTH OF THE CARIBBEAN UNION COLLEGE (CUC)
CONSTITUENCY



ANDREWS
UNIVERSITY

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900
U.S.A.

4 March 1991

My Dear Friends:

Greetings!

I am in the process of gathering data for my doctoral dissertation entitled, "The Development and Administration of a Modified Community College Type Program for Caribbean Union College." That's the reason for this questionnaire being in your hands right now.

You are a member of a sample of 1,603 randomly chosen from a population of 93,140. It is important to me for you to participate. The results will be used not only for the completion of the dissertation, but also to inform the new CUC Academic Master Plan. At your request the results will also be made available to you.

Thank you very kindly for promptly completing the questionnaire. Then, please, do not delay in returning it to me via the same source by/from whom you received it. Use the enclosed self-addressed envelope.

I am counting on your assistance. Please, do not disappoint me. Be assured of my heart-felt gratitude for your help. May God richly bless you.

Yours very sincerely,

T. Leslie Ferdinand
AU Graduate Student
CUC Vice-President for
Academic Affairs

TLF:lt

**EDUCATIONAL NEEDS SURVEY OF THE NON-COLLEGE BOUND YOUTH 121
OF THE CARIBBEAN UNION COLLEGE (CUC) CONSTITUENCY**

Please Take Note of the Following:

- (a) The non-college bound youth are all those persons 18-35 years who do not attend college, are not able to gain admission to college and, therefore, are not planning to attend college.
- (b) The CUC Constituency is made up of the 113,554 SDA's (December 31, 1989) in the Caribbean Union Conference.
- (c) Degree programs are 4-year programs (d) Diploma programs are 2-year programs

General Instructions:

- 1. For each numbered statement made in this questionnaire you are to mark (x) one box as your best response.
- 2. If you strongly agree with a statement, mark(x) the SA box.
- 3. If you agree with a statement, mark(x) the A box.
- 4. If you disagree with a statement, mark(x) the D box.
- 5. If you strongly disagree with a statement, mark(x) the SD box.
- 6. If you have no opinion on a statement, mark(x) the NO box.
- 7. Please mark(x) the following to show in which group or groups you fit.

- | | |
|---|--|
| <input type="checkbox"/> CUC Board Member/Administrator | <input type="checkbox"/> Parent/Guardian of CUC Constituency |
| <input type="checkbox"/> CUC Faculty/Staff | <input type="checkbox"/> Non-College Bound Youth of CUC Constituency |
| <input type="checkbox"/> CUC Alumnus | <input type="checkbox"/> Other-Adult SDA of CUC Constituency |
| <input type="checkbox"/> CUC Student | |

8. Mark (x) your sex M F

9. Mark(x) your age range
 18 - 25 26 - 33 34 - 41 42 - 49 50 - 57 Over 58

Section A

Instructions: Assuming that the non-college bound youth of the CUC constituency are able to gain admission to college, show how well you think their educational needs can be met by the present programs of study at CUC. Mark(x) the box which gives your assessment.

No.	Item	SA	A	D	SD	NO
1	Degree programs in Theology					
2	Degree programs in religion					
3	Diploma programs in religion					
4	Degree programs in business					
5	Diploma programs in business					
6	Diploma programs in secretarial science					
7	Diploma programs in teacher-training					
8	Degree programs in teacher education					
9	Degree programs in English.					
10	Degree programs in history					
11	Degree programs in social studies.					
12	Diploma programs in the natural sciences					
13	Diploma programs in mathematics.					
14	Diploma programs in the industrial arts.					
15	Diploma programs in fine arts.					

SECTION B

Instructions: Mark (x) the box which gives your opinion. Compared to the priority CUC now gives to ~~them~~, the following programs should be given a higher priority by CUC in the future-- assuming that the non-college bound youth are able to gain admission to college.

No.	Item	SA	A	D	SD	NO
16.	Theology					
17.	Religion					
18.	Business					
19.	Secretarial Science					
20.	Teacher-training					
21.	Education					
22.	English					
23.	History					
24.	Social Studies					
25.	Mathematics					
26.	Natural Sciences					
27.	Industrial Arts					
28.	Fine Arts					
29.	4-year degrees					
30.	2-year diplomas					

SECTION C

Instructions: Assuming that they can be admitted to college, state your opinion on the type(s) of new programs that should be introduced at CUC to help meet the educational needs of the non-college bound youth of its constituency. To do so mark (x) the box which tells how you feel.

No.	Item	SA	A	D	SD	NO
31.	New academic programs, e.g. nursing					
32.	New technical-vocational programs, e.g. electronics, computer					
33.	New craft programs, e.g. masonry, joinery					
34.	New 4-year degree programs, e.g. biology					
35.	New 2-year diploma programs, e.g. computer science					
36.	New 1-year certificate programs, e.g. auto mechanics					
37.	New shorter programs, e.g. beekeeping, vegetable growing					

SECTION D

Instructions: Keeping in mind the educational needs of the non-college bound youth of the CUC constituency show how important you see each item to be by marking (x) the box which tells how you feel. As it plans and develops programs for the future, CUC should:

No.	Item	SA	A	D	SD	NO
38	Provide education for all S.D.A. college-age youth.					
39	Raise its admissions requirements to 2 'A' levels.					
40	Keep its 5 CXC General, or GCE 'O' Level, or High School Diploma admissions requirements.					
41	Encourage more admissions via the G.E.D.					
42	Introduce a flexible admissions policy.					
43	Offer a more balanced program in terms of academic, technical-vocational, and craft courses.					
44	Increase its academic programs.					
45	Increase its technical-vocational courses.					
46	Increase its craft programs.					
47	Train professionals for the church.					
48	Train professionals for society.					
49	Train technicians for the church.					
50	Train technicians for society.					
51	Train craftsmen for the church.					
52	Train craftsmen for society.					
53	Train technologists for the church.					
54	Train technologists for society.					
55	Offer non-examination enrichment programs for personal fulfillment					
56	Offer citizenship education.					

SECTION E

Instructions: In this section write any additional comments you may wish to make. You may wish to list some courses or programs you will like to see introduced at CUC to help meet the educational needs of the non-college bound youth.

Thank you for your time and assistance.

APPENDIX D

LETTERS CONCERNING THE ADMINISTRATION
OF THE QUESTIONNAIRE



ANDREWS
UNIVERSITY

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900
USA

6 February 1991

Dr. Sylvan Lashley, President
Caribbean Union College
P. O. Box 175
Port-of-Spain
Trinidad, W.I.

Dear Dr. Lashley:

This letter is to seek your permission to administer a questionnaire to all of the administrators, faculty, staff, and students of Caribbean Union College. For the purpose of writing my dissertation I must gather data on the educational needs of the non-college bound youth of the CUC constituency. The questionnaire is designed to help me collect this data.

In addition to the four categories listed above, I will be seeking responses from board members, parents, other SDA adults, and the non-college bound youth themselves.

As I plan to be in Trinidad between March 21-29, I will hope that some time would be allotted to me to administer the questionnaire on a captive audience setting--possibly a portion of the chapel time can be allotted to me on March 27. I will be very grateful for any assistance you can give.

Thank you very kindly.

Yours sincerely,

T. Leslie Ferdinand

T. Leslie Ferdinand
Vice-President
Academic Affairs, CUC

TLF:lt

Berrien Springs, Michigan 49104-0616 471-7771



ANDREWS UNIVERSITY

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900
USA

5 February 1991

Presidents
Conferences & Missions
Caribbean Union Conference of SDA

Dearly Esteemed Leaders:

As you are all aware, I am here at Andrews University completing the Ed.D. in educational administration. For the purpose of writing my dissertation I must gather data on the educational needs of the non-college bound youth of the CUC constituency which includes your conference/mission.

The purpose of this letter, therefore, is to seek your permission to administer a questionnaire in your churches to a random selection of some parents/guardians, other adult members and some non-college bound youth. Further, I request that you allow me to work directly with your church ministries department, especially with the director responsible for youth, to have the task fulfilled.

I anticipate a favorable response and thank you very kindly. God bless your leadership of His so dear a people.

Yours sincerely,

T. Leslie Ferdinand
AU Graduate Student
CUC Vice-President for
Academic Affairs

TLF:lt



ANDREWS
UNIVERSITY

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900
USA

5 February 1991

All Presidents
CUC Alumni Chapters/Associations

Dear Friends:

As you are all aware, I am here at Andrews University completing the Ed.D. in educational administration and supervision. For the purpose of writing my dissertation I must gather data on the educational needs of the non-college bound youth of the CUC constituency.

The purpose of this letter is to seek your permission to administer a questionnaire to a random sample of your chapter/association members.

I anticipate a favorable response and thank you very kindly. May God continue to bless your leadership of CUC alumni.

Yours sincerely,

T. Leslie Ferdinand
Vice President
Academic Affairs, CUC

TFL:lt

THE EAST CARIBBEAN CONFERENCE OF SEVENTH-DAY ADVENTISTS

P. O. Box 223 • Bridgetown • Barbados, W.I.
Telephones: (809) 429-7234-429-7235 • Fax: 809) 429-8055 •
Cable: ADVENTIST Barbados

Office of the
PRESIDENT

March 5, 1991

T. Leslie Ferdinand
G-14 Burmanhall
Andrews University
Berrien Springs
Michigan 49104-0900
U. S. A

Dear Bro Ferdinand,

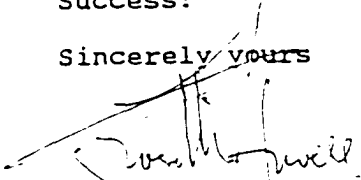
Congratulations on your progress towards achieving both your academic and professional objectives.

We shall co-operate with you as much as possible in facilitating your research, so be at liberty to communicate with the necessary personnel.

A copy of this letter shall be shared with the head of Church Ministries, Pastor Maxwell Berkel.

Success!

Sincerely yours



Everette W. Howell
President

ds



The South Caribbean Conference

of Seventh-day Adventists

CORNER EASTERN MAIN ROAD & DEANE STREET ST. AUGUSTINE P.O. BOX 66 PORT OF SPAIN TRINIDAD
PHONE - 827104 8388 8121 8122 CABLE - ADVENT ST. TRINIDAD

February 27, 1991

Mr T. Leslie Ferdinand
G- 14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900
U. S. A.

Dear Bro Ferdinand:

Christian greetings! In response to your letter dated February 5th, I am happy to say that you have our permission to administer your questionnaire in this Conference.

Let me take this opportunity wish you success in your endeavour with the hope that your dissertation will assist in the development of Christian education in our conference.

Yours faithfully

ERROL MITCHELL
President

EM:jjh



Surinaamse Zending

der ZEVENDE-DAGS ADVENTISTEN

(Surname Mission of Seventh-Day Adventists)

Madeliëtjesstraat 3
P.O. Box 1909
Telefoon 97071
Paramaribo - Suriname
Telegramadres (cable) Adventisten

To Mr. T. Leslie Ferdinand
G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900 U.S.A.

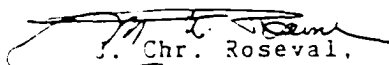
March 4, 1991.

Dear Brother Ferdinand,

Thank you for your letter dated February 5, 1991.

The permission you are seeking to administer a questionnaire in our churches and to work directly with our Church Ministries departments, is granted. Wishing you Gods blessing and succes in your study.

Yours Sincerely,


J. Chr. Roseval,
President.

JR/iw

NORTH CARIBBEAN CONFERENCE

OF SEVENTH-DAY ADVENTISTS

BOX 580, CHRISTIANSTED, ST. CROIX, U.S. VIRGIN ISLANDS 00821-0580

CABLE: ADVENTIST, ST. CROIX

TELEPHONE: (809) 778-6589

March 1, 1991

Mr. Leslie Ferdinand
G-14 Burman Hall
Andrews University
Berrien Springs, MI 49104-0900

Dear Leslie:

This is in reply to your letter of February 5, in which you sought permission to work with the Youth Department as you work on your project.

I have discussed the matter with Pastor Browne the Youth Director and he is willing to be of assistance to you.

Let me wish you abundant success.

Sincerely yours,



B.N. Josiah
President

BNJ:mf

ANTIGUA MONTSERRAT, ST KITTS, NEVIS, ANGUILLA, ST MAARTEN
ST EUSTATIUS SABA, BRITISH VIRGIN ISLANDS, U S VIRGIN ISLANDS

APPENDIX E

LETTERS CONCERNING VISITS TO EIGHT
COMMUNITY COLLEGES



ANDREWS
UNIVERSITY

G14 Burman Hall
Andrews University
Berrien Springs
Michigan 49103
U.S.A.
Tel.: 616-471-3657

16 October 1990

Mr. Leton Thomas, Principal
Sir Arthur Lewis Community College
St. Lucia
West Indies

Dear Mr. Thomas:

I hold the substantive position of Academic Dean of Caribbean Union College in Trinidad. Presently, I am on leave and in the early dissertation preparation stage of an Ed.D. program in Educational Administration and Supervision here at Andrews University.

My dissertation involves the administration and development of a Community College type program for Caribbean Union College; consequently, it will be to my benefit to visit not only U.S. Community Colleges but also those that have been established in the Eastern Caribbean as well.

In the above regard, therefore, I wish to humbly request of you a one-day attachment to your school on Monday, December 17, 1990. The goal of my visit is to see what insights can be had from your college that can inform the said dissertation mentioned above.

I am asking specifically for a meeting with you, sir, and then generally for meetings with any and as many of those other personnel who, in your opinion, it will be helpful for me to meet. I envision the inclusion of a brief tour of the college's facilities at some period of the day.

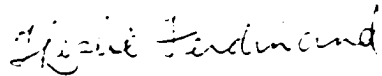
My secretary shall be accompanying me on the visit.

Berrien Springs, Michigan 49103 616-471-7777

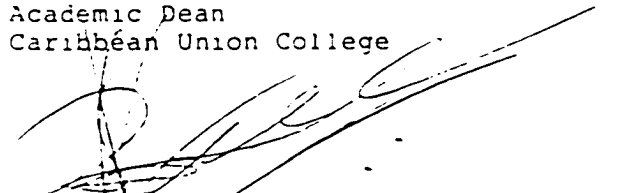
Mr. Laton Thomas
16 October 1990
page 1

Thank you very kindly for a favorable response to my request.
Please inform me soon of your decision.

Sincerely yours,



T. Leslie Ferdinand
Academic Dean
Caribbean Union College



Dr. Bernard Lall, Ph.D.
Professor of Academic Administration
Andrews University

:c




HENRY FORD COMMUNITY COLLEGE

May 23, 1991

TO: Dr. Bernard Lall
FROM: Dr. Margaret A. Crishal
RE: Informational Material

Attached is information that Mr. Ferdinand may find helpful prior to his visit on Wednesday, May 29, 1991. Presently, in addition to meeting with me, Mr. Ferdinand will have a 10:30 a.m. meeting with Mr. Waddell, Vice President/Dean, of Academic Education and with Mrs. Goodwin, Vice President/Dean of Career Education at 2:00 p.m. In addition, I will try to arrange a meeting with Dr. Meade, Vice President/Dean of Student Services.

It was good to speak with you and I look forward to the visit of Mr. Ferdinand.



Margaret A. Crishal

MAB/abll



ANDREWS
UNIVERSITY

G14 Burman Hall
Andrews University
Berrien Springs
Michigan 49103
U.S.A.
Tel.: 616-471-3657

16 October 1990

The Principal
Barbados Community College
Barbados
West Indies

Dear Sir:

I hold the substantive position of Academic Dean of Caribbean Union College in Trinidad. Presently, I am on leave and in the early dissertation preparation stage of an Ed.D. program in Educational Administration and Supervision here at Andrews University.

My dissertation involves the administration and development of a Community College type program for Caribbean Union College; consequently, it will be to my benefit to visit not only U.S. Community Colleges but also those that have been established in the Eastern Caribbean as well.

In the above regard, therefore, I wish to humbly request of you a one-day attachment to your school on Thursday, December 20, 1990. The goal of my visit is to see what insights can be had from your college that can inform the said dissertation mentioned above.

I am asking specifically for a meeting with you, sir, and then generally for meetings with any and as many of those other personnel who, in your opinion, it will be helpful for me to meet. I envision the inclusion of a brief tour of the college's facilities at some period of the day.

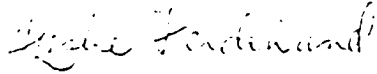
My secretary shall be accompanying me on the visit.

Berrien Springs, Michigan 49101 (616) 471-7771

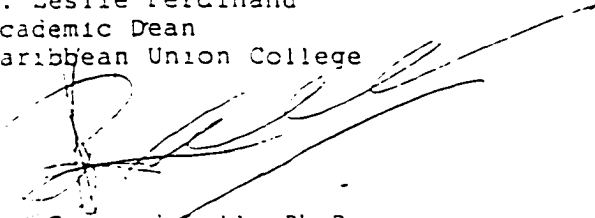
Principal, Community College
16 October 1990
page 2

Thank you very kindly for a favourable response to my request.
Please inform me soon of your decision.

Sincerely,



F. Leslie Ferdinand
Academic Dean
Caribbean Union College



Dr. Bernard Lall, Ph.D.
Professor of Academic Administration
Andrews University

:t

BARBADOS COMMUNITY COLLEGE

138

(Established January 1969)

PHONE (809) 426-3186
FAX: (809) 429-5935

"Eyre"
Howell's X Road
St. Michael
Barbados

All correspondence should
be addressed to the Principal.

Our Ref. P./7/146/90

Your Ref.

November 9, 19 90

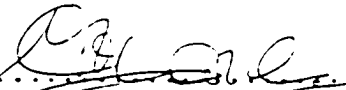
Mr. T. Leslie Ferdinand,
G14 Burman Hall,
Andrews University,
Berrien Springs,
Michigan 49103
U.S.A.

Dear Mr. Ferdinand,

Reference is made to your letter dated October 16, 1990
in which you requested a one-day attachment to the
B.C.C. on Thursday, December 20, 1990.

The student body will be on holiday at that time, but
the senior administrative officers and myself will be
available to assist you in any way we can.

Yours faithfully,


.....
for ~~Norma J.I. Holder~~ (Mrs.)
Principal

/seg

c.c. Dr. Bernard Lall, Andrews University

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900

30 May 1991

Dr. Margaret A. Crishal
Director of Admissions and Registration
Henry Ford Community College
5101 Evergreen Dearborn
MI 48128-1495

Dear Dr. Crishal:


By this letter I want to once again say thanks to you for the wonderful reception and education you so graciously bestowed upon me and my friend, Patrick Thomas, yesterday. I had cause a short while ago to tell a friend over the telephone that my field trip yesterday was "a day very well spent." Please convey to all those who assisted you to assist me, my heartfelt thanks. Indeed, visiting with you was worth the while.

I look forward to seeing you again some day, but if not, do keep up the good work. Be assured that I shall not let the idea of the twinning of our colleges die.

Both Dr. Lall and Dr. Riley have accepted with fond feelings your gift of best wishes. They wish you to accept similar greetings in return.

May God's richest blessings be upon you. Once again, a heartfelt thank you.

Yours sincerely,



T. Leslie Ferdinand
Graduate Student, Andrews University
VP for Academic Affairs, CUC

TLF:lt

APPENDIX F

LETTERS CONCERNING GENERAL SUPPORT
FOR THE DISSERTATION



ANDREWS
UNIVERSITY

G14 Burman Hall
Andrews University
Berrien Springs
Michigan 49103
U.S.A.
Tel.: 616-471-3657

16 October 1990

The Hon. Mr. Clive Pantin, Minister
Ministry of Education
Alexander St.
St. Clair, Trinidad, West Indies

Dear Sir:

I hold the substantive position of Academic Dean of Caribbean Union College in Maracas, Trinidad. Presently I am on leave and in the early dissertation preparation stage of an Ed.D. program in educational administration and supervision here at Andrews University, Berrien Springs, Michigan.

My dissertation involves the administration and development of a Community College type program for Caribbean Union College. This, I have noticed with keen interest, is one of the channels your ministry has been considering for providing more opportunities for higher education for the precious youth of our country. I do not see then that my work will be at cross purposes with the goals of your important ministry. Indeed, there are hundreds, yea, thousands of young people in our nation who cannot successfully approach the modern-day employer because they have no skills nor training. And, in my view, both the public and private educational institutions ought to, and can, do something positive about it.

I am particularly pleased that my college president, Dr. Vernon Andrews, was chosen by your ministry as a member of the Community College Task Force. In that way Caribbean Union College gave you our best support. Is it too much, then, for me to ask you for your personal, if not ministry's support for my dissertation? Frankly, I do not think so. And so I

Berrien Springs, Michigan 49104/(616) 471-7771

The Hon. Mr. Clive Pantin
16 October 1990
page 2

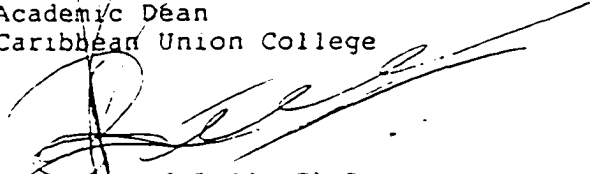
now humbly request of you, sir, a letter of support for my
endeavours and thank you very kindly for a positive response.

May God continue to richly bless you in your important work.

Yours most sincerely,



T. Leslie Ferdinand
Academic Dean
Caribbean Union College



Dr. Bernard Lall, Ph.D.
Professor of Academic Administration
Andrews University

:t



ANDREWS
UNIVERSITY

G14 Burman Hall
Andrews University
Berrien Springs
Michigan 49103
U.S.A.
Tel.: 616-471-3657

16 October 1990

Elder L. Herbert Fletcher, Director
Department of Education
Inter-American Division of SDA
P.O. Box 140760
Coral Gables, Florida 3314-0760

Dear Elder Fletcher:

In the Caribbean Union College constituency there are hundreds, yea, thousands of unemployed and unemployable SDA youth. Sadly, they do not possess the skills nor training with which to successfully approach the modern-day employer.

It is my heart-felt burden and considered view that CUC ought to, and can make a difference in the lives of these our beloved young people. Consequently, I wish to make a proposal for a solution to this problem which does not only have economic significance, but deep spiritual and moral ones as well. This task I have set myself to accomplish through my doctoral (Ed.D.) dissertation. Please, be reminded that I am on a college staff bursary pursuant of this degree in the area of educational administration and supervision at our own Andrews University.

Indeed, I cannot conscientiously pursue this program at the expense of the church without seriously attempting to unearth new information which will have not merely theoretical but also practical implications for our own dear old CUC. Further, no matter how good my proposal may turn out to be, I am fully cognizant of the fact that all my dreams and efforts will come to nought if I do not have the blessings and support of the key personnel on the college's board of trustees.

Berrien Springs, Michigan 49104/(616) 471-7771

Elder L. Herbert Fletcher
 16 October 1980
 page 2

Looked at from a different perspective, I am taking the opportunity the said board has afforded me while on bursary here at Andrews University, to develop an academic master plan, as it were, for CUC, for which I have the full support of and resources available to my major advisor and the others of my dissertation committee members.

Please, therefore, give me a letter of support for my venture in undertaking this study. This in no regards will be used to bind you to agree to every, or any for that matter, recommendation I shall put forward in the dissertation.

I wish to thank you most kindly for a letter of support from your department. God bless you as you continue to perform your leadership role in providing and guiding the education of the Lord's mighty, youthful army in our great Inter-American Division.

Yours most sincerely,

Leslie Ferdinand

T. Leslie Ferdinand
 Academic Dean
 Caribbean Union College

(He Ferdinand)
"Bernie"

Dr. Bernard Lall, Ph.D.
 Professor of Educational Administration
 Andrews University

:t
 Copy: CUC Board Members



ANDREWS
UNIVERSITY

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900

6 February 1991

Dr. Dale Parnell, President and CEO
American Association of Community and
Junior Colleges
National Center for Higher Education
Suite 410
One Dupont Circle
Washington, D.C. 20036

Dear Mr. Parnell:

My substantive position is Vice-President for Academic Affairs of the Caribbean Union College in Trinidad & Tobago, West Indies. Presently I am on leave and in the dissertation stage of completing the Ed.D. degree in Educational Administration at Andrews University, Berrien Springs, MI 49104.

Interestingly, my major advisor is Dr. Bernard M. Lall who co-signs this letter. You were contemporary doctoral students at the University of Oregon, he delights to remember. He is really proud of your achievements and contributions to the development of higher education in this country and in the world.

The purpose of my letter is to request a letter of support for my dissertation which is entitled: "The development and Administration of a Modified Community College Type Program for Caribbean Union College." You see, Sir, I have been intrigued by the community college movement and the manner in which it has so successfully created increased educational opportunities for the "neglected majority." In my little country there is a similar group of youth who possess no marketable skills, and who need to have their educational needs ministered to.

Then, Sir, could you kindly inform me as to which you consider to be the top ten community colleges in the USA? To the program of these colleges I would like to give especial study.

Finally, Sir, I will be happy to receive any literature that your office can send me which may be helpful. Please be assured of my admiration and gratitude.

Yours very sincerely,

T. Leslie Ferdinand
Doctoral Student

Dr. Bernard M. Lall
Professor of Educational administration
Andrews University

:t



ANDREWS
UNIVERSITY

G-14 Burman Hall
Andrews University
Berrien Springs
MI 49104-0900
U.S.A.

7 February 1991

The Hon. Mrs. Gloria Henry, Minister
Ministry of Education
Alexander St.
St. Clair, Trinidad, W.I.

Dear Madam:

I hold the substantive position of Vice-President of Academic Affairs, Caribbean Union College, Maracas, Trinidad. Presently I am on leave and in the dissertation preparation stage of an Ed.D. program in educational administration and supervision here at Andrews University, Berrien Springs, Michigan.

On 16 October 1990 I wrote the former Minister, Mr. Clive Pantin requesting a letter of support for my dissertation. I have his reply which informs me that he is no longer minister but that he would be happy to support what I am doing in any way he could outside of that portfolio.

And so, Madam, I turn to you with the said request for a letter of support for my dissertation entitled: "The Development and Administration of a Modified Community College Type program for Caribbean Union College." The intent is to urge the board of trustees to make provisions for increased educational opportunity. There are tens of thousands of non-college bound youth in our beloved country and in the region who have no marketable skills. The college ought to join in the national and regional effort (CUC is a regional school, as you may be well aware) of fitting our youth for employment and useful living.

I believe that over the years CUC has complemented the effort of the government in rendering educational services. It wants to continue that role in a way that is most relevant.

Thank you kindly for a positive response. May God continue to richly bless you in your important work.

Yours sincerely,

T. Leslie Ferdinand
Vice President of Academic Affairs
Caribbean Union College

TLF:t



American Association of
Community and Junior Colleges

147

71st Annual AACJC Convention
April 13-16, 1991 - Kansas City, Missouri
"Celebrating Diversity"

February 28, 1991

T. Leslie Ferdinand
Educational Administration
G-14 Burman Hall
Andrews University
Berrien Springs, Michigan 49104

Dear Leslie:

Thanks for your good letter and your interest in the community college movement. Your idea of researching and observing community colleges in the United States as a means of developing a similar or modified type of community college program for the Caribbean sounds like an excellent dissertation topic which will carry with it practical application for you at a later date.

It is difficult, if not impossible, for me to list the top ten community colleges in the USA. Each community, technical, and junior college demonstrates a uniqueness and excellence of its own which makes it difficult to rank them. Perhaps a better way for you to select your ten community colleges would be to consider ones which most closely match specific programs or characteristics you are looking for in your dissertation prototype (i.e. large, small, urban, rural, etc.) and which would be convenient for you to visit. There are a number of excellent community, technical, and junior colleges in and around Michigan which reflect the diversity of community colleges, including Charles Stewart Mott Community College, Delta College, Henry Ford Community College, Kalamazoo Valley Community College, Lansing Community College, and Wayne County Community College to name a few. In neighboring states you could visit Madison Area Technical College or Milwaukee Area Technical College in Wisconsin or Parkland College, Highland Community College or College of Lake County in Illinois. Sinclair Community College or Stark Technical College in Ohio might also be of interest to you. When you fly out of the country and back to the Caribbean, you might also consider stopping in Miami and touring one or more of the campuses of Miami-Dade Community College or going north a few miles to Broward Community College.

Enclosed is a copy of the AACJC publications catalog, a copy of the AACJC bi-weekly newspaper, The College Times, and The AACJC Journal. Both The College Times and Journal have important, up-to-date information about community colleges, and our publications generally feature issues of import in community colleges today.

Best wishes in your academic pursuits.

Cordially,



Dale Parnell
President

mr

cc: Bernard M. Lall

Enclosures



MINISTRY OF HEALTH
OFFICE OF THE MINISTER
Roundabout Plaza
10th Avenue
BARATARIA

November 4, 1990

Mr. T. Leslie Ferdinand
Academic Dean
Caribbean Union College
G14 Burman Hall
Andrews University
Berrien Springs
Michigan 49103
U.S.A.

Dear Mr. Ferdinand

Thank you for your letter of 16th October, 1990. I apologize for the delay in replying but as from 1st October, 1990, I became the Minister of Health. This means that I am no longer in Education.

Nevertheless I would be happy to support your dissertation if I know what it was. I am a little bit confused about it and hope you will be able to clear up my confusion.

Kindest regards.

Sincerely



Clive Pantin
Minister



Ministry of Education,
Curriculum Development,
Alexandra Street, *Department*
St. Clair, PORT OF SPAIN.

No.
in replying the above
number and date of
this letter should be
quoted.

.....
3th May,1991..

Mr. J. Leslie Ferdinand,
G-14 Burman Hall,
Andrews University,
Berrien Springs,
MI 49104-0900,
U.S.A.

Dear Mr. Ferdinand,

The Ministry of Education is pleased to support your choice of dissertation entitled: "The Development and Administration of a Modified Community College Type program for Caribbean Union College." Over the years the Caribbean Union College has made a sterling contribution to the development of education in Trinidad and Tobago and the Caribbean region. The choice of your dissertation is timely as there are current plans to establish a community college in Trinidad and Tobago. The Ministry of Education will be interested in your perceptions of 'community college type programmes' and their impact on the assessed needs of the society.

We congratulate you on your vision and wish you all success in your doctoral programme.

KENRICK SEEPERSAD,
Director of Curriculum
Development, Ag.
Permanent Secretary,
Ministry of Education.

/f/

KS/cs



The
Caribbean Union Conference
of Seventh-day Adventists

TABLE CARIBUNION TRINIDAD ● P.O. BOX 221 PORT-OF-SPAIN, TRINIDAD, W.I. ● TELEPHONES: 62-22514, 22543

November 9, 1990

Mr T Leslie Ferdinand
G14 Burman Hall
Andrus University
Berrien Springs
Michigan 49103
USA

Dear Leslie:

I have just received a copy of your October 16 letter to Elder Fletcher. Thanks for keeping me on the mailing list.

My initial reaction is that it is a "beauty of a ball". As you must be aware my entire heart and soul are behind you. In whatever way I can lend support or assistance I am willing - within the scope of my "limitations".

You are admirably placed to undertake this study both from a perspective of intimate knowledge and academic perspective. Continue to keep me informed.

I hope to see you sometime during your Christmas visit. I expect to be in Mexico from December 2-9, and Martinique from December 19-30.

Regards to all my friends, especially Duggie, Slimen, Bernie, and Jeanette.

Sincerely

Vernon E Andrews
ASSOCIATE CHURCH MINISTRIES DIRECTOR

:ed



Caribbean Union College

Port-of-Spain, Trinidad, W.I.

Telephone 662-2241 2, 5365, 663-1995 P.O. Box 175 Cable Address: "TRAINING" Port-of-Spain.

Office of the President

November 15, 1990

TO WHOM IT MAY CONCERN

This is to certify that Caribbean Union College fully endorses the dissertation and other projects being pursued by Mr. Leslie Ferdinand in developing a college master plan.

Please grant Mr. Ferdinand those courtesies which will enable him to accomplish this task.

Sincerely,

Sylvan Lashley, Ed.D.
President

SL/srd



General Conference of Seventh day Adventists



INTER-AMERICAN DIVISION

700 PONCE DE LEON BOULEVARD • ORLANDO, FLORIDA 32814 • TEL. (305) 241-7601 • MIAMI, FLORIDA 33141-7601
DEPARTMENT OF EDUCATION • PHONE: (305) 241-7471 • FAX: (305) 241-8814 • TELEX: 441646 • TABLET ADVENTIST, MIAMI

November 30, 1990

Mr. T. Leslie Ferdinand
G-14 Burman Hall
Andrews University
Berrien Springs, MI 49104

Dear Mr. Ferdinand:

Greetings! Thank you for your letter of the 16th of this month.

After years of service at the various levels of the Church's programme of education; and having now the privilege of seeing a number of our educational institutions in the Inter and South American Divisions as well as observing and listening to the college/university boards in their decision-making process, I am convinced that one of the greatest needs we have in Adventist Education is the need for long-term planning.

I am pleased that you saw the need and have chosen to attempt a remedy by developing an Academic Master Plan for one of our highly respected tertiary educational institutions. I trust that you will give some thought to the support areas, as well as the financial aspects.

Any help the Department of Education can be to you in terms of assistance with research or supplying information you need that we have, please let us know. We will be happy to do our best.

Kindly give my regards to Dr. Bernie Lall and the team in the School of Education, and accept the assurance of my prayers. With warm personal regards for you and the family.

Sincerely yours,

L. Herbert Fletcher, Director
Department of Education

LFH:arl

NORTH CARIBBEAN CONFERENCE

OF SEVENTH-DAY ADVENTISTS

BOX 580, CHRISTIANSTED, ST. CROIX, U.S. VIRGIN ISLANDS 00821-0580

CABLE: ADVENTIST, ST. CROIX

TELEPHONE: (809) 778-6589

December 6, 1990

Mr. Leslie Ferdinand
G14 Burman Hall
Andrews University
Berrien Springs, MI 49103

Dear Mr. Ferdinand:

I am indeed impressed and thrilled with the relevancy of your approach to both the unemployment problem and the unschooled of the younger personalities in our environment. Indeed it should evoke from all administrators and college board members a heartfelt response to this your project.

This letter is to register my support, interest and prayers as you pursue this important aspect of your research. I wish you abundant success as you continue to climb to academic excellence.

Sincerely yours,



B.N. Josiah
President

BNJ:mf

ANTIGUA, MONTSERRAT, ST KITTS, NEVIS, ANGUILLA, ST MAARTEN
ST EUSTATIUS, SABA, BRITISH VIRGIN ISLANDS, U S. VIRGIN ISLANDS

APPENDIX G

COLUMN CELLS COMBINATION SCHEMES:

TABLES 35-38

TABLE 35
 COLUMN CELLS COMBINATION SCHEME*--HYPOTHESES
 1-4, ITEMS 1-32

Items	Hypotheses			
	1	2	3	4
1	12,3,4	No change	No change	No change
2	12,3,4	No change	No change	No change
3	1,2,34	No change	No change	No change
4	12,3,4	No change	No change	No change
5	1,2,34	No change	No change	No change
6	1,2,34	No change	No change	No change
7	1,2,34	No change	No change	No change
8	12,3,4	No change	No change	No change
9	12,3,4	No change	No change	No change
10	12,3,4	No change	No change	No change
11	12,3,4	No change	No change	No change
12	1,2,34	No change	No change	No change
13	1,2,34	No change	No change	No change
14	1,2,34	No change	No change	No change
15	1,2,34	No change	No change	No change
16	12,3,4	No change	No change	No change
17	12,34	No change	No change	No change
18	1,2,34	No change	No change	No change
19	1,2,34	No change	No change	No change
20	1,2,34	No change	No change	No change
21	1,2,34	No change	No change	No change
22	1,2,34	No change	No change	No change
23	1,2,34	No change	No change	No change
24	1,2,34	No change	No change	No change
25	1,2,34	1,2,34	No change	No change
26	1,2,34	No change	No change	No change
27	1,2,34	1,2,34	No change	No change
28	1,2,34	No change	No change	No change
29	1,2,34	No change	No change	No change
30	1,2,34	1,2,34	No change	No change
31	1,2,34	No change	No change	No change
32	1,2,34	No change	No change	No change

* Numbers not separated by commas indicate the response type being combined. For example 1,2,34 indicates response type 3 and 4 are combined but 1 and 2 are not. The responses were coded in the following manner:

1 - strongly agree, 2 - agree, 3 - disagree
 4 - strongly disagree, 5 - no opinion, which were omitted

TABLE 36

COLUMN CELLS COMBINATION SCHEME*--HYPOTHESES
1-4, ITEMS 33-56

Items	Hypotheses			
	1	2	3	4
33	1,2,34	No change	No change	No change
34	1,2,34	No change	No change	No change
35	1,2,34	1,2,34	No change	No change
36	1,2,34	No change	No change	No change
37	12,34	No change	No change	No change
38	1,2,34	No change	No change	No change
39	12,34	No change	No change	No change
40	1,2,34	No change	No change	No change
41	1,2,34	No change	No change	No change
42	1,2,34	No change	No change	No change
43	1,2,34	12,34	No change	No change
44	1,2,34	No change	No change	No change
45	1,2,34	No change	No change	No change
46	1,2,34	No change	No change	No change
47	1,2,34	No change	No change	1,2,34
48	1,2,34	No change	No change	No change
49	1,2,34	1,2,34	No change	1,2,34
50	1,2,34	No change	No change	No change
51	1,2,34	1,2,34	No change	No change
52	1,2,34	1,2,34	No change	No change
53	1,2,34	1,2,34	No change	No change
54	1,2,34	No change	No change	No change
55	1,2,34	No change	No change	No change
56	1,2,34	No change	No change	No change

*Numbers not separated by commas indicate the response type being combined. For example 1,2,34 indicates response type 3 and 4 are combined but 1 and 2 are not. The responses were coded in the following manner:

1 - strongly agree, 2 - agree, 3 - disagree
4 - strongly disagree, 5 - no opinion, which were omitted.

TABLE 37

COLUMN CELLS COMBINATION SCHEME*--HYPOTHESES
5-7, ITEMS 1-32

Items	Hypotheses		
	5	6	7**
1	No change	No change	
2	No change	No change	
3	No change	No change	
4	No change	No change	
5	No change	No change	
6	No change	No change	
7	No change	No change	
8	No change	No change	
9	No change	No change	
10	No change	No change	
11	No change	No change	
12	No change	No change	
13	No change	No change	
14	1, 2, 3, 4	No change	
15	No change	No change	
16	No change	No change	
17	No change	No change	
18	No change	No change	
19	No change	No change	
20	No change	No change	
21	No change	No change	
22	No change	No change	
23	No change	No change	
24	No change	No change	
25	12, 34	1, 2, 3, 4	
26	1, 2, 3, 4	1, 2, 3, 4	
27	No change	1, 2, 3, 4	
28	No change	No change	
29	No change	No change	
30	No change	1, 2, 3, 4	
31	No change	No change	
32	No change	No change	

* Numbers not separated by commas indicate the response type being combined. For example 1,2,3,4 indicates response type 3 and 4 are combined but 1 and 2 are not. The responses were coded in the following manner:

1 - strongly agree, 2 - agree, 3 - disagree,
4 - strongly disagree, 5 - no opinion, which were omitted.

** Chi-square analysis was done for items 34-56 only.

TABLE 38
 COLUMN CELLS COMBINATION SCHEME*--HYPOTHESES
 5-7, ITEMS 33-56

Items	Hypotheses		
	5	6	7
33	No change	No change	
34	No change	No change	No change
35	1,2,34	1,2,34	1,2,34
36	No change	1,2,34	No change
37	No change	No change	No change
38	No change	No change	No change
39	No change	12,3,4	No change
40	No change	No change	No change
41	No change	No change	No change
42	No change	No change	No change
43	No change	No change	No change
44	No change	No change	No change
45	No change	1,2,34	No change
46	No change	No change	No change
47	No change	No change	No change
48	No change	No change	No change
49	No change	No change	No change
50	No change	No change	No change
51	No change	No change	No change
52	No change	No change	No change
53	No change	No change	No change
54	No change	No change	No change
55	No change	No change	No change
56	No change	No change	No change

* Numbers not separated by commas indicate the response type being combined. For example 1,2,34 indicates response type 3 and 4 are combined but 1 and 2 are not. The responses were coded in the following manner:

1 - strongly agree, 2 - agree, 3 - disagree,
 4 - strongly disagree, 5 - no opinion, which were
 omitted.

APPENDIX H

COMPARISON BETWEEN CUC BOARD MEMBERS/ADMINISTRATORS
AND NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE OF
RESPONSES TO QUESTIONNAIRE ITEMS 1-15

No.	Item	CUC Board/Admms.						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
1	Theology degree	20	5.00	15.00	5.00	75.00	0.00	138	8.13	21.88	33.75	22.50	13.75
2	Religion degree	20	5.00	15.00	10.00	70.00	0.00	138	4.38	18.75	38.13	25.00	13.75
3	Religion diploma	20	65.00	15.00	5.00	10.00	5.00	153	26.25	57.50	6.88	5.00	4.38
4	Business degree	20	5.00	40.00	45.00	10.00	0.00	144	3.13	34.38	29.38	23.13	10.00
5	Business diploma	20	55.00	25.00	15.00	5.00	0.00	155	30.63	55.63	8.75	1.88	3.13
6	Secretarial Science dip.	20	70.00	10.00	20.00	0.00	0.00	156	33.75	55.63	6.25	1.88	2.50
7	Teacher-training diploma	20	15.00	25.00	50.00	10.00	0.00	151	16.25	41.25	18.75	18.13	5.63
8	Education degree	20	5.00	30.00	55.00	10.00	0.00	143	1.25	18.75	23.75	45.63	10.63
9	English degree	20	5.00	5.00	20.05	70.00	0.00	142	1.25	17.50	27.50	42.50	11.25
10	History degree	20	0.00	15.00	35.00	50.00	0.00	145	1.25	18.13	26.25	45.00	9.38
11	Social Studies degree	20	0.00	15.00	40.00	45.00	0.00	140	3.13	17.50	30.63	36.25	12.50
12	Natural Sciences diploma	17	11.76	5.86	23.52	41.48	17.64	153	16.88	53.75	20.00	5.00	4.38
13	Mathematics diploma	18	16.67	5.56	16.67	49.95	11.11	156	17.50	53.13	21.25	5.63	2.50
14	Industrial Arts diploma	20	80.00	20.05	0.00	0.00	0.00	158	51.25	41.25	5.63	0.63	1.25
15	Fine Arts diploma	17	23.52	17.64	17.64	23.52	17.64	152	37.50	48.12	8.75	0.63	5.00

APPENDIX I

COMPARISON BETWEEN CUC BOARD MEMBERS/ADMINISTRATORS
AND NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE OF
RESPONSES TO QUESTIONNAIRE ITEMS 16-30

No.	Item	C.U.C. Board/Admnms.						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
16	Theology	20	5.00	10.00	40.00	45.00	0.00	142	11.88	13.75	45.00	18.13	11.25
17	Religion	16	31.25	12.50	18.75	12.50	25.00	144	10.00	17.50	43.75	18.75	10.00
18	Business	18	22.22	33.25	16.67	16.67	11.11	151	20.00	47.50	20.00	6.88	5.63
19	Secretarial Science	20	20.00	30.00	10.00	40.00	0.00	149	23.75	39.38	23.13	6.88	6.88
20	Teacher-training	20	15.00	40.00	20.00	25.80	0.00	149	7.55	41.51	38.00	5.66	6.29
21	Education	13	7.69	30.87	15.38	7.64	38.45	145	9.38	33.75	39.38	8.13	9.38
22	English	19	10.52	52.60	10.52	21.04	5.26	153	29.38	54.38	10.63	1.25	4.38
23	History	20	10.00	40.00	40.00	10.00	0.00	151	5.00	37.50	36.88	15.00	5.63
24	Social Studies	15	33.33	19.98	6.66	19.98	19.98	151	25.16	47.17	19.50	3.14	5.03
25	Mathematics	20	35.00	45.00	5.00	10.00	5.00	158	26.25	68.75	3.75	0.00	1.25
26	Natural Sciences	18	27.75	22.22	22.22	16.67	11.11	159	57.50	36.88	4.38	0.63	0.63
27	Industrial Arts	18	33.25	28.75	16.67	11.11	11.11	159	51.25	42.50	5.00	0.63	0.63
28	Fine Arts	14	21.43	42.84	7.14	0.00	28.57	145	27.50	47.50	11.25	4.38	9.38
29	4-year degrees	17	5.86	29.40	41.16	11.76	16.76	149	11.88	48.75	26.88	5.63	6.88
30	2-year diplomas	20	50.00	40.00	10.00	0.00	0.00	158	45.63	48.75	3.75	0.63	1.25

APPENDIX J

COMPARISON BETWEEN CUC BOARD MEMBERS/ADMINISTRATORS
AND NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE OF
RESPONSES TO QUESTIONNAIRE ITEMS 31-37

No.	Item	CUC Board/Adminis.							Non-College-Bound SDA Youth						
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO		
31	Academic	20	25.00	45.00	15.00	15.00	0.00	160	36.88	49.38	10.00	3.75	0.00		
32	Technical-Vocational	20	40.00	50.00	10.00	0.00	0.00	157	53.75	37.50	4.38	2.50	1.88		
33	Craft	19	15.78	26.30	36.82	15.78	5.26	159	14.38	63.75	13.75	7.50	0.63		
34	4-year degree	19	5.26	15.78	62.38	5.26	5.26	157	22.50	53.13	18.75	3.75	1.88		
35	2-year diploma	20	40.00	45.00	5.00	10.00	0.00	159	60.00	35.63	3.13	0.63	0.63		
36	1-year certificate	20	65.00	25.00	5.00	5.00	0.00	159	35.00	52.50	10.63	1.25	0.63		
37	Shorter duration	20	15.00	55.00	20.00	10.00	0.00	134	18.75	37.50	16.25	11.25	16.25		

APPENDIX K

COMPARISON BETWEEN CUC BOARD MEMBERS/ADMINISTRATORS
AND NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE OF
RESPONSES TO QUESTIONNAIRE ITEMS 38-56

No.	Item	CUC Board/Adminis.						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	20	50.00	25.00	20.00	5.00	0.00	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	20	0.00	10.00	15.00	75.00	0.00	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	20	70.00	25.00	5.00	0.00	0.00	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	20	25.00	25.00	15.00	35.00	0.00	155	13.13	67.50	13.13	3.13	3.13
42	New flexible admissions	17	47.04	23.52	11.76	5.88	11.76	123	30.63	32.50	9.38	4.38	23.13
43	More balanced program offerings	20	70.00	30.00	0.00	0.00	0.00	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	13	15.38	38.46	7.69	7.69	30.77	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	20	50.00	30.00	15.00	5.00	0.00	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	20	15.00	40.00	25.00	20.00	0.00	153	40.63	41.88	8.13	5.00	4.38
47	Train prof. for church	20	65.00	35.00	0.00	0.00	0.00	158	47.50	40.63	8.13	2.50	1.25
48	Train prof. for society	20	55.00	45.00	0.00	0.00	0.00	155	41.25	48.13	5.63	1.88	3.13
49	Train tech. for church	20	65.00	35.00	0.00	0.00	0.00	158	48.13	41.25	8.13	1.25	1.25
50	Train tech. for society	17	17.64	64.68	5.88	0.00	11.76	154	41.88	46.88	6.88	0.63	3.75
51	Train craftsmen for church	18	11.11	22.22	38.85	16.67	11.11	156	46.88	38.13	10.63	1.88	2.50
52	Train craftsmen for society	18	22.22	5.55	44.40	16.67	11.11	155	41.88	45.00	8.75	1.25	3.13
53	Train techno. for church	18	16.67	55.50	5.55	11.11	11.11	157	46.88	41.25	8.13	1.88	1.88
54	Train techno. for society	17	17.64	17.64	29.40	23.52	11.76	155	42.50	46.25	7.50	0.63	3.13
55	Offer enrichment programs	16	50.00	25.00	0.00	6.25	18.15	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	13	15.38	30.77	15.38	7.64	30.77	141	20.00	33.75	25.00	9.38	11.88

APPENDIX L

COMPARISON BETWEEN CUC FACULTY/STAFF AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 1-15

No.	Item	CUC Faculty/Staff						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
1	Theology degree	76	5.33	16.00	46.67	30.67	1.33	138	8.13	21.88	33.75	22.50	13.75
2	Religion degree	74	5.33	21.33	30.67	38.67	4.00	138	4.38	18.75	38.13	25.00	13.75
3	Religion diploma	77	26.67	50.67	14.67	8.00	0.00	153	26.25	57.50	6.88	5.00	4.38
4	Business degree	73	5.33	16.00	52.00	22.67	4.00	144	3.13	34.38	29.38	23.13	10.00
5	Business diploma	77	30.67	49.33	6.67	13.33	0.00	155	30.63	55.63	8.75	1.88	3.13
6	Secretarial Science diploma	77	56.00	24.00	12.00	8.00	0.00	156	33.75	55.63	6.15	1.88	2.50
7	Teacher-training diploma	77	6.67	13.33	38.67	41.33	0.00	151	16.25	41.25	18.75	18.13	5.63
8	Education degree	73	0.00	2.67	17.33	74.67	5.33	143	1.25	18.75	23.75	45.63	10.63
9	English degree	77	0.00	1.33	25.33	73.33	0.00	142	1.25	17.50	27.50	42.50	11.25
10	History degree	77	0.00	10.81	20.27	68.92	0.00	145	1.25	18.13	26.25	45.00	9.38
11	Social Studies degree	77	1.33	8.00	38.67	52.00	0.00	140	3.13	17.50	30.63	36.25	12.50
12	Natural Sciences diploma	76	9.33	33.33	38.67	17.33	1.33	153	16.88	53.75	20.00	5.00	4.38
13	Mathematics diploma	74	5.33	10.67	33.33	46.67	4.00	156	17.50	53.13	21.25	5.63	2.50
14	Industrial Arts diploma	77	58.67	20.00	12.00	9.33	0.00	158	51.25	41.25	5.63	0.63	1.25
15	Fine Arts diploma	67	10.67	61.33	9.33	5.33	13.33	152	37.50	48.13	8.75	0.63	5.00

APPENDIX M

COMPARISON BETWEEN CUC FACULTY/STAFF AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 16-30

No.	Item	CUC Faculty/Staff						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
16	Theology	74	6.67	20.00	57.33	13.33	2.67	142	11.88	13.75	45.00	18.13	11.25
17	Religion	74	10.67	37.33	40.00	8.00	4.00	144	10.00	17.50	43.75	18.75	10.00
18	Business	75	25.33	60.00	8.00	4.00	2.67	151	20.00	47.50	20.00	6.88	5.63
19	Secretarial Science	73	26.67	45.33	12.00	10.67	5.33	149	23.75	39.38	23.13	6.88	6.88
20	Teacher-training	77	9.33	30.67	50.67	9.33	0.00	149	7.55	41.51	38.99	5.66	6.29
21	Education	72	12.00	61.33	10.67	9.33	6.67	145	9.38	33.75	39.38	8.13	9.38
22	English	75	8.00	74.67	10.67	4.00	1.67	153	29.38	54.38	10.63	1.25	4.38
23	History	74	6.67	68.00	14.67	6.67	4.00	151	5.00	37.50	36.88	15.00	5.63
24	Social Studies	73	16.00	53.33	17.33	8.00	5.33	151	25.16	47.17	19.50	3.14	5.03
25	Mathematics	75	5.33	68.00	8.00	16.00	2.67	158	26.25	68.75	3.75	0.00	1.25
26	Natural Sciences	70	6.67	36.00	9.33	39.67	9.33	159	57.50	36.88	4.38	0.63	0.63
27	Industrial Arts	77	37.33	48.00	8.00	6.67	0.00	159	51.25	42.50	5.00	0.63	0.63
28	Fine Arts	72	13.33	30.67	36.00	13.33	6.67	145	27.50	47.50	11.25	4.38	9.38
29	4-year degrees	69	13.89	58.06	1.39	9.72	6.94	149	11.88	48.75	26.88	5.63	6.88
30	2-year diplomas	75	24.00	58.67	6.67	8.00	2.67	158	45.63	48.75	3.75	0.63	1.25

APPENDIX N

COMPARISON BETWEEN CUC FACULTY/STAFF AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 31-37

No.	Item	CUC Faculty/Staff							Non-College-Bound SDA Youth						
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO		
31	Academic	74	20.00	36.00	30.67	9.33	4.00	160	36.88	49.38	10.00	3.75	0.00		
32	Technical-Vocational	74	21.33	57.33	6.67	10.67	4.00	157	53.75	37.50	4.38	2.50	1.88		
33	Craft	74	14.67	48.00	13.33	20.00	4.00	159	14.38	63.75	13.75	7.50	0.63		
34	4-year degree	75	1.33	44.00	24.00	28.00	2.67	157	22.50	53.13	18.74	3.75	1.88		
35	2-year diploma	76	29.33	49.33	9.33	10.67	1.33	159	60.00	35.63	3.13	0.63	0.63		
36	1-year certificate	77	13.33	64.00	16.00	6.67	0.00	159	35.00	52.50	10.63	1.25	0.63		
37	Shorter duration	74	16.00	53.33	18.67	8.00	4.00	134	18.75	37.50	16.25	11.25	16.25		

APPENDIX O

COMPARISON BETWEEN CUC FACULTY/STAFF AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 38-56

No.	Item	CUC Faculty/Staff						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	77	14.67	70.67	14.67	0.00	0.00	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	76	2.67	24.00	34.67	37.33	1.33	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	75	8.00	80.00	2.67	6.67	2.67	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	77	4.00	44.00	49.33	2.67	0.00	155	13.13	67.50	13.13	3.13	3.13
42	New flexible admissions	68	22.67	32.00	18.67	16.00	10.67	123	30.63	32.50	9.38	4.38	23.13
43	More balanced program offerings	73	6.67	69.33	6.67	12.00	5.33	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	73	21.62	39.19	25.68	9.46	4.05	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	74	21.62	59.46	8.11	8.11	2.70	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	76	16.00	42.67	18.67	21.33	1.33	153	40.63	41.88	8.13	5.00	4.38
47	Train prof. for church	76	17.33	73.33	5.33	2.67	1.33	158	47.50	40.63	8.13	2.50	1.25
48	Train prof. for society	75	10.67	57.33	16.00	13.33	2.67	155	41.25	48.13	5.63	1.88	3.13
49	Train tech. for church	77	17.33	76.00	4.00	2.67	0.00	158	48.13	41.25	8.13	1.25	1.25
50	Train tech. for society	75	9.33	61.33	13.33	13.33	2.67	154	41.88	46.88	6.88	0.63	3.75
51	Train craftsmen for church	74	12.00	45.33	32.00	6.67	4.00	156	46.88	38.13	10.63	1.88	2.50
52	Train craftsmen for society	76	12.00	37.33	44.00	5.33	1.33	155	41.88	45.00	8.75	1.25	3.13
53	Train techno. for church	76	20.00	64.00	13.33	1.33	1.33	157	46.88	41.25	8.13	1.88	1.88
54	Train techno. for society	71	8.00	54.67	16.00	13.33	8.00	155	42.50	46.25	7.50	0.63	3.13
55	Offer enrichment programs	76	13.33	69.33	10.67	5.33	1.33	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	72	21.62	51.35	14.86	6.76	5.41	141	20.00	33.75	25.00	9.38	11.88

APPENDIX P

COMPARISON BETWEEN CUC ALUMNI AND NON-COLLEGE-BOUND
SDA YOUTH PERCENTAGE OF RESPONSES TO
QUESTIONNAIRE ITEMS 1-15

No.	Item	CUC Alumni						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
1	Theology degree	151	5.73	28.03	38.85	21.02	6.37	138		21.88	33.75	22.50	13.75
2	Religion degree	149	5.13	33.33	32.05	21.79	7.69	138		18.75	38.13	25.00	13.75
3	Religion diploma	155	13.38	49.68	21.66	11.46	3.82	153		57.50	6.88	5.00	4.38
4	Business degree	158	8.97	47.44	28.21	13.46	1.92	144		34.38	29.38	23.13	10.00
5	Business diploma	157	18.47	43.95	19.75	15.29	2.55	155		55.63	8.75	1.88	3.13
6	Secretarial Science diploma	151	18.06	43.87	17.42	14.84	5.81	156		55.63	6.25	1.88	2.50
7	Teacher-training diploma	158	8.92	34.39	25.48	29.30	1.91	151		41.25	18.75	18.13	5.63
8	Education degree	151	3.21	12.18	14.74	63.46	6.41	143		18.75	23.75	45.63	10.63
9	English degree	151	1.91	8.28	19.11	64.33	6.37	142		17.50	27.50	42.50	11.25
10	History degree	150	4.46	10.83	14.65	63.06	7.01	145		18.13	26.25	45.00	9.38
11	Social Studies degree	150	3.18	14.01	15.29	60.51	7.01	140		17.50	30.63	36.25	12.50
12	Natural Sciences diploma	152	7.64	19.11	35.67	31.85	5.73	153		53.75	20.00	5.00	4.38
13	Mathematics diploma	153	5.73	22.93	35.67	30.57	5.10	156		53.13	21.25	5.63	2.50
14	Industrial Arts diploma	158	14.01	51.59	21.66	10.83	1.91	158		41.25	5.63	0.63	1.25
15	Fine Arts diploma	144	5.73	37.58	35.03	10.83	10.83	152		48.13	8.75	0.63	5.00

APPENDIX Q

COMPARISON BETWEEN CUC ALUMNI AND NON-COLLEGE-BOUND
SDA YOUTH PERCENTAGE OF RESPONSES TO
QUESTIONNAIRE ITEMS 16-30

No.	Item	CUC Alumni						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	No
16	Theology	154	21.02	41.40	15.29	17.83	4.46	142	11.88	13.75	45.00	18.13	11.25
17	Religion	150	22.93	29.94	19.75	20.38	7.01	144	10.00	17.50	43.75	18.75	10.00
18	Business	149	18.71	39.35	28.39	7.10	6.45	151	20.00	47.50	20.00	6.88	5.63
19	Secretarial Science	147	16.13	34.84	31.61	9.68	7.74	149	23.75	39.38	23.13	6.88	6.88
20	Teacher-training	148	13.55	37.42	30.97	10.97	7.10	149	7.55	41.51	38.99	5.66	6.29
21	Education	150	16.77	41.94	26.45	9.03	5.81	145	9.38	33.75	39.38	8.13	9.38
22	English	154	34.19	43.87	12.90	5.81	3.23	153	29.38	54.38	10.63	1.25	4.38
23	History	150	7.74	26.45	35.48	24.52	5.81	151	5.00	37.50	36.88	15.00	5.63
24	Social Studies	143	15.48	38.71	20.65	14.84	10.32	151	25.16	47.17	19.50	3.14	5.03
25	Mathematics	155	23.87	59.35	10.32	3.87	2.58	158	26.25	68.75	3.75	0.00	1.25
26	Natural Sciences	157	50.97	41.29	3.23	3.23	1.29	159	57.50	36.88	4.38	0.63	0.63
27	Industrial Arts	154	32.90	41.94	14.84	7.10	3.23	159	51.25	42.50	5.00	0.63	0.63
28	Fine Arts	129	14.19	30.97	24.52	11.61	18.71	145	27.50	47.50	11.25	4.38	9.38
29	4-year degrees	150	21.29	42.58	26.45	3.87	5.81	149	11.88	48.75	26.88	5.63	6.88
30	2-year diplomas	159	38.71	43.23	14.84	3.23	0.00	158	45.63	48.75	3.75	0.63	1.25

APPENDIX R

COMPARISON BETWEEN CUC ALUMNI AND NON-COLLEGE-BOUND
SDA YOUTH PERCENTAGE OF RESPONSES TO
QUESTIONNAIRE ITEMS 31-37

No.	Item	CUC Alumni						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
31	Academic	160	44.59	24.84	23.57	6.37	0.64	160	36.88	49.38	10.00	3.75	0.00
32	Technical-Vocational	157	27.39	41.40	19.75	8.92	2.55	157	53.75	37.50	4.38	2.50	1.88
33	Craft	157	8.92	44.59	35.67	8.28	2.55	159	14.38	63.75	13.75	7.50	0.63
34	4-year degree	153	21.02	35.67	31.85	7.01	4.46	157	22.50	53.13	18.75	3.75	1.88
35	2-year diploma	160	36.94	51.59	7.01	3.82	0.64	159	60.00	35.63	3.13	0.63	0.63
36	1-year certificate	156	33.12	43.95	15.29	4.46	3.18	159	35.00	52.50	10.63	1.25	0.63
37	Shorter duration	151	19.11	54.14	14.65	6.37	5.73	134	18.75	37.50	16.25	11.25	16.25

APPENDIX S

COMPARISON BETWEEN CUC ALUMNI AND NON-COLLEGE-BOUND
SDA YOUTH PERCENTAGE OF RESPONSES TO
QUESTIONNAIRE ITEMS 38-56

No.	Item	CUC Alumni						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	143	13.46	33.33	28.21	15.38	9.62	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	147	8.28	22.29	31.21	31.21	7.01	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	154	7.74	65.81	16.77	7.10	2.58	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	149	12.26	54.19	21.94	5.81	5.81	155	13.13	67.05	13.13	3.13	3.13
42	New flexible admissions	133	21.15	36.54	15.38	10.90	16.03	123	30.63	32.50	9.38	4.38	23.13
43	More balanced program offerings	141	34.84	41.94	9.68	2.58	10.97	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	145	34.84	50.97	5.81	0.65	7.74	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	150	45.45	44.16	3.90	1.30	5.19	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	142	24.84	44.59	17.83	2.55	10.19	153	40.63	41.88	8.13	5.00	4.38
47	Train prof. for church	153	29.94	53.50	13.38	0.00	3.18	158	47.50	40.63	8.13	2.50	1.25
48	Train prof. for society	152	26.75	51.59	15.92	1.91	3.82	155	41.25	48.13	5.63	1.88	3.13
49	Train tech. for church	154	29.30	52.87	14.01	1.27	2.55	158	48.13	41.25	8.13	1.25	1.25
50	Train tech. for society	152	26.11	54.78	14.01	1.27	3.82	154	41.88	46.88	6.88	0.63	3.75
51	Train craftsmen for church	150	28.03	52.87	13.38	0.64	5.10	156	46.88	38.13	10.63	1.88	2.50
52	Train craftsmen for society	148	22.44	53.21	16.03	2.56	5.77	155	41.88	45.00	8.74	1.25	3.13
53	Train techno. for church	154	27.39	56.05	12.74	1.27	2.55	157	46.88	41.25	8.13	1.88	1.88
54	Train techno. for society	153	24.20	53.50	15.29	3.82	3.18	155	42.50	46.25	7.50	0.63	3.13
55	Offer enrichment programs	138	20.38	29.30	21.66	15.92	12.74	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	127	12.74	26.75	22.29	18.47	19.75	141	20.00	33.75	25.00	9.38	11.88

APPENDIX T

COMPARISON BETWEEN PARENTS/GUARDIANS AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 1-15

No.	Item	Parents/Guardians						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
1	Theology degree	143	6.74	20.21	32.64	24.35	16.06	138	8.13	21.88	33.75	22.50	13.75
2	Religion degree	143	4.15	18.65	33.68	26.42	17.10	138	4.38	18.75	38.13	25.00	13.75
3	Religion diploma	151	26.94	60.10	8.81	1.55	2.59	153	25.25	57.50	6.88	5.00	4.38
4	Business degree	148	3.11	30.57	29.02	24.35	12.95	144	3.13	34.38	29.38	23.13	10.00
5	Business diploma	151	32.12	54.92	10.36	0.52	2.07	155	30.63	55.63	8.75	1.88	3.13
6	Secretarial Science diploma	146	38.86	51.30	7.25	0.52	2.07	156	33.75	55.63	6.25	1.88	2.50
7	Teacher-training diploma	149	20.21	46.63	18.13	8.81	6.22	151	16.25	41.25	18.75	18.13	5.63
8	Education degree	141	1.55	19.17	29.53	37.31	12.44	143	1.25	18.75	23.75	45.63	10.63
9	English degree	146	2.07	18.13	30.05	37.31	12.44	142	1.25	17.50	27.50	42.50	11.25
10	History degree	144	1.04	17.62	31.61	37.82	11.92	145	1.25	18.13	26.25	45.00	9.38
11	Social Studies degree	146	3.11	22.28	29.02	32.64	12.95	140	3.13	17.50	30.63	36.25	12.50
12	Natural Sciences diploma	140	20.21	58.03	16.58	1.55	3.63	153	16.88	53.75	20.00	5.00	4.38
13	Mathematics diploma	138	21.76	48.03	16.06	1.04	3.11	156	17.50	53.13	21.25	5.63	2.50
14	Industrial Arts diploma	150	56.48	36.79	5.18	0.00	1.55	158	51.25	41.25	5.63	0.63	1.25
15	Fine Arts diploma	130	50.26	38.86	6.75	0.00	4.15	152	37.50	48.13	8.75	0.63	5.00

APPENDIX U

COMPARISON BETWEEN PARENTS/GUARDIANS AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 16-30

No.	Item	Parents/Guardians						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
16	Theology	142	8.29	15.54	49.22	17.62	9.33	142	11.88	13.75	45.00	18.13	11.25
17	Religion	134	5.70	15.03	53.37	16.58	9.33	144	10.00	17.50	43.75	18.75	10.00
18	Business	139	16.58	45.08	25.91	7.25	5.18	151	20.00	47.50	20.00	6.88	5.63
19	Secretarial Science	142	19.69	37.82	29.53	6.74	6.22	149	23.75	39.38	23.13	6.88	6.88
20	Teacher-training	142	5.70	40.41	41.97	5.18	6.74	149	7.55	41.51	38.99	5.66	6.29
21	Education	136	6.74	32.64	45.08	6.22	9.33	145	9.38	33.75	39.38	8.13	9.38
22	English	142	25.39	51.30	17.62	1.04	4.66	153	29.38	54.38	10.63	1.25	4.38
23	History	140	8.29	33.68	42.49	8.29	7.25	151	5.00	37.50	36.88	15.00	5.63
24	Social Studies	133	31.25	45.83	17.19	2.08	3.65	151	25.16	47.17	19.50	3.14	5.03
25	Mathematics	144	35.75	58.03	4.66	0.52	1.04	158	26.25	68.75	3.75	0.00	1.25
26	Natural Sciences	140	60.10	36.79	2.59	0.00	0.52	159	57.50	36.88	4.38	0.63	0.63
27	Industrial Arts	146	53.37	42.49	3.11	0.00	1.04	159	51.25	42.50	5.00	0.63	0.63
28	Fine Arts	124	29.02	53.89	6.74	1.55	8.81	145	27.50	47.50	11.25	4.38	9.38
29	4-year degrees	134	15.54	43.01	26.42	5.18	9.84	149	11.88	48.75	26.88	5.63	6.88
30	2-year diplomas	147	43.52	48.19	6.74	0.00	1.55	158	45.63	48.75	3.75	0.63	1.25

APPENDIX V

COMPARISON BETWEEN PARENTS/GUARDIANS AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 31-37

No.	Item	Parents/Guardians							Non-College-Bound SDA Youth						
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO		
31	Academic	148	40.41	56.48	2.07	0.52	0.52	160	36.88	49.38	10.00	3.75	0.00		
32	Technical-Vocational	150	56.99	40.41	2.07	0.00	0.52	157	53.75	37.50	4.38	2.50	1.88		
33	Craft	145	18.13	66.32	9.84	4.66	1.04	159	14.38	63.75	13.75	7.50	0.63		
34	4-year degree	141	24.35	54.92	16.58	1.04	3.11	157	22.50	53.13	18.75	3.75	1.88		
35	2-year diploma	149	60.10	37.31	2.07	0.00	0.52	159	60.00	35.63	3.13	0.63	0.63		
36	1-year certificate	149	37.31	49.22	8.81	2.59	2.07	159	35.00	52.50	10.63	1.25	0.63		
37	Shorter duration	143	23.32	32.12	13.99	11.40	19.17	134	18.75	37.50	16.25	11.25	16.25		

APPENDIX W

COMPARISON BETWEEN PARENTS/GUARDIANS AND
NON-COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 38-56

No.	Item	Parents/Guardians						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	142	24.87	52.85	7.77	9.33	5.18	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	145	2.59	15.03	18.65	61.14	2.59	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	147	8.81	55.96	27.98	3.11	4.15	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	148	12.95	66.32	10.88	3.63	6.22	155	13.13	67.50	13.13	3.13	3.13
42	New flexible admissions	129	33.16	35.23	7.25	4.15	20.21	123	30.63	32.50	9.38	4.38	23.13
43	More balanced program offerings	134	51.81	32.12	6.74	2.07	7.25	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	135	24.87	45.08	15.54	0.00	14.51	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	145	58.55	33.68	6.22	0.00	1.55	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	140	41.97	43.52	7.25	3.63	3.63	153	40.63	41.88	8.13	5.00	4.38
47	Train prof. for church	150	49.22	40.41	7.25	1.55	1.55	158	47.50	40.63	8.13	2.50	1.25
48	Train prof. for society	143	48.70	38.86	5.18	0.52	6.74	155	41.25	48.13	5.63	1.88	3.13
49	Train tech. for church	149	48.19	41.45	6.74	1.55	2.07	158	48.13	41.25	8.13	1.25	1.25
50	Train tech. for society	142	47.67	39.38	4.66	1.04	7.25	154	41.88	46.88	6.88	0.63	3.75
51	Train craftsmen for church	144	47.15	41.45	7.77	2.07	1.55	156	46.88	38.13	10.63	1.88	2.50
52	Train craftsmen for society	140	47.15	38.34	6.22	1.55	6.74	155	41.88	45.00	8.75	1.25	3.13
53	Train techno. for church	148	47.67	41.45	7.77	1.55	1.55	157	46.88	41.25	8.13	1.88	1.88
54	Train techno. for society	139	47.15	39.90	5.70	0.52	6.74	155	42.50	46.25	7.50	0.63	3.13
55	Offer enrichment programs	131	21.76	34.72	22.80	5.18	15.54	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	125	17.62	36.27	22.80	7.25	16.06	141	20.00	33.75	25.00	9.38	11.88

APPENDIX X

COMPARISON BETWEEN CUC STUDENTS AND NON-
COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 1-15

No.	Item	CUC Students						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
1	Theology degree	162	3.31	21.19	39.07	31.13	5.30	138	8.13	21.88	33.75	22.50	13.75
2	Religion degree	160	5.96	25.17	28.48	35.10	5.30	138	4.38	18.75	38.13	25.00	13.75
3	Religion diploma	188	25.17	52.98	13.91	7.95	0.00	153	26.25	57.50	6.88	5.00	4.38
4	Business degree	168	7.28	31.13	43.05	16.56	1.99	144	3.13	34.38	29.38	23.13	10.00
5	Business diploma	189	23.18	44.37	19.87	12.58	0.00	155	30.63	55.63	8.75	1.88	3.13
6	Secretarial Science diploma	189	40.40	30.46	17.22	8.61	3.31	156	33.75	55.63	6.25	1.88	2.50
7	Teacher-training diploma	181	8.61	26.49	37.75	25.83	1.32	151	16.25	41.25	18.75	18.13	5.63
8	Education degree	169	2.65	9.27	23.18	58.28	6.62	143	1.25	18.75	23.75	45.63	10.63
9	English degree	169	1.32	3.31	21.19	70.86	3.31	142	1.25	17.50	27.50	42.50	11.25
10	History degree	170	1.99	7.95	21.85	63.58	4.64	145	1.25	18.13	26.25	45.00	9.38
11	Social Studies degree	168	2.65	10.60	23.84	59.60	3.31	140	3.13	17.50	30.63	36.25	12.50
12	Natural Sciences diploma	186	8.61	21.85	32.45	29.80	7.28	153	16.88	53.75	20.00	5.00	4.38
13	Mathematics diploma	187	6.62	15.89	26.49	42.38	8.61	156	17.50	53.13	21.25	5.63	2.50
14	Industrial Arts diploma	190	39.74	33.11	16.56	9.93	0.66	158	51.25	41.25	5.63	0.63	1.25
15	Fine Arts diploma	185	15.33	38.67	22.00	10.00	14.00	152	37.50	48.13	8.75	0.63	5.00

APPENDIX Y

COMPARISON BETWEEN CUC STUDENTS AND NON-
COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 16-30

No.	Item	CUIC Students							Non-College-Bound SDA Youth						
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO		
16	Theology	175	13.25	31.13	31.13	18.54	5.96	142	11.88	13.75	45.00	18.13	11.25		
17	Religion	175	19.87	29.80	25.83	13.25	11.26	144	10.00	17.50	43.75	18.75	10.00		
18	Business	183	21.48	42.95	18.12	10.74	6.71	151	20.00	47.50	20.00	6.88	5.63		
19	Secretarial Science	181	17.45	38.26	25.50	14.09	4.70	149	23.75	39.38	23.13	6.88	6.88		
20	Teacher-training	180	13.42	32.89	36.24	12.75	4.70	149	7.55	41.51	38.99	5.66	6.29		
21	Education	175	14.77	44.30	20.13	12.08	8.72	145	9.38	33.75	39.38	8.13	9.38		
22	English	184	21.48	55.70	10.74	7.38	4.70	153	29.38	54.38	10.63	1.25	4.38		
23	History	179	6.71	44.97	22.82	19.46	6.04	151	5.00	37.50	36.88	15.00	5.63		
24	Social Studies	185	20.13	38.93	16.78	13.42	10.74	151	25.16	47.17	19.50	3.14	5.03		
25	Mathematics	191	16.78	61.07	10.74	8.05	3.36	158	26.25	68.75	3.75	0.00	1.25		
26	Natural Sciences	192	32.21	35.57	14.09	12.08	6.04	159	57.50	36.88	4.38	0.63	0.63		
27	Industrial Arts	191	31.54	48.32	12.08	6.04	2.01	159	51.25	42.50	5.00	0.63	0.63		
28	Fine Arts	176	12.75	28.86	28.86	12.75	16.78	145	27.50	47.50	11.25	4.38	9.38		
29	4-year degrees	174	17.01	44.22	22.45	7.48	8.84	149	11.88	48.75	26.88	5.63	6.88		
30	2-year diplomas	190	28.00	51.33	12.67	6.00	2.00	158	45.63	48.75	3.75	0.63	1.25		

APPENDIX Z

COMPARISON BETWEEN CUC STUDENTS AND NON-
COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 31-37

No.	Item	CIUC Students							Non-College-Bound SDA Youth						
		N	SA	A	D	SD	NO	NO	N	SA	A	D	SD	NO	
31	Academic	192	33.77	31.79	25.83	6.62	1.99	1.99	160	36.88	49.38	10.00	3.75	0.00	
32	Technical-Vocational	192	29.14	43.05	19.21	7.95	0.66	0.66	157	53.75	37.50	4.38	2.50	1.88	
33	Craft	191	15.23	44.37	23.18	13.25	3.97	3.97	159	14.38	63.75	13.75	7.50	0.63	
34	4-year degree	187	12.58	37.09	28.48	15.23	6.62	6.62	157	22.50	53.13	18.75	3.75	1.88	
35	2-year diploma	192	30.46	52.98	8.61	6.62	1.32	1.32	159	60.00	35.63	3.13	0.63	0.63	
36	1-year certificate	189	29.80	49.01	13.91	5.96	1.32	1.32	159	35.00	52.50	10.63	1.25	0.63	
37	Shorter duration	156	21.19	52.32	13.91	7.28	5.30	5.30	134	18.75	37.50	16.25	11.25	16.25	

APPENDIX AA

COMPARISON BETWEEN CUC STUDENTS AND NON-
COLLEGE-BOUND SDA YOUTH PERCENTAGE
OF RESPONSES TO QUESTIONNAIRE
ITEMS 38-56

No.	Item	CUC Students						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	183	16.56	45.70	21.85	9.93	5.96	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	188	5.96	21.85	25.83	42.38	3.97	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	185	16.56	64.24	8.61	7.95	2.65	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	181	13.91	46.36	27.81	9.93	1.99	155	13.13	67.50	13.13	3.13	3.13
42	New flexible admissions	154	20.53	32.45	17.22	15.23	14.57	123	30.63	32.50	9.38	4.38	23.13
43	More balanced program offerings	179	27.15	47.68	8.61	5.30	11.26	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	165	27.81	41.72	13.25	6.62	10.60	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	190	37.75	47.02	7.95	3.31	3.97	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	186	18.67	44.67	17.33	12.67	6.67	153	40.63	41.88	8.13	5.00	4.38
47	Train prof. for church	190	33.77	56.95	7.18	1.32	0.66	158	47.50	40.63	8.13	2.50	1.25
48	Train prof. for society	180	21.19	54.97	13.25	5.30	5.30	155	41.25	48.13	5.63	1.88	3.13
49	Train tech. for church	189	23.84	64.90	8.61	1.32	1.32	158	48.13	41.25	8.13	1.25	1.25
50	Train tech. for society	179	15.89	58.28	11.92	7.95	5.96	154	41.88	46.88	6.88	0.63	3.75
51	Train craftsmen for church	190	15.23	49.67	25.83	4.64	4.64	156	46.88	38.13	10.63	1.88	2.50
52	Train craftsmen for society	180	18.00	38.67	33.33	3.33	6.67	155	41.88	45.00	8.75	1.25	3.13
53	Train techno. for church	190	21.29	68.21	5.96	2.65	1.99	157	46.88	41.25	8.13	1.88	1.88
54	Train techno. for society	180	15.89	49.01	20.53	6.62	7.95	155	42.50	46.25	7.50	0.63	3.13
55	Offer enrichment programs	163	19.87	45.70	13.91	7.28	13.25	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	162	20.53	35.10	14.57	12.58	17.22	141	20.00	33.75	25.00	9.38	11.88

APPENDIX BB

COMPARISON BETWEEN OTHER-ADULT SDAS AND NON-COLLEGE-
BOUND SDA YOUTH PERCENTAGE OF RESPONSES
TO QUESTIONNAIRE ITEMS 1-15

No.	Item	Another-Adult SDAs						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
1	Theology degree	61	6.25	29.69	31.25	25.00	7.81	138	8.13	21.88	33.75	22.50	13.75
2	Religion degree	61	6.25	39.06	32.81	14.06	7.81	138	4.38	18.75	38.13	25.00	13.75
3	Religion diploma	63	9.38	45.31	20.31	20.31	4.69	153	26.25	57.50	6.88	5.00	4.38
4	Business degree	64	9.38	53.13	28.13	6.25	3.13	144	3.13	34.38	29.38	23.13	10.00
5	Business diploma	64	23.44	39.06	15.63	18.75	3.13	155	30.63	55.62	8.75	1.88	3.13
6	Secretarial Science diploma	65	21.88	46.88	14.06	17.19	0.00	156	33.75	55.63	6.25	1.88	2.50
7	Teacher-training diploma	64	6.25	29.69	26.56	34.38	3.13	151	16.25	41.25	18.75	18.13	5.63
8	Education degree	60	1.56	7.81	10.94	70.31	9.38	143	1.25	18.75	23.75	45.63	10.63
9	English degree	64	4.69	9.38	15.63	67.19	3.13	142	1.25	17.50	27.50	42.50	11.25
10	History degree	62	1.56	10.94	12.50	68.75	6.25	145	1.25	18.13	26.25	45.00	9.38
11	Social Studies degree	62	6.25	17.19	20.31	50.00	6.25	140	3.13	17.50	30.63	36.25	12.50
12	Natural Sciences diploma	65	9.38	18.75	40.63	29.69	1.56	153	16.88	53.75	20.00	5.00	4.38
13	Mathematics diploma	64	6.25	21.88	42.19	26.56	3.13	156	17.50	53.13	21.25	5.63	2.50
14	Industrial Arts diploma	64	12.50	54.69	23.44	6.25	3.13	158	51.25	41.25	5.63	0.63	1.25
15	Fine Arts diploma	61	3.13	39.06	39.06	10.94	7.81	152	37.50	48.13	8.75	0.63	5.00

APPENDIX CC

COMPARISON BETWEEN OTHER-ADULT SDAS AND NON-COLLEGE-
BOUND SDA YOUTH PERCENTAGE OF RESPONSES
TO QUESTIONNAIRE ITEMS 16-30

No.	Item	Other-Adult SDAs							Non-College-Bound SDA Youth						
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO		
16	Theology	66	20.31	42.19	21.88	15.63	0.00	142	11.88	13.75	45.00	18.13	11.25		
17	Religion	66	25.00	26.56	31.25	17.19	0.00	144	10.00	17.50	43.75	18.75	10.00		
18	Business	62	17.19	46.88	25.00	4.69	6.25	151	20.00	47.50	20.00	6.88	5.63		
19	Secretarial Science	59	14.29	42.86	26.98	6.35	9.52	149	23.75	39.38	23.13	6.88	6.88		
20	Teacher-training	62	14.06	34.38	37.50	7.81	6.25	149	7.55	41.51	38.99	5.66	6.29		
21	Education	60	20.31	34.38	31.25	4.69	9.38	145	9.38	33.75	39.38	8.13	9.38		
22	English	64	37.50	50.00	4.69	4.69	3.13	153	29.38	54.38	10.63	1.25	4.38		
23	History	61	6.25	23.44	35.94	26.56	7.81	151	5.00	37.50	36.88	15.00	5.63		
24	Social Studies	60	14.06	40.63	20.31	15.63	9.38	151	25.16	47.17	19.50	3.14	5.03		
25	Mathematics	66	26.56	57.81	7.81	7.81	0.00	158	26.25	68.75	3.75	0.00	1.25		
26	Natural Sciences	66	56.25	37.50	4.69	1.56	0.00	159	57.50	36.88	4.38	0.63	0.63		
27	Industrial Arts	64	42.19	40.63	14.06	0.00	3.13	159	51.25	42.50	5.00	0.63	0.63		
28	Fine Arts	54	23.44	31.25	15.63	10.94	18.75	145	27.50	47.50	11.25	4.38	9.38		
29	4-year degrees	62	20.31	46.88	18.75	7.81	6.25	149	11.88	48.75	26.88	5.63	6.88		
30	2-year diplomas	66	48.44	40.63	10.94	0.00	0.00	158	45.63	48.75	3.75	0.63	1.25		

APPENDIX DD

COMPARISON BETWEEN OTHER-ADULT SDAS AND NON-COLLEGE-
BOUND SDA YOUTH PERCENTAGE OF RESPONSES
TO QUESTIONNAIRE ITEMS 31-37

No.	Item	Other-Adult SDAs						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
31	Academic	65	59.38	14.06	18.75	6.25	1.56	160	36.88	49.38	10.00	3.75	0.00
32	Technical-Vocational	64	28.13	48.44	15.63	4.69	3.13	157	53.75	37.50	4.38	2.50	1.88
33	Craft	65	9.38	37.50	40.63	10.94	1.56	159	14.38	63.75	13.75	7.50	0.63
34	4-year degree	64	17.19	37.50	35.94	6.25	3.13	157	22.50	53.13	18.75	3.75	1.88
35	2-year diploma	65	42.19	48.44	6.25	1.56	1.56	159	60.00	35.63	3.13	0.63	0.63
36	1-year certificate	66	28.13	59.38	10.94	1.56	0.00	159	35.00	52.50	10.63	1.25	0.63
37	Shorter duration	65	26.56	43.75	25.00	3.13	1.56	134	18.75	37.50	16.25	11.25	16.25

APPENDIX EE

COMPARISON BETWEEN OTHER-ADULT SDAS AND NON-COLLEGE-
BOUND SDA YOUTH PERCENTAGE OF RESPONSES
TO QUESTIONNAIRE ITEMS 38-56

No.	Item	Other-Adult SDAs						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	58	16.13	38.71	27.42	8.06	9.68	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	60	1.59	15.87	46.03	30.16	6.35	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	62	9.38	56.25	25.00	3.13	6.25	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	60	11.29	59.68	20.97	1.61	6.45	155	13.13	67.50	13.13	3.13	3.13
42	New flexible admissions	53	25.81	38.71	11.29	6.45	17.74	123	30.63	32.50	9.38	4.38	23.13
43	More balanced program offerings	60	37.10	45.16	8.06	3.23	6.45	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	60	31.25	56.25	6.25	0.00	6.25	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	61	48.39	46.77	0.00	0.00	4.84	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	53	28.57	34.92	15.87	3.17	17.46	153	40.63	41.88	8.13	5.00	4.38
47	Train prof. for church	61	26.56	56.25	12.50	0.00	4.69	158	47.50	40.63	8.13	2.50	1.25
48	Train prof. for society	63	21.88	51.56	18.75	6.25	1.56	155	41.25	48.13	5.63	1.88	3.13
49	Train tech. for church	61	23.44	62.50	9.38	0.00	4.69	158	48.13	41.25	8.13	1.25	1.25
50	Train tech. for society	62	18.75	51.56	21.88	4.69	3.13	154	41.88	46.88	6.88	0.63	3.75
51	Train craftsmen for church	58	20.31	62.50	6.25	1.56	9.38	156	46.88	38.13	10.63	1.88	2.50
52	Train craftsmen for society	60	17.19	48.44	20.31	6.25	7.81	155	41.88	45.00	8.75	1.25	3.13
53	Train techno. for church	61	23.44	62.50	9.38	0.00	4.69	157	46.88	41.25	8.13	1.88	1.88
54	Train techno. for society	61	18.75	51.56	21.88	3.13	4.69	155	42.50	46.25	7.50	0.63	3.13
55	Offer enrichment programs	56	20.31	29.69	23.44	14.06	12.50	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	53	7.81	29.69	31.25	14.06	17.19	141	20.00	33.75	25.00	9.38	11.88

APPENDIX FF

COMPARISON BETWEEN CUC BOARD/MEMBERS/ADMINISTRATORS,
FACULTY/STAFF, AND STUDENTS AND NON-COLLEGE-
BOUND SDA YOUTH PERCENTAGE OF RESPONSES
TO QUESTIONNAIRE ITEMS 38-42

No.	Item	Board/Adminis., Faculty/Staff Students						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
38	Education for all	280	24.22	55.36	10.38	6.57	3.46	152	20.63	57.50	9.38	7.50	5.00
39	Raise to 2 "A" level admissions	284	2.42	16.96	22.49	56.06	2.08	151	1.88	11.25	23.13	58.13	5.63
40	Keep 5 CXC Gen/GCE "O" level admissions	280	13.15	59.86	19.72	3.81	3.46	156	9.38	66.88	20.00	1.25	2.50
41	More GED admissions	278	11.76	57.44	21.22	5.54	4.15	155	13.13	67.50	13.13	3.13	3.13
42	New flexible admissions	239	31.49	33.56	10.38	7.27	17.30	123	30.63	32.50	9.38	4.38	23.13

APPENDIX GG

COMPARISON BETWEEN CUC BOARD/MEMBERS/ADMINISTRATORS,
FACULTY/STAFF, AND STUDENTS AND NON-COLLEGE-
BOUND SDA YOUTH PERCENTAGE OF RESPONSES
TO QUESTIONNAIRE ITEMS 34-37, 43-46,
55 AND 56.

No.	Item	Board/Adminis., Faculty/Staff, Students						Non-College-Bound SDA Youth					
		N	SA	A	D	SD	NO	N	SA	A	D	SD	NO
34	4-year degree	281	16.96	49.13	22.49	8.30	3.11	157	22.50	53.13	18.75	3.75	1.88
35	2-year diploma	288	50.52	41.18	4.15	3.46	0.69	159	60.00	35.63	3.13	0.63	0.63
36	1-year certificate	286	33.22	51.21	10.38	3.81	1.38	159	35.00	52.50	10.63	1.25	0.63
37	Shorter duration	249	20.83	39.24	15.63	10.42	13.89	134	18.75	37.50	16.25	11.25	16.25
43	More balanced program offerings	272	41.52	41.52	6.23	4.50	6.23	151	48.75	37.50	5.63	2.50	5.63
44	Increase academic pro.	251	23.26	43.06	17.71	2.78	13.19	141	24.38	51.25	12.50	0.00	11.88
45	Increase tech-voc pro.	284	48.26	40.18	7.29	2.43	1.74	157	60.63	31.88	4.38	1.25	1.88
46	Increase craft programs	281	33.33	43.06	11.46	9.38	2.78	153	40.63	41.88	8.13	5.00	4.38
55	Offer enrichment programs	255	21.80	42.91	17.99	5.19	12.11	144	26.88	33.75	23.13	6.25	10.00
56	Offer citizenship educ.	247	18.40	39.58	20.14	7.29	14.58	141	20.00	33.75	25.00	9.38	11.88

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