AN EVALUATION OF FACTORS AFFECTING COMPLETION RATES OF COMMUNITY-BASED JOB TRAINING STUDENTS IN DIGITAL ARTS PROGRAMS AT SALT LAKE COMMUNITY COLLEGE

A Doctoral Dissertation Research

Submitted to the
Faculty of Argosy University/Online
College of Education

In partial fulfillment of
the requirements for the degree of

Doctor of Education

by

Linda C. Nobis

August 14, 2013

ProQuest LLC.
789 East Eisenhower Parkway
P.O. Box 1346
Ann Arbor, MI 48106 - 1346

AN EVALUATION OF FACTORS AFFECTING COMPLETION RATES OF COMMUNITY-BASED JOB TRAINING STUDENTS IN DIGITAL ARTS PROGRAMS AT SALT LAKE COMMUNITY COLLEGE

AN EVALUATION OF FACTORS AFFECTING COMPLETION RATES OF COMMUNITY-BASED JOB TRAINING STUDENTS IN DIGITAL ARTS PROGRAMS AT SALT LAKE COMMUNITY COLLEGE

A Doctoral Dissertation Research

Submitted to the
Faculty of Argosy University/Online
College of Education

In partial fulfillment of
the requirements for the degree of

Doctor of Education

by

Linda C. Nobis

August 14, 2013

Dissertation Committee Approval:

Andrew Niesiobedzki, EdD
Digitally signed by Andrew Niesiobedzki, EdD
DN: cn=Andrew Niesiobedzki, EdD, o=Argosy University, ou=College of Education, email=dniesiobedzki@argosy.edu, c=US
Date: 2013.09.03 13:32:34 -05'00'

Andrew Niesiobedzki, EdD, Committee Chair — Date

Lisa Reason

Lisa Reason, PhD, Committee Member — Date

Dr. Heather Pederson
Digitally signed by Dr. Heather Pederson
DN: cn=Dr. Heather Pederson, o=AUO CoE, ou=Program Chair, email=hpederson@argosy.edu, c=US
Date: 2013.09.04 18:04:57 -05'00'

Heather Pederson, EdD, Assistant Dean of Education — Date

AN EVALUATION OF FACTORS AFFECTING COMPLETION RATES OF COMMUNITY-BASED JOB TRAINING STUDENTS IN DIGITAL ARTS PROGRAMS AT SALT LAKE COMMUNITY COLLEGE

Abstract of Doctoral Dissertation Research

Submitted to the
Faculty of Argosy University, Campus
College of Education

In Partial Fulfillment of
The Requirements for the Degree of

Doctor of Education

by

Linda C. Nobis

Argosy University

August 2013

Andrew Niesiobedzki, EdD, Committee Chair

Lisa Reason, PhD, Committee Member

Department: College of Education

ABSTRACT

The study used a mixed-methods approach to examine factors affecting completion rates of Community-Based Job Training (CBJT) students in digital arts programs at a community college. Salt Lake Community College received a $2 million grant to train displaced workers, incumbent workers seeking additional skills, and disadvantaged youth in digital arts. As of April 2013, only 29 of 541 students had completed. A quantitative analysis of the CBJT database by mode of entry, gender, age, race/ethnicity, and program showed no significant effect on completion rates. Results from a 10-item, 4-point, Likert-type General Self-Efficacy Survey showed students had moderate to strong beliefs in their ability to complete, with an overall mean score of 3.42. Demographics, type of program, and date of entry were statistically analyzed and showed no significant impact on self-efficacy. The moderate to strong belief in self-efficacy was not reflected in actual completion rates. Participant interview responses were transcribed and major themes coded using qualitative software. All students viewed the grant as an opportunity to gain workplace skills, and expressed internal motivation to persist until completion. Ten of eleven students reported GPAs of at least 3.7. Most students expressed difficulties with instructors and advisors regarding access, content knowledge, and helpfulness. Students reported availability and scheduling of classes as the main obstacles to completion. The author recommends further study to determine if instruction, advising, and course scheduling continue to adversely affect completion rates.

ACKNOWLEDGEMENTS

The author would like to thank Dr. Andrew Niesiobedzki and Dr. Lisa Reason for their wisdom and guidance throughout the dissertation phase. In addition, the author thanks those colleagues at Salt Lake Community College and across the nation who provided assistance and friendship as fellows in the pursuit of excellence. Specifically, the author would like to thank Dr. Anna Szabados, Dean of the School of Arts, Communication, and New Media, and Thomas Risk, CBJT Grant Director, for their immense help with data collection. The author also thanks Dr. Carolyn Clark for her helpful feedback and input regarding interview questions and constructs. Dr. Jim Baxter and Scott Baxter of StatAssist were wonderful partners in quantitative analysis and editing. Eric Wolfgang was a supportive and knowledgeable Academic Counselor, as well as an excellent listener.

DEDICATION

The author would like to thank her wonderful and loving family for their encouragement and support throughout this journey. My husband, Kirk, son Andrew, and daughter-in-law Brandi were vital parts of the author's emotional team. Many friends and family members offered prayers and words of cheer along the way, for which I will always be grateful. Finally, I thank and praise God for all His goodness and provision. To Him be the glory!

TABLE OF CONTENTS

TABLE OF TABLES

Table **Page**

TABLE OF APPENDICES

CHAPTER 1: INTRODUCTION

Salt Lake Community College (SLCC) is one of the largest in its region, serving over 60,000 students per year. SLCC has 13 campus locations spread across the Salt Lake City, Utah metropolitan area. SLCC awards the third largest number of associate degrees in the U.S. (SLCC, 2012). SLCC is the only community college in the metro Salt Lake area, and provides the majority of transfer students to the University of Utah. SLCC's mission statement is to be "the premier community college in the nation" (SLCC Mission Statement, 2012). In 2010, SLCC received a $2 million Community-Based Job Training (CBJT) grant to train students in web design, graphic arts, multi-media, sound technology, film production, and mobile publishing. These skills are anticipated to be in demand by local and national employers (Kahle, 2011; "Community Colleges", 2010; Federal Register, 2007). However, some students struggle to complete their program. Dynarski (2008) reported that half of all college students do not graduate. The College will need to provide a report to the Department of Labor regarding outcomes of the CBJT grant, and in particular, narratives about student success will need to be included as part of the report (Federal Register, 2007). Therefore, student success rates need to be measured and analyzed to understand factors affecting completion rates.

Background

The recent economic collapse resulted in massive layoffs and unemployment in the U.S. Large numbers of older workers found themselves out of a job for the first time in their lives. Additionally, disadvantaged youth were unable to find even the entry-level jobs that have traditionally served as the gateway to upward mobility (Bureau of Labor Statistics, 2012). The federal government decided to partner with institutions of higher

education in order to retrain workers for the new, high-growth economies, such as e-commerce and digital arts ("Senator Brown announces", 2010). President George W. Bush originated the CBJT Grants in 2004 to provide colleges with funds for new curriculum development, faculty hires, and program creation ("Kentucky community", 2009). Community colleges were specifically chosen as the primary recipients of these grants, due to their historic role in preparing students for employment and filling local employment needs (Federal Register, 2007). The government believed strongly that regional partnerships were the key to solving the national unemployment crisis (Federal Register, 2007).

Weber (1947) argued that the ruling class determines the socioeconomic environment for the rest of society. Freire (1970) advocated education as the main catalyst for structural change in class-based societies. Individuals are able to improve their living standards through education attainment, and may enter into the ruling class (Freire, 1970). Kincheloe (2008) examined Freire's work regarding potential resistance among elites toward allowing advancement by the lower classes (Kincheloe, 2008). Densberger et al (2009) discussed how Weber is still valid for studying the interconnection between education and power. Pacanowsky (1988) did participant ethnography on organizations to determine how the structure affected individual empowerment. Barry (2012) encouraged college administrators to consider critical theory constructs, such as power and upward mobility, in college structure and curriculum. In contrast, Ohmann (2012) wrote that education may not be the only pathway to upward mobility. An article in *The Week* asked whether the American Dream was in fact, achievable, given the current jobless rates ("The American Dream: What

Went Wrong?", 2012). Therefore, education has become a political, as well as a social, construct and struggle.

Lucas (2006) discussed how the U.S. federal government awarded land for agricultural and trade colleges early in our nation's history, thus demonstrating early support for education as the means to upward mobility. Kincheloe (2008) discussed how these theorists such as Weber and Freire influenced U.S. current policies that advance higher education as a means to improving socioeconomic status among disadvantaged populations. Dorn (2007) argued that community colleges in particular have been instrumental in creating these public-private partnerships. Brokenburr (2008) addressed how community colleges have worked successfully with state employment agencies to retrain and empower displaced workers. Indeed, community colleges have been referred to as the primary component of our national workforce ("Community colleges", 2010; Tremble, 2010).

Federal CBJT grants to higher education institutions were created to assist displaced workers, underserved youth, and incumbent employees obtain marketable skills to maximize employability (Brokenburr, 2008; Dorn, 2007). Social justice and critical theory issues, such as access to higher education and opportunity for upward mobility, are at the core of this effort (Ohmann, 2012; Barry, 2012; Tremble, 2010; Brokenburr, 2008; Dorn, 2007). The federal government has tried to address these issues by creating partnerships with higher education, beginning with land grant colleges (Lucas, 2006). The states became involved in partnerships with community colleges through their individual Workforce Services departments. There is an assumption at the heart of these policies that education is the vehicle for socioeconomic advancement (Freire, 1970). The

critical theory work of Weber (1947) also supports the idea that education is a key social issue in upward mobility. However, adult learners may face cognitive, social, and structural obstacles when returning to school. Ultimately, these grantees must succeed in their programs in order to fulfill the goals of the CBJT grants.

The Problem

The needs of adult learners must be understood in order to maximize grantees' success (Knowles, 1989; Wlodkowski, 2008). Specifically, this population may be disadvantaged, underserved, non-traditional, or first-generation college students. Their attitudes and self-perceptions regarding self-efficacy should be explored (Bandura, 2011; Burnett, 2003). The type of student may affect self-perception. A first-generation college student may not have the family or community support that students with college-educated parents have (Riphahn & Trübswetter, 2013). Additionally, the means of entry may also affect completion rates, such as whether the student self-selected the grant program in order to enhance workplace skills or was compelled by the Department of Workforce Services (DWS) to enroll as part of unemployment provisions. The CBJT Grant Director is concerned that mode of entry affects motivation to complete because students were initially seeking work, not an academic program. Therefore, a comparison will be made between the two groups.

Colleges need to understand the perceptions and experiences of these students in order to provide the most effective process from application, through instruction, and on to employment placement. Faculty and academic advisors should understand the particular needs of CBJT grantees in order to provide curriculum and counseling services

that meet this population's objectives of obtaining the most current training and employment in the digital arts.

Research Questions

An evaluation of the unknown factors needs to be conducted to understand whether mode of entry into the program, such as through the DWS or self-selected, is a determinant of completion. In addition, the personal experiences of the CBJT students, who are adult learners returning to school, may need to be fully understood in order to modify existing instructional methods and programs.

In order to study the experiences of the CBJT students, the following questions were asked: Is there a difference in completion rates between those students referred by the DWS and those who are incumbent workers seeking additional skills? Additionally, is there a correlation between student perceptions of self-efficacy and completion rates? Finally, what are the perceptions and experiences of CBJT students in the Digital Arts Programs within this particular community college?

The quantitative research questions focused on two main topics:

1. Is there a difference in completion rates between those students referred by the DWS and those who are incumbent workers seeking additional skills, and who have entered the Digital Arts program on their own?
    a. Hypothesis 1: There is no significant difference between the groups (Null Hypothesis)
    b. Hypothesis 2: There is a significant difference between the groups.

2. Do demographics and type of program (Film, Photography, Multimedia, etc.) affect the completion rates of CBJT students in the Digital Arts Programs within this particular community college?
    a. Hypothesis 1: Demographics have no significant effect on completion rates (Null Hypothesis
    b. Hypothesis 2: Demographics have a significant effect on completion rates
    c. Hypothesis 3: Type of program has no significant effect on completion rates (Null Hypothesis)
    d. Hypothesis 4: Type of program has a significant effect on completion rates

The General Self-Efficacy Scale (GSES) survey was administered online and responses coded numerically. The researcher attempted to correlate responses with actual completion rates reported in the CBJT database.

The following are the quantitative research questions regarding self-efficacy:

1. Hypothesis 1: Students' perceptions of their self-efficacy do not significantly correlate with completion rates (Null Hypothesis)
2. Hypothesis 2: Students' perceptions of their self-efficacy have a significant correlation with completion rates

The qualitative portion of the study will be conducted via interviews of selected participants. The questions will be designed to elicit the perceptions and experiences of the CBJT students' experiences as adults who have returned to college. The interview

questions are based upon the concepts discovered in the Literature Review about adult learning and motivation.

Qualitative research question: What are the perceptions and experiences of CBJT students as adult learners?

The research was conducted within the School of Arts, Communication and New Media at SLCC. The researcher met with the Dean and the Grant Director to discuss the topic. The Dean and Grant Director were eager to see the results of this study, and were willing to grant access to students and records.

Limitations and Delimitations

The limitations of this study were the reliance on institutional data for the quantitative portion, and the potential for inherent Type I errors in the compilation of that data (Steinberg, 2008). Additionally, the use of self-reports and interviews for the qualitative data collection may have produced responses that are skewed toward gaining favor with the researcher (Steinberg, 2008). The delimitations of this study were the applicability to other CBJT programs because of the specific nature of these Digital Arts courses (Bryant, 2004). The results may not be transferable to CBJT students who are studying in other disciplines. In addition, these phenomenological factors may only pertain to those students who are involved in graphic design, video production, and other types of digitally-based visual arts.

Definition of Terms

Adult learner: An adult learner is any post-secondary student beyond high school and who may be returning to or attending college for the first time (Plageman, 2011).

CBJT Grant: Community-Based Jobs Training Grants are Federal grants awarded to community colleges to train displaced workers and disadvantaged youth with current and in-demand marketplace skills (CBJT Grant Narrative, 2010).

Disadvantaged youth: Disadvantaged youth are teens and young adults between 18 - 24 years of age who may be low-income, first-generation, or come from traditionally underserved populations in the college's area (CBJT Grant Narrative, 2010).

Displaced worker: Displaced workers are those who have been downsized or have had their jobs eliminated or severely altered (CBJT Grant Narrative, 2010).

Incumbent workers: Incumbent workers are currently employed individuals who are in need of additional job skills to retain their position (CBJT Grant Narrative, 2010).

Self-efficacy: Self-efficacy is the measure of one's own ability to set and meet tasks and goals (Bandura, 2011).

Upward mobility: Upward mobility is the ability to rise in a society through achievement of socioeconomic indicators and professional status (Barry, 2012; Dorn, 2007).

Significance of this Study

From 2007–2010, the state of Utah experienced significantly high unemployment levels. The state lost over 73,000 jobs between 2009-2010 (CBJT Grant Narrative, 2010). The Governor's Office of Economic Development determined that high-skill jobs in emerging fields, such as digital arts, were the future for displaced employees from the service, retail, and hospitality industries which had experienced the most layoffs (CBJT Grant Narrative, 2010). SLCC obtained a CBJT grant to respond to this need. The grant was written to include a partnership with the state's DWS in administration. DWS was to

process grant applicants from the pool of unemployed workers and recommend them to the CBJT Grant Director.

Incumbent workers enter the grant program differently from those who are referred by DWS. Incumbent workers are those who seek to enhance their workplace skills in order to maintain their jobs or secure advancement (CBJT Grant Narrative, 2010). However these people enter the grant program, they are all adult learners who bring with them past experiences with the educational process, as well as certain attitudes about higher education. The significance to SLCC is the possibility of losing federal grant money if students are not able to complete their programs. SLCC also needs to understand how mode of entry affects student success: specifically, if students referred through DWS have different completion rates than the incumbent workers who self-select into their program.

CHAPTER 2: LITERATURE REVIEW

Education as the Means to Upward Socioeconomic Mobility

Education has long been the ticket to upward socioeconomic mobility in the U.S. However, disadvantaged populations have not always had equal access to higher education due to structural violence issues such as income disparity and poor quality K-12 environments. Weber (1947) argued that the ruling class determines the socioeconomic environment for the rest of society, which means that those individuals who do not advance into a college education may be confined to a permanent underclass. Freire (1970) advocated education as the main catalyst for structural change in class-based societies. Individuals are able to improve their living standards through education attainment, and may enter into the ruling class (Freire, 1970).

Galtung (1996) described how unequal access to vital resources, such as education, can cause long-term harm to a society. However, Kincheloe (2008) built upon Freire's work and found that elites resist advancement by the lower classes. Densberger et al (2009) discussed how Weber is still valid for studying the interconnection between education and power. Pacanowsky (1988) conducted participant ethnography on organizations to determine how the structure affected individual empowerment. Barry (2012) encouraged college administrators to consider critical theory constructs, such as power and upward mobility, in college structure and curriculum.

The link between a college education and lifetime earnings has been studied extensively. Louie (2007) argued that access to higher education is essential for attaining even a middle class lifestyle in the U.S. Rising costs of tuition, books, and fees may prevent some students from attaining a college education. In her study of two state

scholarship programs, Dynarski (2008) discovered that cost was a major factor in completion rates. Financial hardships may create structural barriers to socioeconomic advancement.

In contrast, Ohmann (2012) wrote that education may not be the only pathway to upward mobility. Therefore, education has become a political, as well as a social, construct and struggle. Dassance (2011) argued that community colleges must redouble efforts begun in the 1960s toward educating and equipping disadvantaged students to secure viable employment. Indeed, college funding itself may face serious examination if completion rates are not up to state and national expectations (Dewart & Rowan, 2008).

Altbach, Berdahl, and Gumport (2005) asked, what does it mean to be an educated person in the 21st century? Does it mean being a reflective, critical thinker who can synthesize and produce new knowledge? Or does it mean possessing the skills necessary to be fully employed in a tight economy (Van Noy & Weiss, 2010)? A community college study of computer information students by Ewell (2000) revealed employers prefer a combination of an associate's degree and an IT certificate for primary candidates.

Lack of state funding may force colleges, especially community colleges, to concentrate on programs that are popular because they lead to immediate employment, such as IT (Van Noy & Weiss, 2010). Additionally, not all students who transfer from 2-year schools go on to complete a 4-year degree. The National Education Statistics Report for 2003-2004 found that only 29% of national transfer students actually attained their bachelor's degree (Ullman, 2011). A lack of clear expectations and coordination between the 2- and 4-year schools may prevent smooth transfers and discourage students from

completing (Ullman, 2011). The author recommended that community colleges therefore concentrate on student completion of the associate's degree as a way for students to have a measurable achievement before going on to a 4-year school (Ullman, 2011).

Demographics and Completion Rates

McGiveney (2004) summarized data on adults over 25, all of whom had gaps in their education before returning to college. The author found that those who were still in their 20s and 30s had higher completion rates than those over 40 (McGivney, 2004). Older students may have difficulty completing longer-term programs because of life circumstance, such as family and work, while those in their 20s may be still unattached and able to commit the time (McGivney, 2004). Bordas (2007) recommended that institutions include other cultural voices, especially those of women and non-Western societies, in their policy decisions when creating curriculum and facilities.

Maralani (2007) examined 20 years of education literature to determine whether demographics affected completion rates. Her results indicated that demographics did have a significant effect on graduate attainment. However, the author recommended that a lifecycle approach to higher education should be performed in order to understand the entire picture of completion rates (Maralani, 2007; Scott, Burns, & Cooney, 1998). Some students will go back at a later date and finish, especially when motivated by circumstances that are perceived as undesirable (Maralani, 2007; Scott et al., 1998).

Ross (2008) discussed how high academic motivation positively affected student persistence; however, the author drew primarily from studies of Western societies. Ross recommended that these studies be updated to account for the increasing diversity in Western classrooms. These diverse students may bring different cultural orientations

toward academic achievement and persistence. The author compared Western (U.S., Great Britain, and Canada) students with Japanese students, using variables such as faculty support and student attitudes. The study found that intrinsic motivation levels were higher among the Japanese students (Ross, 2008). Instructors may need to be aware of the different motivation levels in a multicultural classroom.

Not all students proceed in a linear pattern from high school to higher education completion. Goldrick-Rab and Pfeiffer (2009) found that students from lower socioeconomic background often engaged in reverse transfers: i.e., going from a 4-year college to a 2-year community college. These students did not feel equipped to succeed in a large institution, and often had poor grades, and low self-esteem (Goldrick-Rab & Pfeiffer, 2009). In a quantitative study measuring independent groups, Barrett (2012) found that time to complete the associates had risen nationally. Time to complete as of 2011 was three years (Barrett, 2012). Barrett also found that age, grades, and enrollment consistency were significant variables, while ethnicity and gender were not.

Steiner and Hyman (2010) examined a study of the relationship between student demographics and academic success, and found no positive correlation. Steiner and Hyman discussed factors other than demographics, providing evidence from their study of online courses showing internal motivation as the primary indicator of student success in online classes. The authors used case study analysis from their own schools to provide empirical details for their study of course mechanics and pedagogy. In a similar study, Schumann (2009) found contrasting evidence to support gender, age, and prior GPA as significant factors in completion rates of nontraditional, online students. The author used

an adaptation of Bean and Metzner's conceptual model of nontraditional student attrition (Schuman, 2009).

The National Educational Longitudinal Study found that rural students actually had more social and community support for college completion than non-rural students (Byun, Meece, & Irvin, 2012). However, due to rural students' lower socioeconomic status, they fell behind nonrural students in actually completing bachelor degrees (Byun et al., 2012). Geographic region is a definite factor in completion rates, but income disparities may play even a larger part in student success. In Utah, 55% of rural high school students go on to college, versus 66% for their city-dwelling counterparts (Duren, 2012). Utah has a strong family and community tradition that may make it difficult for students to move away from home to attend college (Duren, 2012). Colleges may need to provide more access to distance education courses to address this phenomenon and encourage more rural students to pursue higher education without leaving their communities.

McCall (2007) studied both undergraduate and graduate students using linear regression, and found that first-generation students' completion rates were significantly influenced by their initial institutional experience. However, this influence was weaker for first-generation graduate students. This may be due to these students' established pattern of completion success as undergraduates. Doyle (2009) examined how attendance at a community college affected completion of bachelor's degrees. The author found conflicting studies that used different measurements. Doyle considered whether selection bias influenced the responses, since the population of community college students may be different from those who originally attend 4-year institutions.

One study used propensity score matching to overcome this bias and found that community college attendance did negatively affect bachelors' completion rates. However, in another study using a Cox Proportional Hazards model, found that community college attendance was not a factor in noncompletion of a bachelor's degree (Doyle, 2009).

Gender differences accounted for weakened achievements levels in a study by Reynolds and Johnson (2011). Despite increased expectations of attaining a bachelor's degree nationally, females still lag behind in completion rates (Reynolds & Johnson, 2011). However, their study of 15 cohorts focused primarily on those students who were more privileged in regard to actual access to higher education (Reynolds & Johnson, 2011). The gender issue remains a troubling one. Flannery, Benz, Yovanoff, Kato, and Lindstrom (2011) found that females, older students, and those with financial support were more successful in completing higher education programs when coupled with vocational rehabilitation. The authors also discussed how those students with psychiatric problems and low skill levels would still face significant challenges to completion (Flannery et al., 2011).

Finally, even though females had higher completion rates when combined with vocational training, they still received lower wages overall than their male counterparts upon exiting their program and obtaining employment (Flannery et al., 2011). Nunez and Murakami-Ramalho (2012) discussed how Latinos have surpassed African-Americans in the colleges. These students most often begin their college careers at community colleges or less-selective 4-year colleges (Nunez & Murakami-Ramalho, 2012). In addition,

Latino students face social and political obstacles in higher education due to the present hostile climate toward immigrants (Nunez & Murakami-Ramalho, 2012).

SLCC is primarily a commuter college with a large number of nontraditional students, 48% of whom are working at least part time (SLCC, 2010). Nontraditional students do not usually participate in campus life, such as sports, parties, and clubs. Many students do not even consider SLCC their alma mater, despite pleasant experiences that compare favorably with their transfer institutions (Mafly, 2010). The culture is very individualistic, with students concentrating on getting credit and leaving as quickly as possible. There is little evidence of school spirit on any of the 13 across-town campuses. SLCC serves an annual population of over 60,000 full and part time students (SLCC, 2010). This enrollment, combined with the widespread physical locale of the campuses, contributes to the loose coupling of the student population (Orton & Weick, 1990).

Partnership of Government and Higher Education

Higher education in the United States developed along sectarian lines to produce preachers and clergy in the early part of its history (Lucas, 2006). Arguments over whether a college education should produce critical thinkers or professional/trades people arose with the Morill Land Grant colleges (Clifton, 2010). Lucas (2006) discussed how the U.S. federal government awarded this land for agricultural and trade colleges in 1862 and 1890. Beginning with these land grant colleges, Kincheloe (2008) discussed how theorists such as Weber and Freire influenced U.S. current policies that advance higher education as a means to improving socioeconomic status among disadvantaged populations.

Development of higher education in the U.S. progressed from early theological seminaries to institutions emphasizing career preparation. This reflected the ancient Greek model of rhetorical studies which transformed into the Roman model of preparing citizens for contribution to the nation (Lucas, 2006). Gelber (2007) discussed how college admissions would not have become more open to disadvantaged populations without government policies encouraging more open access.

Proposed legislation about *gainful employment* as criteria for an institution's access to federal student loan reimbursement shows how current this dialectic remains (Epstein, 2010). The continuing debate over what should constitute a college education continues nation-wide. Dietz (2010) argued that the federal government seeks to change social policy, mores, and attitudes through educational programs at the state level. This attempt at influence was seen during the land grant process, when the South was required to create agricultural colleges specifically for their black populations (Cornell University, 2012).

Dorn (2007) argued that community colleges in particular have been instrumental in creating public-private partnerships between the federal government and state institutions. Brokenburr (2008) addressed how community colleges have worked successfully with state employment agencies to retrain and empower displaced workers. Indeed, community colleges have been referred to as the primary component of our national workforce ("Community colleges", 2010; Tremble, 2010). Eighmy (2009) cited studies that indicate an existing shortage of skilled workers in various manufacturing industries that may be addressed through vocation training in the community colleges.

In her study of federal education partnerships with Canadian provinces, Chaytor (1991) found that the provinces' dependence on these dollars affected the program offerings of regional colleges. Rather than meeting local employment needs, the colleges reflected what was most desired at the national level. The author cautions colleges to consider what is actually happening at the local level when designing curricula and programs for adult learners (Chaytor, 1991). Kleiman (2005) studied three Workforce Investment Act (WIA) programs in Boston, Philadelphia, and New York City. The author found that each program appeared to be tailored more toward local economic development needs than serving disadvantaged populations (Kleiman, 2005).

In contrast, Rakestraw (2010) studied the overall success of Vocational-Rehabilitation programs by measuring intrinsic satisfaction levels of participants across several domains. The longitudinal study used constructs similar to Maslow's needs hierarchy in determining the impact of securing employment on participants' well-being (Rakestraw, 2010). Categories of physical functioning, self-esteem, community engagement, and productivity were measured both before and after completing the training (Rakestraw, 2010). Participants who obtained employment from the Vocational-Rehabilitation programs reported higher levels of satisfaction across all domains than those who remained unemployed. These were people who were at a significant disadvantage prior to entering the training programs, and who may have been permanently marginalized without employment assistance and training. Upon completion of the Vocational-Rehabilitation programs, participants were more socially engaged in their communities as productive citizens (Rakestraw, 2010). Rakestraw's (2010) work demonstrates how important it is not to lose sight of the individuals within

these government-education partnerships while attempting to address macro employment needs.

Donohue (2008) affirmed that organizations' mission statements should identify specific goals that reflect their charter. The author compared this process to a similar system used by the federal cabinet-level organizations (Donohue, 2008). In addition, some of the CBJT grantees are referred to the Digital Arts Grant from vocational rehabilitation programs. Fischer (2008) examined the importance of building community partnerships among educators, government, and industry to insure this population's access to full employment. The author also discussed how students with disabilities view themselves in regard to self-efficacy and self-advocacy (Fischer, 2008). The author compared the interrelationships among these stakeholders to "Russian nesting dolls," each of which must be considered separately, as well as within the entire community structure (Fischer, 2008). These studies present motivation for college leaders to consider strategic goals when creating CBJT programs using federal dollars, as well as continually evaluating all stakeholder relationships in an iterative feedback loop to insure proper follow-up of students from entry through graduation and employment (Fischer, 2008).

Needs of Adult Learners

Self-image and Self-efficacy

Mead (1934) described the *looking glass effect* whereby individuals behave in the way they believe others perceive them. He wrote that this perception may not always be accurate; however, it is a powerful factor in our behavior (Mead, 1934). In order for students to succeed, they must not only believe they can achieve, they must also perceive

that those around them support their efforts. Bandura (2011) also shared Mead's concern with how self-image is formed, and its effect on self-efficacy, or how well a student believes they can access and use academic resources. In order for students to succeed, they must not only believe they can achieve, they must also perceive that those around them support their efforts.

Eatman (2008) studied seven variables that make higher education students successful, and among these were family and peer support. Minkus (2009) used Livneh's psychosocial model to examine vocational-rehabilitation program participants. The model identified self-efficacy and locus of control as significant factors in participants' success, along with community and family support (Minkus, 2009). These studies support the construct of self-efficacy as vital to the success of adult learners, especially combined with community and familial validation.

In a study of 107 nontraditional college students in a large metropolitan commuter school, Zajacova, Lynch, and Epenshade (2005) measured the combined constructs of self-efficacy and stress on completion of 27 academic tasks using two different scales. The results showed that the two variables were negatively correlated, as would be expected. However, the results also showed that there was a difference between students' perceptions of their general self-efficacy and their perceptions of academic self-efficacy (Zajacova et al., 2005). This study's implications are that students may perceive their ability to undertake college work differently than a general self-confidence about other realms. Academic work is a specific area in which some students, especially nontraditional ones, may feel unequipped to master successfully.

It was interesting to note that stress levels did not seem to affect students' success if they scored high on their academic self-efficacy. The authors found that such students consider difficulties challenges to be overcome, rather than overwhelming burdens (Zajacova et al., 2005). Mitchell-White (2010) examined 183 FBI agents-in-training to determine factors in successful adult training methods. This study revealed Critical Reflection (CR) and Perceived Ability (PA) as two significant constructs in the trainees' completion rates, skill acquisition, and perseverance (Mitchell-White, 2010). Regression analysis showed that Perceived Ability (PA) was the most significant factor in the special agent trainees' success, even more than Emotional Intelligence (EQ; Mitchell-White, 2010). Once again, adult learners' need to perceive themselves as competent and able to overcome challenges before learning can be sufficiently acquired and applied, whether in an academic setting or in the workplace.

However, one of the components of self-efficacy is the reinforcement of positive academic behaviors by the student's immediate community. Eatman (2008) also discussed the role early familial messages play on development of self-image and self-efficacy. In addition to the support of family and friends, Eatman found that six other variables contributed equally weight to student success. These are personal accountability, preparedness, persistence, life skills, self-esteem, and connectedness to the institution (Eatman, 2008). Connections made on campus with fellow students, instructors, and advisors may provide the necessary social support students are lacking in their communities, especially if they reside away from home (Eatman, 2008).

In a study of online courses, Fasse, Humbert, and Rapppold (2009) found that student success was highly correlated with level of engagement with peers and instructor.

The authors recommended that distance education courses be designed for the maximum interaction between students and faculty (Fasse et al., 2009). The authors also discovered that almost half of online students are now on campus, rather than actually living at a distance (Fasse et al., 2009). This study may indicate that community colleges, which are usually commuter-type institutions, need to focus more on engaging students in distance education, in addition to creating a welcoming campus environment. McCall (2009) performed a qualitative, constructivist study of 323 students' phenomenology regarding their perceptions of how well instructors not only emphasize content acquisition and critical thinking skills, but also how successful the instructors were in creating a classroom community.

Direct Application

Rogers (2003) discussed how adult learners perceive learning differently from traditional students. The author compered "learning-conscious," formalized instruction, to "task-conscious" application of concepts (Rogers, 2003, p. 13). According to Wlodkowski (2008), the tasks associated with logistics in planning an adult learning program are:

- Support Self-Directed Competence
- Relate Authenticity and Effective Assessment
- Provide Effective Feedback
- Avoid Cultural Bias and Promote Equity in Assessment Processes
- Make Assessment Tasks & Criteria Clearly Known Prior to Use
- Uses Authentic Performing Tasks to Deepen Learning and Application

- Use Self-Assessment to Improve Learning and Create Insights and Connections
- Establish Closure Opportunities and Rituals to Mark Achievement

These tasks demonstrate that adult learners require attention to how learning affects their lives, as well as how they can appropriate their own educational experience. Often, adult students are frustrated by classroom situations that do not provide these stimuli, such as one-way monologic lecture methods. Instructors who work with this population may need to insure that these tasks are included in curriculum and syllabus development.

Rose (2011) discussed the need for connecting theory of adult education with practice and follow-up. She argued that educators need to spend more time actually implementing programs and finding out what works, than concentrating on adult education theories. Plageman (2011) addressed the need for careful planning when designing adult programs. She advocated for sufficient funding of adult education programs to insure that plans can logistically address learning needs. Industry conferences can provide useful data when analyzing the effectiveness of program planning for adult learning. Musselwhite (2011) encouraged instructors of adult learners to solicit frequent questions about assignments in order to conduct a productive, ongoing dialogue and assist adult students to fully participate as partners in their learning.

Wlodkowski (2008) also discussed how adult learners need to see how academic concepts apply directly to their life and work. Plageman (2011) urged educators to relate curriculum directly to the needs and interest of adult learners. Rose (2011) also recommended this concept for those planning training courses for adult learners. Rust (2011) discovered the effectiveness of this approach with technical and engineering

programs. Kahle's (2010) work on currency of employable skills and higher education supports these authors' emphasis on applicability as one of the key reinforcing factors in adult learner completion rates.

Spear (2009) studied how different age cohorts bring unique attitudes to the federal workplace. The author discussed how Generation X (those born between 1960-1980 according to the model from Zemke, Raines, and Filipczak) may be more cautious about risk-taking because of the uncertain economic climate they matured into (Spear, 2009). Additionally, younger adults, such as those of Generation Y (born between 1981-2005) value autonomy and work-life balance (Courtney, 2009). Courtney (2009) conducted a phenomenological study of Generation Y newly-hired federal workers found that workers prize quality of life over pay. This may be pertinent in understanding why some CBJT students do not continue to pursue higher education if it appears to be too much of a time commitment, or require more effort for the promised payout. Students may be considering the cost-benefit ratio of academic persistence.

Adult learners have specific needs when encountering learning situations. Cognitive needs are the innate desire of adults to learn, to acquire knowledge, and make meaning of information. Environmental needs include the physical comfort, cultural values, social roles, and power elements of the learning environment. Skills learning needs may be those required for a job, task, or situation, while the technological needs are those related to equipment or digital media. Technological needs may include access to such devices, along with comfort levels and competency in using them (Arome, 2011). Adult students also consider themselves consumers who bring expectations regarding outcome and job placement into the academic process (Grindle, 2009).

The CBJT students bring expectations of future employment with them upon entering the grant program. These student expectations may clash with academic paradigms regarding the intrinsic value of education, and may also require drastic changes to instructional design and delivery. The U.S. Department of Education issued a booklet addressing the needs of adult learners and identified specific areas, such as access, quality of instruction, and completion paths, for educators and administrators to consider when designing adult education programs (Tolbert, 2012). The booklet also includes recommendations for assisting adult students in their transition into higher education (Tolbert, 2012).

Depending on which human needs theory one uses, and given the learning context, one need may take preference over the others in a hierarchy. For example, if one cites Maslow's needs, then physical environment would be the primary place to start (Boeree, 2006; Maslow, 1962). This might include the classroom size, temperature level, chair type and arrangement, and lighting. If one prefers to cite Burton and Galtung, then identity and self-image are more important than physical comfort (Burton, 1987; Galtung, 1996). In this case, cognitive needs would be paramount. The facilitator would have to create challenging and stimulating resources for the learner, along with opportunities for advancement.

Motivation

Intrinsic motivators emerge from within, while extrinsic motivators are external, environmental stimuli that propel us to succeed. Herzberg (1959) studied how these motivators operate in work environments. Herzberg also discussed how extrinsic motivators alone are not sufficient for maximum satisfaction and effort. Subsequent

studies by Kouzes and Posner (2003) and Yukl (2010) revealed the importance of both types of motivators among adults in organizations. Barbuto (2005) studied how motivation was an integral factor in business leaders' self-concept as an effective leader. Cervantez (2011) measured students' sense of community, self-directed learning ability, and success with online courses in a correlational study. The author used Rovai's Classroom Community Scale and Fisher's Self-Directed Learning Readiness Scale in surveys (Cervantez, 2011). The author found that, while there was a statistical significance among these factors, the sample size was too small to extrapolate to larger populations, leading the author to recommend additional study using larger samples (Cervantez, 2011). However, community college leaders may want to use engagement tools, such as first-year orientation requirements, to help students connect with the campus community and understand the necessity to be self-directed learners.

How the CBJT students enter into the programs may be a significant factor in their completion rates. Displaced workers may be only extrinsically motivated, while incumbent workers seeking additional skills may have the advantage of intrinsically motivated interests to assist them in completing their programs. Additionally, the extrinsic motivation of family support may strengthen the intrinsic values of self-respect and self-image. In addition, many nontraditional students have lost math and English skills that are necessary requirements for college success. Basham and Mathur (2010) addressed the need for community colleges to develop dynamic leadership teams that are responsive to the different needs of incoming students, rather than static established hierarchies. This responsiveness may necessitate creating new avenues for students to

move more quickly through remediation classes. Students may become discouraged by several semesters of 900-level, remedial preparation courses (Schnieders, 2010).

In fact, a recent education report recommended that all students be placed into first-year courses, regardless of placement testing, in order to facilitate their motivation and completion rates. The report found that students may fare as well or better with supplemental tutoring rather than spending several semesters in remedial Math and English courses (Charles A. Dana Center, Complete College America, Inc., & Education Commission of the States, 2012). More than half of all students and 70% of community college students take at least one remedial course, which the report called "a dead end" (Charles A. Dana Center, Complete College America, Inc., & Education Commission of the States, 2012, p. 2). The grim reality is that only 22% of community college students and 37% of 4-year students persist in their studies after taking remedial courses (Charles A. Dana Center, Complete College America, Inc., & Education Commission of the States, 2012). The report, which was sponsored by Columbia University Teachers' College and the Bill & Melinda Gates Foundation, found that 50% of remedial students could have earned at least a "C" in first-year Math courses, with some supplemental assistance (Charles A. Dana Center, Complete College America, Inc., & Education Commission of the States, 2012; Mangan, 2012).

As a result of this study, several states are now looking to require state colleges to institute this policy. Connecticut has already passed legislation limiting the number of remedial courses state institutions can require for students placing below the cutoff point (Mangan, 2012). However, many educators dispute the usefulness of such mandates, citing potential disruption within classes where other students are more prepared.

Additionally, instructors are concerned they will have to spend more classroom time helping some students achieve college-level proficiency (Mangan, 2012). One way to address this skill gap is to emphasize the need for students to prepare for the placement test with serious study and assistance. Often students go into these tests without such preparation, not realizing how their scores may negatively impact their long-term progress (Charles A. Dana Center, Complete College America, Inc., & Education Commission of the States, 2012).

Round, Brownless, and Rout (2012) used a quantitative series of studies from 2002–2008 to compare entry modes and completion rates between traditional students and those who entered higher education from vocational-rehabilitation programs. The author used a large data set obtained from the Higher Education Statistics Agency that showed lower persistence levels among the latter; however, the author cautioned against a simplistic conclusion, citing multiple variables that make this type of analysis very complex (Round et al., 2012). However, the study did find that a high level of deprivation in one's background was significantly correlated to lower completion rates overall (Round et al., 2012).

Additional extrinsic factors may be access to resources, such as money for living expenses, books, and supplies. Whether these are supplied by the college, DWS, or the student may affect intrinsic motivation to succeed. In a study by Cohen (2011), 27 community college professors reported that finances, vocational training, and development courses were considered primary challenges by their students. Elliot and Beverly (2011) discussed how family income affects student completion. The level of income, amount of savings, and possibility of large student debt combine to influence

student persistence and completion (Elliot & Beverly, 2011). The authors pointed to the higher completion rates correlated with Child Development Accounts, and applauded their creation as wise social policy (Elliot & Beverly, 2011). Dwyer, McCloud, and Hodson (2012) found that lower levels of debt correlated to higher completion rates. The authors discovered that debt over $10,000 resulted in lower completion rates (Dwyer et al., 2012). Female students in particular may be hampered by family commitments, such as caring for children and/or elderly parents, when attempting to finish their education (Reynolds & Johnson, 2011).

In addition, Bahr (2009) discovered that persistence and enrollment patterns affected students' rate of progress. Students may need to understand how they get in their own way through procrastination and dropping classes. However, a study conducted by Campbell and Fuqua (2008) identified high school grade point average as a significant factor in college completion rates. In addition, Horyna and Bonds-Raacke (2012) found a positive correlation between size of high school and advancement to college. Specifically, smaller class and overall school size had a significant effect on students' motivation to pursue higher education (Horyna & Bonds-Raacke, 2012). High school teaching and guidance professionals may need to partner with colleges to help students focus on college preparation at an earlier age. Carter (2012) found that students who participated in federal work-study programs were more likely to persist in completion, most likely due to having access to additional funds in order to stay in school. These students' persistence may also be a result of having less debt to contend with after graduation (Carter, 2012).

In a study of student success rates in learning a secondary Romance language, such as French, Italian, or Spanish, Flemens (2009) measured several variables, including demographics and language proficiency. The author's research revealed the strongest correlation between Motivation to Learn (p = .000) and Attitude toward Learning (p = .000) in determining how well students did in their language courses. Student extrinsic and intrinsic motivations and attitudes may be prime factors in their ultimate completion rates, and education professionals may need to explore which strategies actually result in improved student motivation and attitudes.

Gottfried, Adele, Cook, and Morris (2005) used a longitudinal study of students, from childhood to early adulthood, to measure giftedness. Their results showed that in addition to academic giftedness, there was also motivational giftedness (Gottfied et al., 2005). These authors used the Children's Academic Intrinsic Motivation Inventory to examine the construct of motivation from students' perceptions. They also validated the results by comparing them with teachers' observations. The authors recommend that motivation be enlarged as a construct to include not only academic achievement, but a willingness to persist in the face of difficulties (Gottfried et al., 2005).

In a study of Chinese students' motivation to study English as a second language, Zhao (2012) used a socio-psychological framework to discuss the reasons people are motivated to undertake goals that require long-term commitment. The author examined the students' underlying attitudes and goals toward learning English, such as achieving intrinsic satisfaction or obtaining a better job (Zhao, 2012). The study went on to point out that students usually conducted their own cost-benefit analysis regarding the time involved to achieve their goals, such as the potential for a better-paying job (Zhao, 2012).

However, the author compared several theories of self-determination in the literature, and found that students who were intrinsically motivated were usually more willing to persist in their studies, while those who were motivated by extrinsic rewards often dropped out of the program after a short time.

The implications for the CBJT grant programs in community colleges such as SLCC may be to assist students to develop more intrinsic motivation, such as internal growth and lifelong learning, as an additional means of keeping them in their programs to completion. However, this may compete with the short-term goal of getting them employed, which can sometimes can at the expense of completion.

Institutional Support

Hicks (2008) found that teacher communication style affected student motivation in language students. This was supported by Musselwhite (2011), who advocated for increased teacher training in how to motivate adult learners. The author addressed how the needs of adult learners are often not understood by instructors (Musselwhite, 2011). In their work examining K-12 student motivations, Gillet, Vallerand, and Lafreniere (2012) discovered that teachers who supported individual autonomy improved motivation. This motivation seemed to persist into higher education (Gillet et al., 2012). Teachers who insist on a hierarchical classroom structure and one-way lecture methods may affect, and indeed hinder, student motivations and attitudes toward the course curriculum.

Colleges' ability to provide the necessary infrastructure may be a significant factor in grant program success (Shafer, 2002). Numbers of instructors, programs, and facilities may affect how well the organization can fulfill grant stipulations (Shafer,

2002). Shafer (2002) used multiple regression analysis to examine several variables. The study showed that having grant administration housed within the college was one of the strongest predictors of how well the institution met grant requirements (Shafer, 2002).

Institutional climate may also affect student completion rates. Climate may be defined as the cultural norms and expectations of the surrounding community (Osequera & Rhee, 2009). Osequera and Rhee (2009) used a hierarchically generated linear model to examine how peer persistence, financial aid, and faculty support can combine to affect student persistence. These results proved to be consistent, even when factoring out student demographics, family support, and students' own expectations (Osequera & Rhee, 2009).

Onsite child care facilities may be helpful to students with young children, as well as reduce the amount of time spent traveling between daycare facilities and school. SLCC has established at its two main campus locations. SLCC also has instituted shuttle service between those locations in order to facilitate student schedules and minimize drive time. In 2012, the Aspen Institute addressed excellence in community colleges by mandating that completion rates be one of the crucial measurements of how well the institution is serving its student population (Wyner, 2012).

Culture has also been defined as the combination of the physical and social aspects of an organization whose members share symbolic meaning and observe traditions (Clifton, 2010; Mead, 1934). The culture on a college campus affects students as much as the curriculum. Historically, academic and nonacademic areas were separated within higher education. Faculty attended to the academic side and student affairs administration attended to the nonacademic (Clifton, 2010). However, a new perspective

on managing students has begun to develop. This perspective focuses on the whole student: an ecological approach (Altbach et al., 2005). This approach recognizes that students not only are affected by an institution, but also affect the organization in an interactional system (Altbach et al., 2005; Waltzlawick, Beavin, & Jackson, 1967).

The research also showed that faculty members were able to establish the norms and expectations that help create the campus climate (Osequera & Rhee, 2009). Student interactions with instructors can provide the personal motivation and positive reinforcement necessary for persistence. Instructors can create an environment where scholarship is valued and promoted, something to which some students may not have been previously exposed. Tinto (2012) followed up his earlier work on postgraduates by focusing on what it takes to improve completion rates while students are still pursuing bachelor's degrees. He was dismayed by the still dismal figures showing half of the student body still not finished within six years (Tinto, 2012).

However, Tinto (2012) found that classroom practices were one of the strongest factors in determining student success. Instructor support and frequent feedback were main determinants of students' decisions to persist to graduation (Tinto, 2012). These findings were supported by a qualitative study conducted by Gurzynski-Weiss and Revesz (2012). The authors videotaped 23 class sessions across nine college Spanish-language courses. The study showed teacher feedback affected student performance, especially when combined with the specific task assigned in the classroom (Guzynski & Weiss, 2012). The results may indicate that instructors should tailor their feedback to match the current task in order to reinforce the desired learning.

Pollard, Blevins, Connor, and McGovern (2013) administered a survey to 1471 MBA students in order to measure several factors affecting their success. The study found a significant relationship between the level of teacher presence and student motivation ($p < .001$), even in an online format (Pollard et al., 2013). However, these results were based on a survey return rate of only 18%; therefore, further research may be required to validate these findings. The authors also pointed out that this study may not be applicable to undergraduate students, nor should be the low response rate be an indicator of the general population (Pollard et al., 2013). Still, initial results may be useful for understanding student motivation and faculty interaction, which appears to matter even in online course formats.

Sadler (2012) conducted a 2-year, longitudinal study of 11 new higher education teachers. The author conducted three semi-structured interviews using a qualitative method designed to elicit major themes from the interviews. The new teachers were each interviewed for an average of one hour for a total of three sessions. The author used a case study design as the basis for her methodology (Sadler, 2012). The study showed that interaction with students had a significant effect on teacher development (Sadler, 2012). This dialogic process between students and teachers should be more fully explored in order to maximize efficiencies and quality of instruction and learning.

Orientation, advisement, and tutoring may also affect student persistence. Schumann (2009) discussed the strong relationship between orientation and completion rates of nontraditional, online students. Clouse (2012) used a series of quantitative measurements to measure student success using social engagement freshman seminars and core curriculum completion rates as variables. The author found that there was a

significant correlation between freshman who attended nonmandatory social orientation and their completion of core classes, such as English, math, and science (Clouse, 2012). However, Ellis-O'Quinn (2020) disputed whether orientation is true indicator of completion rates. The author pointed to grade point average as a possibly better predictor of student success, recommendation an examination of orientation programs be undertaken to measure actual success (Ellis-O'Quinn, 2012). SLCC requires incoming students to take an orientation course, either in person or online. This requirement may strengthen the CBJT grantees' ability to complete their programs.

The use of technology may also affect adult learners' motivation, especially those who may be unfamiliar with electronic learning management systems. Nora and Snyder (2009) found that student perceptions and attitudes toward technology significantly impacted motivation levels. The authors also discussed the lower completion rates of online classes as a possible reflection of students' ideas about their self-efficacy (Nora & Snyder, 2009). Morris (2010) conducted a qualitative, phenomenological survey of Midwestern college students to determine their online experience within liberal arts, computer technology, and social science courses. Twenty five students completed a questionnaire, and course artifacts such as syllabi were examined as correlatives. Interpretive analysis of the data revealed five major recurring areas: instructor involvement, instructor support, learning styles, course design, and student involvement with course content. The author found that discussion boards were a major source of student engagement. This has implications for anyone studying how to engage students in online courses, supporting Chase's (2010) findings that students who are engaged online are less likely to cheat. El-Ghalayini and El-Khalili (2012) used Bloom's

Taxonomy, Redeker's Taxonomy, and the Guerra Scale to examine how well students achieved course objectives in blended courses. The authors found that along with course content, interaction and collaboration were essential factors in measuring students' success (El-Ghalayini & El-Khalili, 2012).

Duke (2007) found that academic advising is integral for student success in those who have learning disabilities. The advisors can assist students with proper courseload enrollment and creation of learning strategies to overcome the particular disability (Duke (2007). In addition, Duke found positive correlation with the quality of academic advising and student persistence rates. Minkus (2009) included support systems in her study of vocational-rehabilitation populations. The author discussed how counseling support was an integral factor in assisting these groups' progress (Minkus, 2009). Stapleton (2007) measured the strength of counselor-participant interaction in vocational-rehabilitation programs, and correlated this with the development of a productive plan for completion.

However, the advising must be accompanied by organizational support. Gonzalez-Moreno (2012) found that high expectations of advisors were negatively correlated to completion rates when institutional resources were not made available to students. In addition, the author discussed how female students placed a high value on the academic process itself, while male students were more interested in career preparation and success (Gonzalez-Moreno, 2012). These attitudes may change as more female students achieve career success and become oriented in similar ways to male students.

The cultural perspectives of the CBJT students may also be determining factors. Wood (2004) examined how different age, gender, and ethnic groups view the world from different loci. The institution must consider students' backgrounds and how they may affect attitudes, academic ability, and motivation. The curriculum may also need to be evaluated for critical issues, such as the inclusion of alternate voices and standpoints from the viewpoint of marginalized populations in order to strengthen buy in from these groups (Bordas, 2007). Tange and Jensen (2012) found that instructors often bring a singular construct to their interaction with international students that may often border on the negative. The interviews with 36 Danish university employees revealed a need for addressing how international students bring different approaches to learning into the classroom (Tange & Jensen, 2012). The authors recommended including a multicultural focus to instructor education and development (Tange & Jensen, 2012).

Finally, additional skills, apart from content expertise, may be required for successful transition from higher education to employment. In a study of California job training programs, Rabun (2011) discovered that providing a workshop in soft skills, including attitude change, communication styles, and stress management, resulted in a 70% employment rate among participants. This study showed that general education classes, such as communication and interpersonal relations, may be necessary as part of a job training curriculum.

Gaps in the Literature

The research into the literature reveals that several quantitative studies have been conducted focusing on the CBJT grant process, with emphasis on outcomes at individual colleges (Garrison, 2010; Brokenburr, 2008; Burnett, 2003). In addition, this researcher

found literature regarding the philosophy of federal funding of higher education (Dorn, 2007; Tremble, 2010). Specifically, Kleiman's (2005) work suggests that WIA partnership programs may not be focusing more on adjusting to local employers' needs than assisting underrepresented student populations succeed in college. Gelber (2007) examined the literature over a five-year period and found that there was little information regarding underrepresented populations' successful transition to college. Gelber also discussed how government intervention and market forces have stimulated the need for this information. He also discussed how colleges may be unprepared to supply the actual need of employers as the economy rebounds (Gelber, 2007). The author recommended that more attention be paid to the experiences of these students in order to understand how they perceive that transition (Gelber, 2007).

Research by Snell and Hart (2007) supported this recommendation in a study of vocational training in southeastern Australia. The author conducted qualitative research, using focus groups and one-on-one interviews of employers, union officials, and government representatives to explore the quality of training programs. The research showed that, despite the number of vocational training programs, the perceived lack of quality resulted in almost 50% noncompletion rates. The voices and experiences of the trainees' themselves is missing from this study (Snell, 2007). Indeed, Stapleton (2007) advocated that vocational rehabilitation trainees' perceptions and input be solicited early in the training process. Hicks' (2008) work with language students also marked the lack of stakeholder voices. The author advocated that research include qualitative research into students' perceptions regarding their motivation, as well as a quantitative measurement of their motivational constructs (Hicks, 2008). The author also strongly

encouraged direct classroom observation as a valid research method, in addition to research about classroom methodology (Hicks, 2008).

In addition, DiSalvio's (2009) work regarding Seaton Hall's 96% completion rate using a multi-phase cohort-based online learning environment showed how education professionals can redesign instructional delivery for maximum effect. However, there is a lack of data regarding personal experiences and perceptions of adult learners, many of whom are returning to school after a long absence or have never attended higher education courses. Margetta-Morgan (2010) also discussed how, despite the federal government's numerous and costly efforts to educate college-bound students, these students and their families are still confused about the financial resources available to them. The author found that very little literature exists addressing the apparent disconnect between the amount of information regarding grants and loans and students' access to this information (Margetta-Morgan, 2010). This study may impact SLCC's CBJT program if potential students are not taking advantage of its availability.

Hora and Anderson (2012) found that, despite the volume of literature available on instructional design and academic norms, little research exists on interactive teaching norms at the college level. The authors surveyed 436 college students, and interviewed 26 students across several disciplines (Hora & Anderson, 2012). The quantitative data were analyzed using ANOVA and ANCOVA methods, and the qualitative data were analyzed using major constructs and themes (Hora & Anderson, 2012). The study showed the lecture model persists, which may not be the optimal andragogical method for teaching adults. The authors recommended that students' cultural backgrounds be considered in instructional design, along with an examination of departmental norms

regarding teaching methods (Hora & Anderson, 2012). More research is needed on the effectiveness of a more collaborative, dialogic method of classroom and online instruction.

Additionally, Sadler (2012) recommended further investigation into how the dialogic interaction between students and teachers affects teacher development. The author found that even small changes in these interactions had significant impact on how teachers view themselves as instructors (Sadler, 2012). Since the CBJT students comprise many older adults, it may be useful to understand how their feedback affects instructors who have previously worked with mostly traditional students. A British study found scant literature regarding how instructional development actually affects both teachers and students (Stes, DeMaeyer, Gijbels, & VanPetegem, 2012). The findings revealed that differences in instructors' personalities had as much bearing on learning outcomes as differences in students' personalities (Stes et al., 2012). In addition, the number of students in the classroom affected teacher and student perceptions of instructor effectiveness (Stes et al., 2012). Further research is required to fully understand the complex factors which influence instructor performance and student learning.

Rose (2011) recommended that more attention be paid to nontraditional students, who are becoming a larger presence in college classrooms. These adult learners may experience anxiety and doubts about their self-efficacy and ability to succeed at this level (Adediwura, 2012; Pansiri, Mhozya, Bulawa, & Moletsane, 2012). In particular, the CBJT grantees have already been through challenging situations that may affect their self-image (Burnett, 2003; Kerka, 1999). Many of the CBJT students have experienced job loss and the discomfort of applying for unemployment. Others are disadvantaged

youth who did not originally see themselves as college-bound. Eliciting the phenomenology of the CBJT grantees would allow their voices to be brought into the analysis of student success rates. Rose (2011) addressed this need by arguing for a dual approach to adult education, which would focus on developing appropriate andragogy and encouraging self-directed learning. The two are needed in order to fully engage adult learners in the dialectic process that will contribute to their future success.

Employment is a foundational element in a strong society. Social unrest and political apathy may result from long periods of unemployment and underemployment, especially among youth. The Organization for Economic Cooperation and Development reported that one in eight 15-24 year-olds was not involved in any type of education or training (Mourshed Mourshed, Farrell, & Barton, 2012). The International Labor Organization also reported that as of 2012, 75 million young people were unemployed (Mourshed et al., 2012). In a study of 8,000 educators, young people, and employers, Mourshed et al. (2012) examined databases from 100 job initiatives in 25 countries, along with surveys of educators, youth, and employers from nine countries. The authors discussed how no one is taking a big picture approach to matching graduates and employers. There seems to be a gap between the needs of employers and the skill sets of job-seekers. There is a lack of coordination between what is being offered in higher education and what industry is seeking.

Community colleges will need additional data to efficiently design and provide current and accurate curriculum and training programs in order to fill that gap. Important components of this data are the perceptions, expectations, and attitudes of the CBJT grantees during the entire process. Colleges must understand the phenomenology of

these students in order to assist them through their programs. Macintyre (2012) found that including Scottish adult students' personal stories regarding their progression contributed to their program success. Adult students' perceptions affect their self-efficacy and motivation. The lack of literature on this topic points to a need for more qualitative research in this area.

Summary

Higher education has long been considered a legitimate and desirable pathway toward upward socioeconomic mobility. Government and academia have often combined to provide access to higher education in the forms of grants and aid. Recent economic events have caused numerous adults seeking additional training to return to school. These nontraditional students bring new challenges to higher education, especially the community colleges tasked with providing curriculum and programs for the new marketplace. Factors influencing student success are numerous and complex. Self-image and motivation may affect student progress toward completion. In addition, adult students need to see how content applies to their immediate environment. Faculty members may need to tailor instructional methods to address the needs of adult, nontraditional learners. Finally, institutional support, such as child care and flexible class schedules, may be vital in facilitating adult students' completion rates.

While there is much quantitative evidence available regarding adult students' completion rates, their perceptions about what contributed to those rates appears to be lacking. Community colleges have been asked to partner with federal and state governments in providing training programs for the new economy. These partners must work with employers to understand current employment trends and employer skill

requirements. It is also imperative that, in addition to being on the cutting edge of industry requirements, these institutions understand the phenomenology of adults who are returning to school after a long absence in order to provide the most efficient and effective programs and instructional methodology.

CHAPTER THREE: METHOLOGY

Research Design

As presented in Chapter One, the researcher used a mixed methods approach to examine the factors which affect completion rates among CBJT student grantees in digital arts programs at SLCC. It is important to assess these factors in order to successfully complete the terms of the federal grant, as well as obtain future grants. Additionally, employers are more likely to engage with and support local institutions of higher education if they benefit from having access to an educated, skilled workforce (Swanson, 2008). The CBJT grants were developed to facilitate re-employment among displaced workers, as well as provide needed skills updates among incumbent workers. Therefore, this study will contribute to the existing literature on the success of the CBJT programs, as well as provide recommendations for improving completion rates among the grantees.

A mixed methods study provided the researcher with not only the numerical data of the study, but also the narrative supporting those numbers (Creswell, 2009). A mixed methods approach uses both deductive and inductive analysis. The quantitative method may yield results from which the researcher can draw certain conclusions, while the qualitative method may produce themes that inform and affect the original hypotheses or research questions (Creswell, 2009).

Using the mixed methods approach to study this topic is optimal because the quantitative data were compiled and analyzed to state the extent of the problem, and the narrative, phenomenological approach was then be used to explain possible causation based on parties' perception of events. A useful predictive model can then be put forth as

a prescription for best practices for higher education dispute resolution systems to avoid costly and time-consuming lawsuits. Usefulness is one of the criteria mentioned by Creswell (2009) as a main focus when deciding on a topic. Creswell and Plano-Clark (2007) advocated the use of a mixed methods approach when the data needs to be understood contextually and relationally, especially when studying diverse populations. The authors also recommended this design methodology when the researcher wished to explain the meaning behind the data (Creswell & Plano-Clark, 2007).

This study used a sequential, three-phase, quant-quant-qual research design (Alreck & Settle, 2004). A mixed methods approach may add to the literature by examining data from both a deductive and inductive process. The researcher believed personal contact was necessary to provide the rick, thick data that may be obtained from qualitative conversations, as well as to provide comparison with the quantitative analysis (Creswell, 2009). The researcher sought to understand how the participants view their current experience from their own perspectives, and also sought to identify common or unifying themes based on critical and/or advocacy theories (Creswell, 2007). This was primarily an inductive approach drawn from the individual cases and analysis. The quantitative analysis obtained from the first two phases of the study provided the basis for a deductive analysis.

Selection of Subjects

The research was conducted within the School of Arts, Communication, and New Media at SLCC, located in Salt Lake City, Utah. The researcher met with the Dean and the Grant Director to discuss the topic. The Dean and Grant Director granted access to students and records. The researcher also contacted the director of college's IRB process,

which is housed within the Institutional Research Department (Bryant, 2004). This study will contribute to the existing literature regarding success rates of CBJT grantees, while also providing the narrative and phenomenology of these students, which is lacking in the current literature.

SLCC is located in Salt Lake City, Utah. The college is one of the largest in its region, with a yearly enrollment of over 60,000 students. The participants comprised a purposeful sample of CBJT students in the Digital Arts Programs (Creswell, 2009). Currently there are 500 students in the CBJT program. Records on all the students were quantitatively analyzed, and a convenience sample of students was interviewed for qualitative intake (Creswell, 2007).

Anonymity and privacy of all participants were respected (Alreck & Settle, 2004). Data has been securely managed and archived (AAPOR, 2012; Alreck & Settle, 2004). The raw data was secured in a locked box to prevent unintended dissemination (Cone & Foster, 2006). Participants were informed and protected throughout the research (Alreck & Settle, 2004). Specifically, participants were informed about the purpose of the study and how the results will be used. Additionally, the participants understood they could withdraw from the study at any time without penalty (Argosy University, 2008; Alreck & Settle, 2004). For this study, participants signed permission forms before filling out the GSES Survey or being interviewed.

The permission form for the GSES Survey was electronically attached to the beginning of the survey, and permissions forms for interviews were distributed and filled out prior to interviews (Appendices A & B). The permissions forms addressed the purpose of the study, how the results would be used, and assurances about privacy

maintenance (Argosy University, 2008). Numbers and pseudonyms were assigned to all participants to protect identities. Additionally, participants were informed of their Handbook, 2008). Participants were told how long their time commitments may be for the interview phase (Cone & Foster, 2006). The language used in all permission forms strove for clarity and aimed at readers with no more than an 8th grade level, in compliance with accepted IRB requirements (Cone & Foster, 2006). Finally, participants had an opportunity to review the results and add their input, if desired (Cone & Foster, 2006).

Instrumentation

SPSS Statistical Software from IBM was used to analyze the quantitative data. In addition, the GSES from Schwarzer and Jerusalem (1995) was administered within the CBJT web site. The data generated from the GSES survey were coded as ordinal variables and analyzed by SPSS, as well. SPSS is an accepted instrument for analyzing quantitative data and producing inferential statistics (George & Mallery, 2010).

The GSES was administered online to all CBJT students. The GSES has been used by 1,000 institutions to identify participants' assessments of their ability to complete tasks and overcome challenges (Schwarzer & Jerusalem, 1995). The authors compared their scale with other similar surveys, such as the Minnesota Multiphasic Personality Inventory, the Rathus Assertiveness Schedule, and the Bem Sex Role Inventory, in their study of psychology students (n = 101). Their findings were that the GSES was better at predicting student success by measuring students' perceptions of their ability to perform expected behaviors (Schwarzer & Jerusalem, 1995).

An online assessment tool may be valuable for SLCC administrators and instructors to understand students' early perceptions and address any discrepancies

between student and faculty expectations. The GSES has shown a positive correlation of .40 with Self-Esteem, and a negative -.32 correlation with Anxiety (n = 908). The Scale has also shown a positive correlation of .46 with Hope for Success and a negative correlation of -.45 with Fear of Failure (n = 108 university students).

Self-efficacy measures students' perceptions of their ability to complete their program. This scale used structured questions along a Likert-type scale, measuring individual assessments of the truthfulness of posed statements, such as "I can always manage to solve difficult problems if I try hard enough" (Schwarzer, 2011; Schwarzer & Jerusalem, 1995). The participant answers fell into four categories: 1) Not at all true; 2) Hardly true; 3) Moderately true; and 4) Exactly true (Schwarzer & Jerusalem, 1995). The responses were coded as ordinal variables.

The follow-up interview questions were developed based on concepts derived from the review of the literature. Upon completion of the interviews, the qualitative data were analyzed for major themes and constructs using qualitative analysis software, such as Nvivo (QSR International, 2012). Nvivo is an accepted instrument for identifying emergent themes and underlying constructs from qualitative data. The results were used to illustrate and explain the numerical data obtained from the quantitative analysis. Practice surveys were reviewed by the researcher's colleagues to insure validity of interview questions and constructs. Results were checked with participants to insure validity, as well.

Assumptions

The study assumed that education is the key to upward mobility and that a government -community college partnership is the preferred means of obtaining that

education. In addition, the study focused on demographics, mode of entry, and self-efficacy as potential factors affecting completing rates. The assumption was that age, gender, and ethnicity may be factors affecting completion rates due to the various standpoints of each category.

Another assumption was that the means by which students enter the CBJT program may be a determining factor in whether they complete their program. Specifically, the assumption is that incumbent workers are more successful than those students who enter the CBJT program as Department of Workforce referrals. Additionally, self-efficacy was assumed to be a prime factor in influencing individual student completion rates. The GSES in particular is based on theories of how self-efficacy as a construct is a powerful determinant of behavior and behavior change (Schwarzer & Jerusalem, 1995). The assumption was that self-efficacy can significantly influence completion rates by affecting attitudes toward perseverance, confidence levels, and handling challenges (Bandura, 2011; Schwarzer & Jerusalem, 1995).

Finally, one major assumption of this study was that program completion is the ultimate goal. Other pathways to socioeconomic mobility may arise during students' CBJT programs, such as direct hiring from internships or alternative opportunities. These pathways may not require students to complete their academic programs. Other means to upward mobility, such as apprenticeships and on-site training, may supplant the need for a college degree (Ohmann, 2012).

The study assumed that a mixed methods approach was the best way to analyze and explain the factors affecting completion rates of the CBJT students. The study was designed on the researcher's belief that there is a need for both quantitative and

qualitative data gathering and analysis in order to fully discuss the CBJT students' success in their programs. The magnitude of the problem with CBJT student completion rates may require numerical, quantitative analysis. Constructs, such as social justice, motivation, and self-image, may only be fully understood by a qualitative method.

A mixed methods approach may contain some design limitations that are difficult to overcome. Some researchers have been concerned that mixed methods studies hinder the complete concentration on either quantitative or qualitative analysis (Simpson, 2011). However, Simpson (2011) addressed how the combination of both approaches is becoming an accepted methodology among researchers. Symonds and Gorard (2010) described how labeling research methods as either quantitative, qualitative, or mixed methods can restrict otherwise creative ways of approaching a topic. The authors advocated further study into new research typologies to avoid missing pertinent data that may not fit exactly into one of the three discrete approaches (Symonds & Gorard, 2010). Simpson (2011) cautioned researchers that the two methods can work against each other so the analysis and conclusions are not coherent and meaningful. The author recommended that researchers find ways to combine the two approaches in a systematic, harmonious design that insure a synergistic whole where one approach complements the other (Simpson, 2011).

In addition, Mertens (2005) urged the use of a mixed-methods approach when issues of diversity, such as gender, ethnicity, and marginalization, may require more than assessing the numerical data. The data may not be fully explained unless viewed through the theoretical lens or construct, such as critical theory or gender studies, both of which would call for a qualitative approach (Mertens, 2005). Dovona-Ope (2008) discussed

how a mixed methods approach was the most useful research design for evaluating student success factors among females in Papua, New Guinea. The author argued this approach is especially beneficial when analyzing data from diverse communities, especially those of marginalized and underrepresented peoples (Donovo-Ope, 2008). Their voices inform the numerical data and provide alternate viewpoints that may not otherwise be obtained (Donovo-Ope, 2008).

The CBJT students at SLCC are a diverse community in regard to demographics and work experience; therefore, a mixed methods approach may provide the most comprehensive means of understanding what contributes to their academic success. Simpson (2011) also urged researchers to consider using mixed methods for explaining the presence of outliers in the data. These outliers may not be properly analyzed if the researcher uses only quantitative analysis (Simpson, 2011). Sociological constructs regarding social justice and critical theories are also inherently assumed in this study. These constructs explore how socioeconomic and organizational systems can create barriers to higher education.

Procedures

First, a review of the literature was conducted to examine current studies of the CBJT programs. The researcher also explored the history of government-higher education partnerships, as well as factors which influence student success. The researcher then obtained IRB permission from both Argosy University and SLCC to collect data.

Second, student records for CBJT students were analyzed for completion rates, demographics, type of program, and entry path. Specifically, comparisons were made

between displaced workers and incumbent workers regarding these four areas. The data were entered by the CBJT Director when applicants completed their intake forms and application interviews. The CBJT Director and the Dean granted the researcher access to this database. A quantitative analysis was run using SPSS statistical software to compare type and significance of variables (Alreck & Settle, 2004).

Third, the GSES Survey was administered online within the CBJT discussion forum (Schwarzer & Jerusalem, 1995). This scale is a structured Likert-type measurement of student responses concerning their ability to succeed at a given task, as well as how well they perceive their ability to overcome obstacles (Schwarzer, 2011; Schwarzer & Jerusalem, 1995). The instructions accompanying the survey were posted online above the survey, and explained how to complete the survey by selecting the answer that best fits their current attitude (Cone & Foster, 2006). The results of the GSES survey were examined to determine if they correlated with Step One results, to see whether there is a relationship between students' self-perceptions of their ability and actual completion rates.

Fourth, the researcher solicited volunteers from these groups for interviews to obtain qualitative, phenomenological data using thick, rich description of their experiences and self-concepts (Creswell, 2009). The CBJT students were invited to share their experiences and perceptions about the grant process and their academic programs to date. Major themes, such as external and internal motivation, self-efficacy, and applicability of program curriculum were identified.

In this study, the dependent variable is the completion rate, and the independent variables are demographics, type of program, mode of entry, and self-efficacy.

Completion rate for this study were defined as attaining a certificate or Associates' Degree. (In future studies, number of courses completed within the program may be an additional way to measure completion.) Demographics, such as age, gender, and ethnicity, were measured as nominal variables for descriptive statistics (Alreck & Settle, 2004; Steinberg, 2008). The type of program was defined as a nominal variable from within SLCC's Digital Arts offerings, such as Photography, Graphic Design, Multimedia, Film Production, Video Production, etc. Mode of entry was a nominal variable that was quantified by assigning numeric value to the means by which a student came into the CBJT program.

The qualitative portion of the study comprised selected participant interviews. The interview data in this study were assigned codes, using NVivo software, for the major themes that emerged, such as intrinsic and extrinsic motivation, perception of curriculum, and experiences with instructors. External difficulties, such as those with finance, childcare, or work conflicts were be identified within the narrative and assigned construct codes (Creswell, 2009).

Data Processing and Analysis

The researcher examined the CBJT database for completion rates by demographics, such as gender, age, and ethnicity. Additionally, the researcher compared completion rates by program, such as Film, Photography, Graphic Design, etc. How the participants entered the CBJT program was also examined: specifically, whether they applied for the grant as incumbent workers or were referred to the grant by the DWS. Descriptive and inferential statistics were generated using SPSS statistical software for this analysis.

The researcher also used the GSES instrument, which was developed by Schwarzer and Jerusalem (1995) to examine students' self-perceptions. The questions employed a Likert-scale measuring the degree to which the answer best fits students' perceptions about their ability to meet challenges and demands (Alreck & Settle, 2004). The results were run through the SPSS software to generate descriptive and inferential statistics. The survey was supplemented by adding questions about the students' programs and their demographic information. The survey results were examined to see if they could be correlated with the initial completion data received from the CBJT database.

The qualitative interviews were conducted from a convenience sample of students who volunteered for this portion of the study. The major themes which emerged from these interviews were used to provide some answers for the questions raised by the quantitative data regarding completion rates (Creswell, 2009; Wang, 2012). Codes were assigned to these themes (Creswell, 2009). The researcher also noted participants' use of metaphors and imagery to describe their experiences (Creswell, 2007; Pacanowsky, 1988). Soderburg (2006) insisted that narrative is the prime instrument people use to make sense of events around them. Therefore, a phenomenological, qualitative narrative would be the best fit for explaining the data. The use of an existing database and survey scale helped strengthen reliability of results (Merriwether, 2011). Also, adding the qualitative portion as a third measurement is an accepted determinant of construct validity through the use of multiple approaches (Merriwether, 2011).

The results of this study will be delivered to the Dean of the School of Arts, Communication and New Media for use in the final report to the Department of Labor

regarding the success of the CBJT grant program. This report is required by the terms of the federal grant, and will be submitted upon completion of the CBJT grant.

Summary

The factors affecting the CBJT students' completion rates at SLCC need to be properly evaluated. This is important not only to provide sufficient understanding of current CBJT students' performance, but also to insure that future grantees have the maximum opportunity for success, as well as providing the necessary data to demonstrate SLCC's ability to fulfill the terms of these federal grants. A mixed methods approach provided the quantitative data that demonstrated the magnitude of the problem, and a qualitative approach provided the supporting narrative and phenomenology that helped explain the data. Statistical software was useful in analyzing both types of data. Methodological assumptions about this approach were that a mixed methods approach provided the optimum foundation for this research design. Additional assumptions were that education is the primary pathway to socioeconomic advancement, and that government should partner with colleges to provide that access.

Variables such as demographics, program type, and mode of entry informed the quantitative measurements. Student perceptions of self-efficacy are also assumed to be major influences on completion rates. Dominant themes emerging from the qualitative interviews were coded and analyzed for patterns. Finally, the limitations of this study were the small survey return rate, as well as participants' possible reluctance to be entirely honest about their perceptions. In addition, there were delimitations as to whether the results of this study may be transferrable to other programs and/or institutions. Further study regarding factors which influence student completion rates

may be required to fully determine why the CBJT students actually succeed in their programs.

CHAPTER FOUR: RESULTS

Introduction

This study was designed to evaluate factors affecting completion rates among the CBJT grantee students. Specifically, research questions focused on mode of entry and identification of dependent variables that may aid or prevent students from finishing their programs. The CBJT Digital Arts Grant began Spring 2010, and was originally scheduled to end June 2013. However, because so few students have completed their programs as of April 2013, the grant was extended until June 2014. No additional federal money was awarded, but there are remaining grant funds to be spent (Thomas Risk, Grant Director, personal communication, June 12, 2013). No new students will be added, however, and the extension is targeted at those students already in the pipeline.

As of April 2013, there were 541 CBJT students enrolled in the digital arts programs. The researcher analyzed the existing CBJT student database, survey results from the Self-Efficacy Scale, and interview themes and narratives from the students themselves. The results from all three modes of data collection are discussed in the following sections.

Quantitative Research Question 1: Mode of Entry

The CBJT students may enter the grant through the DWS or by directly applying for a tuition waiver from SLCC (Tuition Waiver). The mode of entry may be important because students entering through DWS are usually directed into the program as a condition of receiving unemployment benefits, whereas, the Tuition Waiver seekers are self-selecting into their program. The researcher wanted to determine if mode of entry affected completion rates. Is there a difference in completion rates between those

students referred by the DWS and those who are incumbent workers seeking additional skills, and who have entered the Digital Arts program on their own?

Null Hypothesis 1 ($H_0 1$): There is no significant difference between the groups

Alternative Hypothesis 1 ($H_1 1$): There is a significant difference between the groups.

Research Question 1 was assessed using frequency counts and chi-squared tests of independence to assess differences in completion rates between those students referred by the DWS and those who are incumbent workers seeking additional skills, and who have entered the Digital Arts program on their own. The independent variable for Research Question 1 was how the students sought the CBJT grant: either through the DWS or directly from the SLCC (Tuition Waiver). The dependent variable was students' completion rates. Completion rates were calculated as percentages for each group (DWS and Tuition Waiver) using frequency statistics by dividing the number of students that completed their programs by the total number of students in that group.

Quantitative Database Results for Question 1

From a total of 541 CBJT students, there were 382 (70.6%) referred by the DWS and 159 (29.4%) who sought the grant directly from SLCC (Tuition Waivers). As of April 2013, 29 students have completed their programs. Of these, 25 were DWS and 4 were Tuition Waivers (CBJT Grant Totals, 2013); DWS group had a completion rate of 6.5% (25/382) and Tuition Waivers group had a completion rate of 2.5% (4/159).

The completion ratio between DWS and Tuition Waivers is 2.6: 1. To statistically assess if a significant difference in completion rates existed between students referred by the DWS and students who received tuition waivers, a chi-square test of

independence was conducted. Results indicated that there was no significant difference in completion rates between groups, *Yates' Continuity Coefficient* = 2.842, p = .092. Therefore, the null hypothesis for Research Question 1 was retained – see Table 1 for cross tabulation of completion rates by student referral groups (DWS and Tuition Waiver).

Table 1

Cross Tabulation of Frequencies for Completion Rates by Referral Groups

	Graduated				
	Yes		No		
Referred By	*n*	%	*n*	%	Total (*n*)
DWS	25	6.5	357	93.5	382
Tuition Waiver	4	2.5	155	97.5	159
Total	29	5.4	512	94.6	541

Note. 0 cells (0.0%) have expected count less than 5.
The minimum expected count is 8.52.

Quantitative Research Question 2: Demographics and Type of Program

The researcher wanted to determine if demographics and type of program (Film, Photography, Multimedia, etc.) affected the completion rates of CBJT students in the Digital Arts Programs within this particular community college.

Null Hypothesis 2a ($H_0$2a): Demographics have no significant effect on completion rates.
Alternative Hypothesis 2a ($H_1$2a): Demographics have a significant effect on completion rates.

Null Hypothesis 2b ($H_0$2b): Type of program has no significant effect on completion rates.

Alternative Hypothesis 2b ($H_1$2b): Type of program has a significant effect on completion rates.

Quantitative Database Results for Question 2

Demographics results.

By gender. As of April 2013, 13 males and 16 females have competed their programs. For Hypothesis 2a, there were a total of 314 males and 227 females in the CBJT digital arts program (CBJT Grant Totals, 2013). As of April 2013, 13 males and 16 females have completed their programs. That is, the completion rate for males was 4.1% (13/314) and the completion rate for females was 7.0% (16/227). It is interesting to note there are more males (314) than females (227) as a total of the CBJT digital arts programs. However, there is a 1.70:1 ratio of female to male completers. Therefore, gender initially appeared to potentially be a significant factor.

To statistically assess if a significant difference in completion rates existed between males and females, a chi-square test of independence was conducted. Results indicated that there was no significant difference in completion rates between genders, Yates' Continuity Coefficient = 1.661, $p = .141$. Thus, the null hypothesis was retained for gender. See Table 2 for cross tabulation of student completion rates and gender.

Table 2

Cross Tabulation of Student Completion Rates by Gender

	Graduated		
Gender	Yes	No	Total
Male	13	301	314
Female	16	211	227
Total	29	512	541

Note. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 7.73.

By race/ethnicity. For ethnicity, the majority of students were White ($n = 425$, 78.4%), 8.7% were Hispanic ($n = 47$), 6.1% were Asian ($n = 33$), 4.4% were multiracial

(n = 24) and the remaining 2.4% were African American (n = 6) and Hawaiian (n = 7). Program completers appear to be overwhelming white. However, this reflects the population demographics of the Salt Lake Valley, as well as SLCC enrollment figures (CBJT Grant Narrative, 2010).

The completion rate for White students was 4.1% (n = 22 completed); completion rates for both Hispanics (n = 3 completed) and Asians (n = 3 completed) was 0.6%; completion rate for Hawaiians was 0.2% (n = 1 completed); and there were no African Americans or multiracial students that completed the program (n = 0 completers) – see Table 3 for details.

Table 3

Cross Tabulation of Student Completion Rates by Race/Ethnicity

	Graduated		
Ethnicity	Yes	No	Total
White	22	403	425
Hispanic	3	44	47
Asian	3	30	33
African American	0	6	6
Hawaiian	1	6	7
Multiracial	0	24	24
Total	29	513	542

To statistically assess if a significant difference in completion rates existed between student ethnicities, a chi-square test of independence was conducted. Since the completion rates for all races except Whites were less than 5, the ethnic groups were combined to form one group (Other than White n = 117 total and n = 7 completed). Thus, two groups (White and Other than White) were assessed by the chi-squared analysis. Results indicated that a significant difference did not exist in completion rates between White students and Other than White students, Yates' Continuity Coefficient = 0.012, p =

.911. Thus, the null hypothesis was retained. See Table 4 for cross tabulation of student completion rates and ethnicity.

Table 4

Cross Tabulation of Graduation Completion Rates by White and Other than White Students

	Graduated		
Ethnicity	Yes	No	Total
White	22	403	425
Other than White	7	110	117
Total	29	513	542

By age. Those students ages 21–30 were the majority of completers. The next highest group was those between 31 – 40 (n = 14, 48.3%). The next highest group was students between 31 and 40 years old (n = 7 completed), followed by 51-60 year old students (n = 4), 41-50 year olds (n = 3), and there was only one student older than 60 years old who completed their program. Since completion rates for all groups were low, the age groups were combined to form two groups: Under 40 years old (n = 424) and Older than 40 years old (n = 116). Specifically, the completion rate for students under 40 years old was 4.95% (21/424) and the completion rate for students older than 40 years old was 6.90% (8/116). Thus, students older than 40 years old had a completion ratio of 1.4: 1 as compared to students under 40 years old. While it appears that age is a significant factor in completion, there were 424 CBJT students under 40 and 116 over 40.

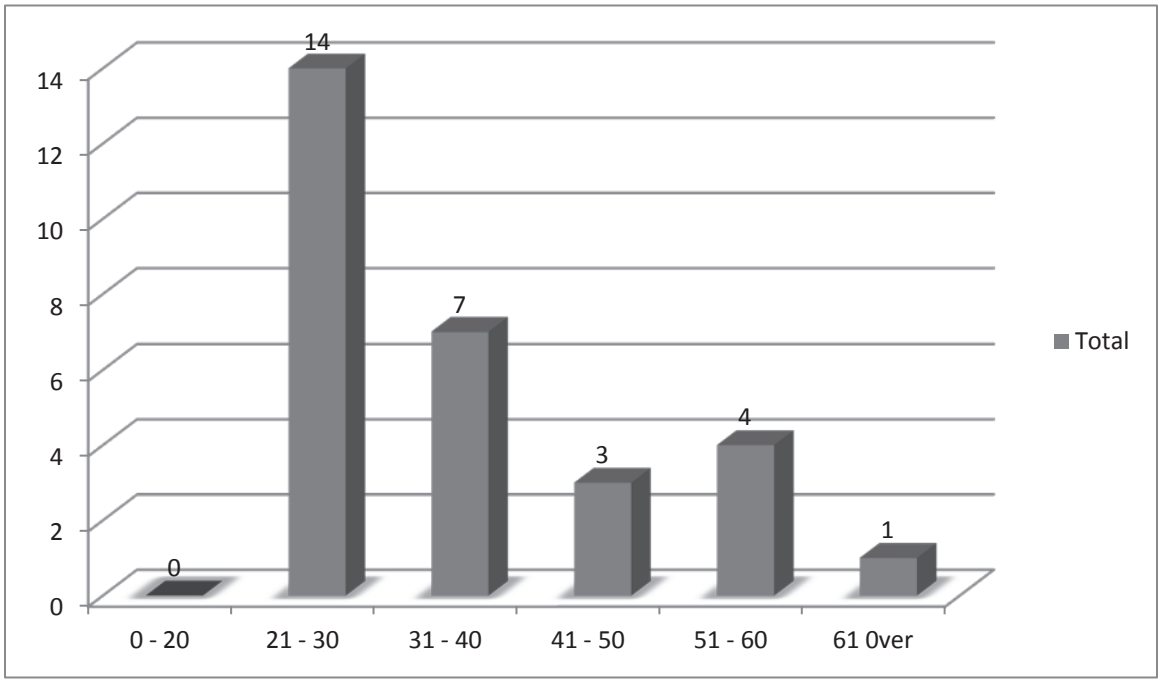
To statistically assess if a significant difference in completion rates existed between students under 40 years old and students 40 years or older, a chi-square test of independence was conducted. Results indicated that a significant difference did not exist

in completion rates between age groups, *Yates' Continuity Coefficient* = 0.349, p = .555. Thus, the null hypothesis was retained. See Table 5 for cross tabulation of student completion rates and ethnicity.

Table 5

Cross Tabulation of Graduation Completion Rates by Age Groups

	Graduated		
Age Group	Yes	No	Total
Under 40	21	403	424
40 and older	8	108	116
Total	29	511	540



Source: Grant Totals, April 2013

Figure 1. CBJT completers by age.

Demographics Conclusion. There was no significant difference in completion rates between males and females (p = .141). Ethnicity did not appear to significantly

affect completion rates (p = .911). While White completers were the majority, this may be simply a reflection of the enrollment population of SLCC and the Salt Lake Valley general, where whites are the predominant ethnicity. Additionally, age groups both below and above 40 years old were also equally represented among completers (p = .555). Therefore, the Null Hypothesis 2a was retained for demographics

By program. The bulk of degree-seeking students who completed their program were pursuing the Associated of Applied Science (AAS) degree in Visual Arts-Design (VADS n = 10 completers). Although VADS students had the greatest number of completers, they did not have the highest completion rate (7.8%); students in the Communications (COMM) program and Web Graphic Design (VAWD) program had the highest completion rates (12.5% and 15.0%, respectively). Displayed in Table 6 are frequency statistics for completion rates by program type. Also see Appendix C (p.127).

Table 6

Frequency Statistics of Completion Rates by Program Type

	Completed			
Program Type	Yes	No	Total	Completion Rate (%)
VADS	10	118	128	7.8
FTP	4	77	81	4.9
VAMS	3	96	99	3.0
VAAN	2	67	69	2.9
VAIS	0	26	26	0.0
VAEP	1	27	28	3.6
VAPS	3	59	62	4.8
COMM	3	21	24	12.5
VAWD	3	17	20	15.0
MUSIC	0	8	8	0.0
VAWS	0	1	1	0.0
Total	29	517	546	5.3

Note. Definitions: VADS – Visual Arts Design; FPT – Film Production Technician; VAMS - Visual Arts Multimedia; VAAN – Visual Arts Animation; VAIS –Illustration Emphasis; VAEP – Visual Arts Electronic Publishing; VAPS – Visual Arts Photography; COMM – Mass Communication; VAWD – Web Graphic Design AAS; MUSIC – Music Recording; VAWS – Web Graphic Design Certificate

To statistically assess differences in completion rates between program types, a chi-squared test of independence was conducted. Although, there were less than five completers for each of the programs (except for VADS $n = 10$), the programs were not collapsed since the programs with the highest completion rates (COMM and VAWD) would have been altered. Thus, only programs with at least one completer were entered into the chi-squared analysis (VADS, FTP, VAMS, VAAN, VAEP, VAPS, COMM, and MUSIC). Results from the chi-squared test of independence indicated that there was no significant difference in completion rates between program types, *Pearson Chi-square* (7) = 9.111, $p = .245$. Even though a significant difference was not found between study programs, the completion rates for the COMM (12.5%) and the VAWD (15.0%) programs were much higher than all other program types.

Self-Efficacy Scale survey results.

Research Question 3: The General Self-Efficacy Scale survey was administered online and responses coded numerically. Student responses were correlated with actual completion rates reported in the CBJT database.

Null Hypothesis 3 ($H_0 3$): Students' perceptions of their self-efficacy do not significantly correlate with completion rates (Null Hypothesis)

Alternative Hypothesis 3 ($H_1 3$): Students' perceptions of their self-efficacy have a significant correlation with completion rates

The researcher administered the GSES survey from May 15 – June 17, 2013. The Scale was created by the authors to "predict coping with daily hassles as well as adaptation after experiencing all kinds of stressful life events" (Schwarzer & Jerusalem, 1995, pp. 35-37). The Scale has been used extensively by health organizations studying

the positive effects of self-efficacy in cancer patients (Heitzmann, et al., 2001; Hoffman, 2013). In samples from 23 nations, Cronbach's alphas ranged from .76 to .90, with the majority in the high .80s (Schwarzer & Jerusalem, 1995). Reliability analysis allows one to study the properties of measurement scales and the items that constitute the scales (Tabachnick & Fidell, 2007). Cronbach's alpha reliability analysis procedure calculates a reliability coefficient that ranges between 0 and 1. The reliability coefficient is based on the average inter-item correlation. Scale reliability is assumed if the coefficient is ≥.60. Thus, the 10-item GSES was tested for reliability using the participants from this study and results indicated the GSES was sufficiently reliable, *Cronbach's alpha* (n = 40) = .812.

The validity of this construct is documented in multiple studies where self-efficacy is highly correlated with positive belief about ability to achieve a goal (Bandura, 2011). For example, studies with cardiac patients showed positive self-efficacy was a strong predictor of recovery after six months (Schwarzer & Jerusalem, 1995). The researcher administered the GSES to determine student attitudes toward their ability to complete their programs. The hypothesis was that self-efficacy would be a significant factor affecting student completion rates.

The GSES survey was created using Survey Monkey and a link was provided to all CBJT student using the CBJT Canvas web site. The consent form was on the first page of the survey and students could not proceed to the first question until they had checked a box indicating their informed consent. A total of 46 surveys were returned within the survey period (n = 46). However, five participants submitted the survey without going past the consent page and therefore must be taken out of the results; thus,

46 participants began the survey and 41 were used to evaluate Research Question 3. Response parameters for the 10-item self-efficacy scale were measured on a 4-point Likert-type scale where 1 = *Not at all true*, 2 = *Hardly true*, 3 = *Moderately true*, and 4 = *Exactly true*. All 10 survey items were assessed individually for frequency and descriptive statistics including mean, standard deviation, minimum and maximum scores. Additionally, composite scores were calculated for each participant by averaging case scores across the constructs' ten items.

Responses from 41 participants were received on the GSES and were evaluated using frequency and descriptive statistics; however, one participant did not answer survey question 7 (n = 40). Results indicated that the majority of participants (minimum = 85.4% on Question 2) responded as either *Moderately true* or *Exactly true* to all ten survey questions. Additionally, no participants responded as either *Not at all true* or *Hardly true* for survey questions 1, 4, 5, 6, and 9 – see Table 7 for details. Descriptive statistics of survey responses were evaluated to determine the overall distribution of scores for all participants. Specifically, results for Question 1 indicated that mean response was 3.59, which indicated the majority of students believed they were able to solve difficult problems with effort. For Question 2, mean response was 2.95, which indicated students believed they were moderately capable of dealing with opposition in pursuit of goals. For Question 3, mean response was 3.24, indicating students believed they were moderately able to persevere in attaining their goals. For Question 4, mean response was 3.51; indicating students had stronger beliefs about their ability to be flexible and adaptable to unexpected circumstances. For Question 5, mean response was 3.54, which matched the strong response in Question 4 about being able to handle unexpected situations. For

Question 6, mean response was 3.66, which was the strongest response regarding students' self-perceived ability to solve their own problems. For Question 7, mean response was 3.30, indicating students were moderately certain about their ability to maintain their composure and rely on inner resources. For Question 8, mean response was 3.41, which showed moderate self-perception regarding ability to generate several alternatives to problems. For Question 9, mean response was 3.56, indicating more students believed in their ability to handle trouble. This response was stronger than Question 8 responses, which was interesting for comparison purposes. Even though students appeared to doubt their ability to generate alternatives, they still felt fairly confident about their ability to deal with trouble. And for Question 10, the mean response was 3.49. This showed more students felt confident in their ability to meet unforeseen challenges. Displayed in Table 8 are descriptive statistics for all 10-items on the GSES. See also Appendices D – M (pp. 129 – 138) for Frequency Histograms per Survey Question.

Table 7

Frequency Statistics for all 10-items on the General Self-Efficacy Scale

Question #	Survey Question	Not at all true	Hardly true	Moderately true	Exactly true	Total
1	I can always manage to solve difficult problems if I try hard enough	0	0	17	24	41
2	If someone opposes me, I can find the means and ways to get what I want	1	5	30	5	41
3	It is easy for me to stick to my aims and accomplish my goals	0	2	27	12	41
4	I am confident that I could deal efficiently with unexpected results	0	0	20	21	41
5	Thanks to my resourcefulness, I know how to handle unforeseen situations	0	0	19	22	41
6	I can solve most problems if I invest the necessary effort	0	0	14	27	41
7	I can remain calm when facing difficulties because I can rely on my coping abilities	1	3	19	17	40
8	When I am confronted with a problem, I can usually find several solutions	0	2	20	19	41
9	If I am in trouble, I can usually think of a solution	0	0	18	23	41
10	I can usually handle whatever comes my way	0	2	17	22	41

Table 8

Descriptive Statistics for all 10-items on the GSES

Question #	Survey Question	Mean	Std. Deviation	Minimum	Maximum
1	I can always manage to solve difficult problems if I try hard enough	3.59	0.499	3	4
2	If someone opposes me, I can find the means and ways to get what I want	2.95	0.59	1	4
3	It is easy for me to stick to my aims and accomplish my goals	3.24	0.538	2	4
4	I am confident that I could deal efficiently with unexpected results	3.51	0.256	3	4
5	Thanks to my resourcefulness, I know how to handle unforeseen situations	3.54	0.505	3	4
6	I can solve most problems if I invest the necessary effort	3.66	0.48	3	4
7	I can remain calm when facing difficulties because I can rely on my coping abilities	3.29	0.716	1	4
8	When I am confronted with a problem, I can usually find several solutions	3.41	0.591	2	4
9	If I am in trouble, I can usually think of a solution	3.56	0.502	3	4
10	I can usually handle whatever comes my way	3.49	0.597	2	4
Overall		3.42	0.340	2.5	3.9

Survey demographics.

Gender. There were 24 females (52.2%) and 17 males (37.0%) who participated in the survey, and five participants did not respond to the gender question. The ratio of females to males was 1.41:1. This is in contrast to the almost 3:1 ratio of males to

females in the CBJT program. Additionally, self-efficacy composite mean scores for males (M = 3.44, SD = 0.369) and females (M = 3.42, SD = 0.327) were nearly the same – see Table 9 for details.

Table 9

Descriptive Statistics of Self-efficacy Composite Scores by Gender

Gender	*n*	Mean	Std. Deviation	Minimum	Maximum
Male	17	3.44	0.369	2.7	3.9
Female	24	3.42	0.327	2.5	3.9

Race/ethnicity and age. Race/ethnicity of survey respondents was similar to those of the overall CBJT population in particular, and SLCC in general. Therefore, the researcher could not make assumptions about race/ethnicity and self-efficacy, due to the high numbers of White students both within the CBJT program and the SLCC student population. Additionally, the largest age group of survey respondents was in the age range of 35-44 years old (n = 18, 39.1%). Displayed in Table 10 are frequency statistics for survey participants' ethnicity and age group.

Table 10

Frequency Statistics for Survey Participants' Ethnicity and Age Group

Ethnicity	*n*	%	Age Group	*n*	%
White	28	60.9	18-24	6	13.0
Hispanic	3	6.5	25-34	10	21.7
Asian	2	4.3	35-44	18	39.1
African-American	0	0.0	45-54	2	4.3
Pacific Islander	1	2.2	55-64	5	10.9
Multiracial	5	10.9	Total	41	89.1
Total	39	84.8	Missing	5	10.9
Did not wish to answer	2	4.3			
Missing	5	10.9			

Independent-samples *t*-tests were used to test if significant differences in self-efficacy existed between participants' ethnicity and age groups. Since the sample sizes for ethnicities other than White were small, participants were grouped into two ethnic groups: White (n = 28) and Other than White (n = 11). Similarly, age groups were collapsed into two groups: 18-34 years old (n = 16) and 35 years and older (n = 25). Results from the independent-samples *t*-tests revealed that no significant differences in participants' self-efficacy composite scores existed between ethnicity, $t(37) = 0.171$, $p = .865$, or age groups, $t(39) = -1.221$, $p = .229$. That is, White participants did not exhibit higher levels of self-efficacy (M = 3.46, SD = 0.332) than participants of other races (M = 3.45, SD = 0.273). Additionally, participants' 35 years and older did not have significantly higher self-efficacy scores (M = 3.48, SD = 0.293) than did 18-34 year old participants (M = 3.34, SD = 0.400). Table 11 shows composite scores by ethnicity and age groups.

Table 11

Descriptive Statistics of Self-efficacy Composite Scores by Ethnicity and Age Groups

Demographic	Group	*n*	Mean	Std. Deviation	Minimum	Maximum
Ethnicity	White	28	3.46	0.322	2.7	3.9
	Other than White	11	3.45	0.273	3.0	3.9
Age	18-34 years old	16	3.34	0.400	2.5	3.9
	35 years and older	25	3.48	0.293	3.0	3.9

Program of study and date of entry into program. The number of Graphic Design respondents (n = 12) reflected the number of Graphic Design completers in the CBJT population. Additionally, the majority of students entered the CBJT program between Fall 2011 – Spring 2013 (n = 31, 67.4%). This later trend may be a significant factor affecting completion rates. Students may not have had time to get the required number of classes and credits to complete their program. Table 12 displays frequency statistics for program of study and date of entry.

Table 12

Frequency Statistics for Survey Participants' Program of Study and Date of Entry into Program

Program of Study	*n*	%	Date of Entry	*n*	%
Photography	5	10.9	Fall 2008	1	2.2
Graphic Design	12	26.1	Spring 2010	1	2.2
Multimedia	5	10.9	Summer 2010	3	6.5
Film Production	2	4.3	Spring 2011	3	6.5
Web Design	5	10.9	Summer 2011	2	4.3
Animation	5	10.9	Fall 2011	4	8.7
Illustration	3	6.5	Spring 2012	6	13.0
Music Media	1	2.2	Summer 2012	7	15.2
Strategic Communication	2	4.3	Fall 2012	6	13.0
Visual Effects and Motion Graphics	1	2.2	Spring 2013	8	17.4
Total	41	89.1	Total	41	89.1
Missing	5	10.9	Missing	5	10.9

Analyses of variance (ANOVA) were used to test if significant differences in self-efficacy existed between participants' program of study and date of entry. Since the sample sizes for the programs were small, participants were grouped into five programs: Photography n = 5, Graphic Design n = 12, Multimedia n = 11 (multimedia + illustration + music media + and strategic communications), Film Production n = 8 (film production + animation + visual effects and motion graphics), and Web Design (n = 5). Similarly,

groups for date of entry were collapsed into four groups according to the year they entered the program: 2010 and before (n = 5), 2011 (n = 9), 2012 (n = 19), and 2013 (n = 8).

Results from the ANOVA analyses revealed that no significant differences in participants' self-efficacy composite scores existed between programs of study, $F(4, 36) = 1.189$, $p = .332$, or date of entry, $F(3, 37) = 0.548$, $p = .652$. That is, self-efficacy scores were similar for all programs of study and date of entry – see Table 13 for descriptive statistics of self-efficacy scores by program of study and date of entry.

Table 13

Descriptive Statistics of Self-efficacy Composite Scores by Program of Study and Date of Entry

Demographic	Group	*n*	Mean	Std. Deviation	Minimum	Maximum
Program of Study	Photography	5	3.30	0.274	3.0	3.7
	Graphic Design	12	3.48	0.396	2.5	3.9
	Multimedia	11	3.56	0.335	3.0	3.9
	Film Production	8	3.26	0.220	3.0	3.6
	Web Design	5	3.38	0.390	2.7	3.6
Date of Entry	2010 and earlier	5	3.46	0.251	3.1	3.7
	2011	9	3.54	0.321	3.0	3.9
	2012	19	3.38	0.308	2.7	3.9
	2013	8	3.36	0.487	2.5	3.9

Survey results conclusion. Participant responses indicated the majority of students believed moderately to strongly that they were able to meet challenges and deal with difficulties (Overall Self-Efficacy $M = 3.42$, $SD = 0.340$). If self-efficacy is used as a valid correlation with completion, there should be higher numbers of CBJT students who complete their program. The low numbers to date (n = 29) do not support this correlation. In addition, the number of female survey participants did not reflect the

gender compilation of the CBJT student population. The low completion numbers may be due to factors other than Self-Efficacy. Completion rates may need to be analyzed again at the end of June 2014, when the CBJT grant extension runs out.

Qualitative Research: Interview Results

The researcher conducted open-ended interviews to record the phenomenological experiences of the CBJT students regarding their entry into the grant program, academic success, and relationships with school personnel. In addition, the participants were asked questions about their motivation and perceived obstacles to completion. Eleven students agreed to be interviewed, and also offered feedback about the accuracy of results. Interviews were conducted in confidential settings, such as a locked room in the Markosian Library on campus, as well as over the telephone. Students were provided with consent forms electronically before the interviews, and all of them consented to be recorded. The interviews were recorded using an iPod Touch and then transcribed into NVivo. NVivo nodes were created and used as a codebook for emergent themes. The researcher also kept handwritten notes during each interview.

The researcher asked the same set of open-ended questions in each interview. The questions arose out of the main themes discovered during the literature review regarding the needs of adult learners. The questions were also validated through peer review of the researcher's colleagues, as well as from participant feedback. The researcher used QSR's NVivo software to transcribe the interviews and code the emergent themes. The researcher also kept a reflective journal throughout the interview process.

Ten of the 11 participants were non-traditional students. One participant had entered the program directly from high school. All participants were White. Six participants were female and five were male. Four students were pursuing Graphic Design, four were enrolled in Multimedia, two were in Recording Engineering, and one was in Film Production. In addition, two participants were working on simultaneous degrees in Multimedia and Web Design, and one was working on both Graphic and Web Design. In order to ensure participant anonymity, names have been changed and no demographic information other than name and type of student has been provided with the quotations.

The researcher asked the participants to describe what their grant application experiences were like:

David (nontraditional student):

> Not complicated – straightforward process. Went through the Grant Director first, then through DWS.

Susan (nontraditional student):

> Easy---people were helpful, process was no problem.

John (nontraditional student):

> Did it through email and phone. Hardest part was registering for school and classes.

Aldo (nontraditional student):

> Considering all there is to it, it was thorough, but not out of the ordinary—simple, easy.

Karen (nontraditional student):

> All the DWS people were helpful. Almost seemed too good to be true!

Carla (nontraditional student):

> That was the easiest part of the grant. Went through DWS.

Sophia (nontraditional student):

> Wonderful---thought it would be more complicated. SLCC looked at my previous background, which I did not expect, but was glad they did.

Andy (nontraditional student):

> Overall easy—would have been nice if the grant had been easier to find. It was probably advertised on the school web site, but I didn't see it until it was almost over. It may have been more visible, but this is my first semester at school and I didn't know where to look.

Evelyn (traditional student):

> Straightforward process---not difficult. I didn't qualify for financial aid, but SLCC helped me navigate this. I worked with both the Grant Director and DWS.

Joe (nontraditional student):

> DWS referred me to the Grant Director. No problems, smooth.

The researcher identified the following themes from the interviews:

Upward mobility. Eight students had been laid off and were seeking employment at the time of grant application. One was considered an incumbent worker, although self-employed, because the student was seeking additional skills to enhance marketability. One student would be considered traditional, which means going directly from high school to college. All students expressed gratitude for the opportunity presented by the grant: specifically, the chance to pursue a field they were interested in, and which would equip them with marketable employment skills.

Some students were interested in web design, while others were focused on public relations/marketing jobs where digital arts skills would be needed. These include development of promotional materials, social media, and graphic publications. The traditional student said that the grant had given her "the courage to pursue my dreams."

This student's parents would have insisted on a completion of general education classes exclusively, if the grant had not been made available.

Susan (nontraditional student):

> I had been laid off. I had always considered myself creative and was interested in some sort of public relations work. The grant gave me the opportunity to gain those skills.

Anne (nontraditional student):

> I was laid off and the grant helped me get to the next step. I needed marketable skills. The grant enabled me to start my own company in event planning.

Karen (nontraditional student):

> I had been laid off from my job and was looking for work. I started at another (for-profit) college in a digital arts program. Then I heard about the grant at SLCC through DWS. It seemed almost too good to be true. The Multimedia program seemed to offer the best overall skills for the job market.

Sophia (nontraditional student):

> I had been laid off and was on food stamps. I went to SLCC to investigate classes, and someone there told me about the grant. I also saw it on the SLCC web site. I wanted to get education for work. I got a Web Design job almost right away after starting the program. I don't know if being in the program helped me get the job, but it certainly didn't hurt.

David (nontraditional student):

> I was out of employment options. I needed skills. I went through the SLCC site searching for classes and saw the grant. I met with the Grant Director. Then I worked with DWS to go through the application process. [Because of past history], I am not sure I will be able to get a job. There should be more job placement in this program.

Evelyn (traditional student):

> The grant has been really great. It gave me the courage to pursue my dreams. It's definitely a step up for me.

Aldo (nontraditional student):

> The grant is an opportunity to improve my life. I was recently hired by [company] at a lower level, but my supervisor found out about the skills I was learning in this program, and now wants me to work on upgrading their web site.

Institutional support. Institutional support comprised relationships with teachers and academic advisors, as well as the availability and scheduling of required classes for completion.

Relationships with teachers. Nine out of the 11 students said their teachers were a mixture of good and bad. Two students said all the teachers had been knowledgeable and helpful. It was important to some of the nontraditional students that teachers acknowledge their past experience. Good teaching was described as nurturing, helpful, knowledgeable, and flexible about work/life conflicts:

Karen (nontraditional student):

> I learned a lot and am using the concepts learned in class every day. The teachers have been super great; worked with me, helpful. Content has been good. Teacher worked with me during the semester so I could complete the class.

David (nontraditional student):

> There are good and bad days. They're human. I'm a sponge, so I treat them as professionals.

Sophia (nontraditional student);

> Uh…varied, some are fantastic.

Susan (nontraditional student):

> Overall good. Some are not. The content is good; it builds on each class.

Anne (nontraditional student):

> Mixed, some are nurturing, care about conveying information. Others do not care.

Joe (nontraditional student):

> [Teachers are] good, knowledgeable, and helpful. I had one or two problems that were quickly resolved.

Aldo (nontraditional student):

> Teachers are good. I liked two [named them] in particular.

Andy (nontraditional student):

> [Named two teachers] have been great. One worked with me to build on my previous experience.

Carla (nontraditional student):

> I am most happy with the teachers. They are more helpful than the advisors about scheduling classes. Some teachers work with you about waiving the prereq's.

Students described bad teaching as the inability to convey content knowledge effectively and an unwillingness to recognize students' work/life constraints:

Aldo (nontraditional student)

> I am concerned about [named two teachers]. They are brilliant but do not communicate the concepts well. However, one of them actually used my feedback from last semester in this semester.

John (nontraditional student):

> Teacher failed me for having too many lates. Would not accept that I had to take a job that overlapped with this class.

Evelyn (traditional student):

> [Teachers are] really great. However, there is a distinction between having a degree and being a good teacher, between knowing a lot but not being able to convey it.

Andy (nontraditional student):

> I had to help other students in the class because I was more advanced and teacher relied on me. This interfered with my own course work.

Anne (nontraditional student):

> Teachers need to adapt methods to real life applications. You don't always have an entire semester to produce a project and go through all the steps. Concepts were too basic. I could have gone online and learned the skills myself. Textbooks are out of date.
> Some teachers treat this as just a job rather than a profession. Some of them believe it's their way or the highway, here's the assignment. They need to update their skills and be current. One teacher was often absent and never communicated when class was cancelled. When he was there, he would just give us an assignment and leave the room.

In addition, two students expressed concern about teachers' attitudes toward the CBJT students in particular:

Sophia (nontraditional student):

> It can be difficult to mesh [nontraditional students] with traditional students. The teachers get frustrated.

Susan (nontraditional student):

> Some stereotype the CBJT students as lazy. They make assumptions about grantees not wanting to work. I've heard them say that. I feel like teachers should be excited to get students to learn, not discourage them. Teachers treat us like children, not adults.
> Sometimes teachers take out their frustrations on the students. I was worried about conflict with upper-level teachers. I heard there was an issue with availability of classes and finishing on time. One teacher refused to admit CBJT students. One student left the room and teacher starting talking bad about him. I have never encountered such unprofessionalism.
> One teacher dropped me for sending so many emails with questions and complaints. The Assistant Dean assured me she would let me in, but she didn't want to. Told me "This program is difficult and you need to realize that."

Relationships with academic advisors. Eight out of the 11 students expressed difficulty with the SLCC academic advisors in getting an appointment, having their emails or phone calls returned, lack of knowledge about the programs, and lack of caring

about their particular challenges. Three students stated that the advisors had been very helpful and they had no complaints. Effective advising was described by all the students as knowledgeable, caring, and available. Four students considered the DWS staff as their main advisors, rather than SLCC personnel. All participants described the DWS staff positively, citing their helpfulness and availability.

David (nontraditional student):

> Haven't seen one [an advisor] lately. The one I saw was not knowledgeable and I was not impressed. It did not inspire confidence.

Susan (nontraditional student):

> The advisors are busy, overwhelmed, and not really helpful. There is miscommunication and things fall in the cracks.

Aldo (nontraditional student):

> The advisors and DWS people have been great. I go in and check with them often to make sure I'm on track.

Carla (nontraditional student):

> The advisors are not impressive. They don't return emails or phone calls. One was very dismissive of my scheduling conflicts. I was told to "go home and figure it out."

Jill (nontraditional student):

> It is really pointless for me to see an advisor. They are not very helpful. I usually just work with the Grant Director and figure out my own schedule.

Andy (nontraditional student):

> The advising here is pretty terrible. It's not their fault. The system doesn't keep up with program changes. Also, they don't take appointments, just walk-ins. When I go to see one, they are usually overbooked with people waiting. The advisors don't always understand the prerequisites.

Evelyn (traditional student):

> The advisors are great. They are just overbooked and it's hard to get in to see them. Some of them seem to know more than others.

Availability and scheduling of classes. Ten out of 11 students expressed concern over the availability and scheduling of classes. This factor emerged as the main reason students gave as to why they might not be able to complete their program. Classes are held mostly during the day, which hinders students' ability to supplement the grant with part-time or full-time work. In addition, some classes are only scheduled Spring or Fall, and few are available during the Summer sessions. Prerequisite courses also added to the length of time needed to complete. Students who have to take 900 level courses in English and Math will take longer to complete their programs.

Susan (nontraditional student):

> The time frame to complete is unrealistic. If I had known how long it would take, I wouldn't have signed up. Just problem after problem. The program needs to be better organized for better flow.

Jackie (nontraditional student):

> Scheduling and availability of classes are a problem. 12 credit hours equal 60 hours of homework, mostly because of portfolio work. I'm feeling really trapped right now. I've put a lot of time into this program, and I just want to finish. I only need three more classes, but they are not offered often enough.

Andy (nontraditional student):

> I wish there more advanced classes. Early classes are a problem because I work late. Having to attend recitals is also a burden. Four classes require more than 2 semesters. The certificate is supposed to be only one year. We have to write papers reviewing the concerts – it's a lot of work for a zero credit class. The University of Utah does not require that for their recital classes.

Evelyn (traditional student):

> Scheduling of classes is a problem – the prereq's. Some teachers are accommodating about this.

Anne (nontraditional student):

> I needed to complete Graphic Design this summer – but no classes were available.

Self-efficacy. Ten participants expressed strong confidence in their ability to complete their program. One student was concerned that his previous bad habits of procrastination and lack of perseverance had hindered his success before. One student had failed two separate classes initially, but was successful on the second attempts of both. Ten of the students had GPAs over 3.6.

David (nontraditional student):

> I think it is a minus to be a nontraditional student. I'm not right out of high school. I had a rocky start, but this semester is better. The future is not certain.

John (nontraditional student):

> I failed one class because of work/life conflicts. I have A's in all my other classes.

Aldo (nontraditional student):

> Great -- this last semester I received an academic award. It bothers me if I get less than an A.

Karen (nontraditional student):

> I'm doing fantastic—graduating this fall and getting a certificate next spring.

Carla (nontraditional student):

> Getting all A's! I might have had one B last semester.
> I haven't looked yet.

Sophia (nontraditional student):

> I have a 3.5 gpa. If I weren't working, it would be a breeze. Working full-time is tough.

Andy (nontraditional student):

> I have a 3.7 gpa while taking 15 credits. Program classes are easy because of my background experience, but some gen ed classes are harder.

Juliet (traditional student):

> Not bad --- 4.0 – 3.7 gpa. Program classes are easier than the gen ed.

Anne (nontraditional student):

> OK now, first two semesters were tough. My completion will be due to my own proactivity.

Joe (nontraditional student):

> Failed two classes, but retook both of them and passed. I am graduating this fall.

Internal motivation. All eleven students expressed an inner desire to complete their programs, despite external challenges. Even though one student expressed doubts about the ability to complete, that student did state that the opportunity was not one to be wasted:

David (nontraditional student):

> Not even a nuclear holocaust would stop me now.

Carla (nontraditional student):

> Pretty damn motivated - just want to finish. I have gone without sleep to finish my homework.

Aldo (nontraditional student):

> Want to be a role model for my children. Want to catch what I missed before.

External motivation. External challenges and motivators were both cited as factors in completing; however, all the students stated they believed their internal

motivation and self-efficacy were sufficient to overcome the challenges. Challenges were described as having to work, family responsibilities, finances, and illness. One student lived a long way from the campus, and gas mileage was expensive.

All 11 students said the primary external motivator was the chance to obtain work in their desired field. In addition, one student wanted to show other family members that it was possible to be successful as a college student, even with external constraints. One student had a death in the immediate family and a serious illness during the same year. This did not prevent the student from successfully completing classes. The student who had failed two classes at the beginning of the program expressed confidence about completing on time.

David (nontraditional student):

> I want more than entry-level work. No one is going to spend 1-2 years in school to make $10/hour. The grant goals should be more realistic.

Aldo (nontraditional student):

> If there was a death in the family, or I had an illness or injury—that might stop me from completing. However, my father passed away 2 years ago and my mom had cancer, but I kept going. I had severe bronchitis last semester and I still persevered.

Karen (nontraditional student):

> This has been a wonderful experience. It's great not having to worry about tuition. The only thing that might keep me from completing would be a death in the family.

Jackie (nontraditional student):

> Money is a problem. Going to school fulltime limits my ability to work. The changes to the Pell Grant forced me to take out loans to supplement my living expenses. If I had known that, I would not have enrolled in the grant. I did not want to take on any debt. Also, I live in another county, and gas is expensive.

Sophia (nontraditional student):

> Work has to come first. I would have to choose that over the grant.

Andy (nontraditional student):

> Having the grant enables me to use my resources for better equipment, instead of paying tuition. I'll be able to make more money when I'm finished.

Qualitative Interviews Summary. The major themes that emerged from the interviews supported the researcher's findings in the literature. All the participants viewed the CBJT grant as an opportunity for Upward Mobility, and were externally motivated by the prospect of employment. The majority believed in their own ability to complete their programs (Self-Efficacy) and internal motivation to persevere. Relationships with teachers and academic advisors (Institutional Support) were mixed.

Negative comments about teachers addressed mostly attitudes toward nontraditional students, and the CBJT students in particular. Advisors were viewed as helpful, but sometimes unavailable or unresponsive. Lack of and changes in financial resources were seen as potential obstacles (External Motivation). Lack of available classes (Institutional Support) emerged as the main reason participants were concerned about completion.

Researcher Self-Reflection

The research kept a reflective journal throughout the interviews. This process helped to clarify the researcher's own perceptions, attitudes, and biases during the qualitative phase (Creswell, 2009). The journal helped remind the researcher that previous experience with some of the CBJT students should not skew the way questions were posed. In addition, the journal helped the researcher focus on discovering the

meanings and perceptions created by the students themselves, rather than confirmation of preconceived constructs about adult learners.

It was difficult for the researcher to maintain emotional neutrality, however, when participants reported negative classroom experiences (teaching excellence is a high value for the researcher). Asking colleagues to review the interview questions required some humility and openness to constructive criticism. Finally, the students themselves were helpful in clarifying and validating emergent themes.

The researcher noticed that after a few interviews, she had to refrain from making comparisons with previous interviews. In order to do this, it was necessary to slow both breathing and thought processes while listening more intently to the responses. It was necessary to suspend judgment while recording participant responses. During transcription, the researcher had to concentrate on writing exactly what the participant had said, and not employ paraphrasing. The researcher frequently referred to handwritten notes while listening to the recordings so there were two sources to compare for accuracy.

Chapter 4 Conclusion

From an examination of the CBJT student database, the researcher concluded that mode of entry was not a significant factor in student completion rates, with the caveat that there were higher numbers of entrants from one mode than the other. Additionally, demographic characteristics, such as race/ethnicity, gender, and age, did not appear significant. Gender initially appeared to be a factor in completion rates, with more females than males completing their programs. Additionally, there are more males than females in the digital arts programs. However, a statistical analysis showed no

significant difference between the groups. Program type was also not a significant factor in completion. While more Design students completed their program, this could simply reflect the school-wide popularity of this program. Finally, date of entry was not significant, even though many students entered later in the grant.

The Self-Efficacy Survey results showed the CBJT students believed moderately to strongly in their ability to succeed. Similar to database findings, the majority of participants were white, which is typical of the SLCC student population. There were more female than male survey participants, which again did not reflect the grant totals of males and females. However, gender was not a statistically significant factor for Self-Efficacy. In addition, survey participants tended to be in the 35 – 44 age range, though age was not statistically significant for Self-Efficacy. Date of entry among participants agreed with the CBJT database population, with more students entering later into the program. However, statistical analysis showed date of entry had no significance on Self-Efficacy. In summary, despite moderate to strong self-reports of Self-Efficacy by students, completion rates to date do not reflect this.

Participant interviews provided narratives about CBJT student experiences. Students valued the grant as an opportunity to gain marketable skills. Students also believed strongly in their ability to succeed, citing internal motivation to overcome obstacles. However, course availability and scheduling emerged as a major theme. Students were concerned that they would not have time to complete their programs. The CBJT grant has already been extended by one year to allow for those in the pipeline to complete. Therefore, completion rates may need to be measured again in June 2014.

CHAPTER FIVE: DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

Comparison of Quantitative Results with the Literature

An examination of the CBJT student database showed there were no statistically significant differences between mode of entry and completion rates. The literature is lacking data regarding how students enter CBJT grants nationally, so the results of this study may be site specific. Specifically, the researcher could find no data in the literature that showed if students in other CBJT programs entered through local Workforce Services or were able to access the grant directly through their community college. In addition, type of program was not statistically significant as a factor in completion rates among the CBJT grantees. Again, the literature appears to be lacking data regarding program type of CBJT students nationally.

Demographics, except for gender, did not appear to be significant factors for completion. Results showed that age and race/ethnicity had no significant effect on completion. These results differ from the findings of McGiveney (2004) regarding age as a factor in student completion. The author found that students younger than 40 had higher completion rates nationally than those over 40 (McGiveney, 2004). In this study, the research showed that students below and above 40 years of age had similar completion rates.

Maralani (2007) argued that demographics do matter in student attainment. However, the author also advocated a lifecycle approach to the study of completion, since students often do not make linear progression toward graduation (Maralani, 2007). Ross (2008) argued that students' background cultures should be considered as factors in completion rates. However, the results of this study do not support those findings. The

results of this study do support those of Yukselturk and Bulut (2007), who did not find any statistically significant correlation between demographics and completion.

The results of this study also dispute the findings of Reynolds and Johnson (2011) regarding gender as a factor in student completion. Those authors found that females had lower completion rates than males. In this study, female CBJT grantees had higher completion rates than their male counterparts. However, Reynolds and Johnson did state their study was confined to students of high socioeconomic status. The CBJT students in this study have returned to school specifically to redress loss of income and economic status.

The number of female survey participants was higher than is reflected in CBJT enrollment. Additionally, the majority of respondents were 35–40 years of age, which does not accurately reflect the overall CBJT student base. The majority of respondents were in the Graphic Design program, which does reflect the higher numbers of CBJT students in this program.

The GSES results showed the CBJT students indicated a medium to strong confidence in their ability to overcome challenges and obstacles. Self-efficacy is a vital component of goal attainment, according to Bandura (2011) and Mitchell-White (2010). Minkus' (2010) model identified self-efficacy and locus of control as primary factors of goal attainment, along with family and peer support. These reported results should be reflected in higher completion rates among the CBJT students. In fact, the number of students who have completed their programs is quite low. Therefore, self-efficacy may need to be viewed through a specific contextual lens. For example, the online survey of the CBJT students measured general self-efficacy, which may not necessarily translate to

academic self-efficacy. According to Zajacova et al. (2005), academic self-efficacy may be a separate self-construct that requires more external support, such as course scheduling, structure, and relationships with academic personnel.

Comparison of Qualitative Interview Results with the Literature

The interview participants unanimously viewed the CBJT grant as an opportunity to gain skills necessary for future employment. Ten out of the 11 participants had been laid off from previous jobs, mostly due to the economic recession in Utah. The participants also viewed their individual programs as a means to an improved lifestyle for themselves and their families. These results agree with the researcher's findings in the literature regarding upward mobility as a socioeconomic value in U.S. society (Barry, 2012; Louie, 2007). Dassance (2011) considered community colleges a primary tool for this type of advancement. CBJT grants are one of the ways the federal government can partner with local community colleges to assist unemployed persons in their quest for that next step (Dewart & Rowan, 2008). Van Noy and Weiss (2010) advocated creating community college programs that match the needs of local employers.

The CBJT Digital Arts Grant was designed to meet the most current job market in the Salt Lake Valley. The Dean created an Advisory Board of local industry leaders in the digital arts fields as consultants for program content. This strategy supports the conclusions reached by Tremble (2010), Eighmy (2008), and Dorn (2007) regarding the need for higher education to partner with local industry leaders to produce students who are equipped with workplace skills.

Participant responses also agreed with the literature in regard to the needs of adult learners. Musselwhite (2011) discussed how teachers are not trained in this area.

Specifically, adult students want their life and work experiences to be recognized and valued by the institution and teachers (Rogers, 2003). In interviews, the majority of participants talked about course design and teaching methods as not being relevant to adult learning styles. Hora and Anderson (2012) in particular urged further study on interactive teachings methods for adult learners. In addition, the CBJT students frequently cited how their course work directly applied to their choice of profession, which Wlodkowski (2008) discussed as of primary importance to adult learners.

Implications for Research and Application

One of the implications of this emphasis may be to design more practicum into the curriculum (Plageman, 2011; Rose, 2011). Some of these adult learners may also have emotional and cognitive challenges that may interfere with goal attainment and positive relationships with academic personnel (CBJT Grant Totals, April, 2013; Rabun, 2011). Educational professionals may need to provide structure and support for those students coping with post-trauma, substance abuse, and lack of emotional intelligence.

While SLCC has facilities to assist students dealing with stress and certain mental health issues, it does not provide the in-depth counseling and medical assistance some of these students may need. Indeed, it is usually beyond the scope of most colleges to do so. Perhaps more emphasis should be placed on identifying and referring at-risk students who would not necessarily self-select into assistance programs. However, this would require additional training of faculty, administrators, and staff in spotting particular behaviors, beyond that currently required by Institutional Safety classes.

Adult students face conflicts with family and work obligations that may affect academic success (Eastman, 2008). Scheduling of classes may require more institutional

flexibility, such as additional evening, online, and weekend classes, to address the CBJT students' ability to finish degree programs and/or certificates within the grant time frame (Barry, 2012; Dassance, 2011). The CBJT students' relationships with their teachers revealed a frustration with the perceived inflexibility about attendance and workload. Several interview participants expressed dismay over a lack of instructor empathy for their particular situation, as well as a perception that instructors do not support the grant goals. In fact, some students reported that teachers were actively antagonistic toward CBJT students.

This conflicts with the literature in regard to the importance of community college partnerships with federal granting agencies to improve disadvantaged students' access to and success in higher education (Dorn, 2007; Louie, 2007; Van Noy & Weiss, 2010). However, these results do seem to agree with Kinchloe's (2008) findings that some establishment figures resist the advancement of those who are striving for upward mobility. Perhaps additional research should be conducted into faculty and administration attitudes toward CBJT grantees and their needs.

As nontraditional, commuter students, the CBJT grantees may not feel connected to the institution (Fasse et al., 2009). McCall (2009) urged teachers to create classroom communities to engage students with each other and reinforce ties to the institution (Rogers, 2003). One recommended method is the use of discussion boards to involve students in online conversations about course content and their own progress (Morris, 2010). Further study into classroom practices, as well as institutional strategies for student involvement, may be warranted in order to determine if the needs of adult learners are being met. In Eastman's (2008) study, self-efficacy needed to be reinforced

through positive feedback from the student's immediate community. This may include not only the student's family and neighborhood, but the academic environment, as well. Tinto's (2012) study of classroom practices showed that faculty members were integral to creating a positive academic climate. Interviews with the CBJT students revealed that students often perceived the institution as a barrier to their completion, as well as an obstacle to be negotiated, rather than a resource for engagement and involvement.

Advising practices may need to be strengthened, especially in the areas of accessibility and expertise. The majority of interview participants reported being frustrated by unreturned emails and phone calls, as well as not being able to schedule appointments with advisors. In addition, the students did not trust the advisors to give them the correct information about course scheduling, prerequisites, and content. This is a troubling area, as advisors can be instrumental to student success (Duke 2007). Close relationships need to be developed and maintained between Academic Advising and the CBJT program faculty to keep currency and accuracy about program specifics.

It was interesting to note that some students preferred the DWS personnel (those who are assigned to work exclusively with the CBJT students and are located on campus) as their primary advisors. The DWS staff is also instrumental in obtaining grant funds for books, supplies, and computer equipment, so their alliance is vital to student success. They also may be perceived as having more clout than the traditional SLCC advisors because they control monetary disbursement.

Completion rates may need to be measured in different ways. For example, if a CBJT grantee obtains work within the desired industry, but does not achieve a degree or certificate, that could be considered a successful outcome (CBJT Grant Totals, April,

2013). Also, students who transfer to 4-year colleges and use the CBJT grant to get a head start on their courses without finishing their program may also have met the goals of the CBJT grant in spirit, if not in letter. However, completion rates remain the benchmark for institutional effectiveness, according to Wyner (2012).

One source of frustration reported by the CBJT students was the length of time to complete programs. At least two interview participants stated they would not have begun the program if they knew how long it would take. Rising expectations regarding length of time between academic completion and entry into the workforce may produce frustration and early exiting from the grant program (Grindle, 2009; Zhao, 2012). Specifically, since 60% of SLCC students need remedial courses in either English, Math, or both, students may feel as if their programs will take too long to complete.

Mangan (2012) studied how placing students into first-year courses regardless of placement (while simultaneously pursuing remedial courses) may help alleviate some of this frustration. SLCC allows students to take many of their program and general education courses without prerequisites; however, students may still face several semesters of remedial Math courses, in particular, in order to satisfy the basic quantitative literacy portion of their AAS degree programs. These reported issues of expectations that are in conflict with time commitments support Tolbert's (2012) study of adult education program effectiveness.

All interview participants reported deep internal motivations to succeed. However, many of them also reported discomfort with their return to an academic environment, citing their nontraditional status and lack of connection with traditional students. Cervantez (2011) recommended the implementation of first-year orientation

programs to assist new and returning students to successfully adapt to a college environment. SLCC has begun work on this, creating the framework for a first-year student success emphasis as a component of Student Services. This may help the CBJT students understand how to overcome patterns of procrastination and lack of perseverance (Bahr, 2009). However, the researcher recommends continual program evaluation to assess effectiveness. According to Ellis-O'Quinn (2012), orientation programs are not a true indicator of completion rates.

This Study's Contribution to the Literature

This study adds to the body of research concerning the needs of adult learners, effective andragogy, and institutional support. This study also adds to Rose's (2011) findings that nontraditional students are quickly becoming a larger portion of the higher education population. In addition, the results of this study contribute to the continual focus on self-efficacy as a primary factor in goal attainment, especially among adults.

The interview narratives also allowed the CBJT students' voices to be heard in direct quotations and provided a forum for additional themes to emerge. Qualitative data has been lacking in the literature concerning CBJT student experiences. Specifically, nontraditional students have not been the focus of academic institutions. However, the increase in their ranks from returning veterans and older adults seeking updated skills may require administrators to address their needs (Margetta-Morgan, 210).

This study may also become part of future research into teacher education programs, especially in regard to higher education. CBJT grants are awarded to community colleges nationally; therefore, the results of this study may be useful for other colleges considering or currently administering these types of grant programs. Given the

current national fiscal climate, taxpayers may want to understand how effective the CBJT grants are in training and placing displaced workers, as well as how the grants are enhancing workplace skills of incumbent workers (Gelber, 2007). This study may aid those researchers interested in understanding the return on investment of federally-funded educational grants.

Limitations

Limitations encountered during this study were primarily the reliance on self-reports from both the survey and interviews. Participants may have given socially desirable answers, rather than their real opinions (Cone & Foster, 2006; Steinberg, 2008). In addition, the researcher needed to gather data during an interim period between the spring and summer semesters, where the pool of available students was considerably less than during the full spring and fall semesters. This led to a smaller study sample than anticipated.

Also, the particular concerns and experiences of these digital arts students in one geographic location may not be applicable to other academic programs and regions. SLCC is primarily composed of white students, whose perceived obstacles and challenges may be quite different from other demographic and regional groups.

In addition, the CBJT grant may not have had enough time for a complete examination of factors affecting completion rates to be conducted. Most students entered in the middle of the grant, and have not had time to finish their program requirements. The CBJT grant was due to expire June 2013; however, because of the low completion rates and number of students still in the pipeline, it has been extended to June 2014. A

follow-up study on final completion numbers should be conducted to see if the factors identified and discussed in this study are still valid.

Recommendations

- SLCC should continue to pursue CBJT grants so more students can gain workplace skills.
- Curriculum should closely match current workplace demands. The CBJT Advisory Board can be instrumental in providing industry information.
- Classes should be scheduled to meet adult learner needs. This may include more evening, early morning, online, and weekend classes.
- Instructors should participate in training sessions to understand the needs of nontraditional students who are returning to school.
- Academic advisors should develop close relationships with faculty members to maintain currency about program requirements and changes.
- Academic advising may need to incorporate appointments, as well as walk-ins, so students can arrange their schedules efficiently. Nontraditional students may be dealing with work and family demands, and may not be able to wait for a counselor on a walk-in basis.
    - DWS personnel should be incorporated into the CBJT team of assisting grantees' academic completion.
    - Exit interviews should be conducted with all CBJT students who choose to leave the program, as well as those who have completed their program or transferred to a 4-year college, to determine their reasons for leaving.

- Grant language regarding completion rates may need to include students who obtain work in their chosen field and elect to leave the grant.
- CBJT grant timelines should be expanded to allow students enough time to complete their programs. Community college students in particular may require remedial courses in Math and English.

Chapter 5 Conclusion

A quantitative examination and statistical analysis of the CBJT student database by mode of entry, type of program, age, gender, and race/ethnicity showed no significant effect on completion rates. However, even though gender showed no statistical significance, more females than males have completed their programs to date. The reasons for the higher completion rates among females should be explored, since there are more total males than females enrolled in the CBJT digital arts programs. Additionally, Self-Efficacy Survey results showed students had moderate to strong beliefs in their ability to complete their programs. However, this was not reflected in actual completion rates. The reasons for this apparent discrepancy may require further study.

The qualitative interviews supported the literature themes of upward mobility, institutional support, internal and external motivation as factors in student completion. All of the CBJT students viewed the grant as an opportunity to gain workplace skills. However, students reported concerns about availability and scheduling of classes as potential obstacles to completion. In addition, students discussed how important it was to them that teachers and advisors have current and relevant knowledge about program content and requirements.

This author recommends that SLCC continue to pursue additional CBJT grants in order to provide pathways for upward mobility among disadvantaged and displaced students. However, there needs to be improved coordination of programs and schedules so students have enough time to complete their programs. Additionally, there should be clear communication between faculty members and academic advisors as to program content and requirements so students get accurate and timely information about which classes to take in the proper sequence.

REFERENCES

Adediwura, A. A. (2012). Effect of peer and self-assessment on male and female students' self-efficacy and self-autonomy in the learning of mathematics. *Gender & Behaviour, 10*(1), 4492-4508.

Alreck, P. B. & Settle, R. B. (2004). *The survey research handbook* [3]. Retrieved from http://digitalbookshelf.argosy.edu/books/0077448618/outline/Root

Altbach, P. G., Berdahl, R. O., & Gumport, P.J. (2005). *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore, MD: Johns Hopkins Press.

American Association of Public Opinion Research (AAPOR) (2012). Code of ethics. Retrieved from http://www.aapor.org/AAPOR_Code_of_Ethics/4249.htm

Argosy University (2008). *Institutional Review Board handbook*. Retrieved from Argosy University online course documents.

Arome, G. (2011). Module 6 Lecture. Personal Collection of G. Arome. Adult Learning. Argosy University Online.

Bandura, A. (2011). On the functional properties of perceived self-efficacy revisited. *Journal of Management, 38,* 9-44. doi:10.1177/0149206311410606

Barbuto, J. E. (2005). Motivation and transactional, charismatic, and transformational leadership: A test of antecedents. *Journal of Leadership & Organizational Studies, 11*(4), 26-40.

Bahr, P. R. (2009). Educational attainment as process: Using hierarchical discrete-time

event history analysis to model rate of progress. *Research in Higher Education, 50*(7), 691-714.

Barrett, I. K. (2012). Student and institutional variables that affect time to degree completion of community college students. (Doctoral dissertation.) Retrieved from ProQuest Dissertations and Theses. (1055528877)

Barry, W. J. (2012). Challenging the status quo meaning of educational quality: Introducing transformational quality (TQ) theory. *Educational Journal of Living Theories. 4*, 1-29. Retrieved from http://ejolts.net/node/191

Basham, M. J., & Mathur, R. P. (2010). Dynamic leadership development in community college administration: Theories, applications, and implications. *New Directions for Community Colleges,* (149), 25-32.

Boeree, C.G. (2006). *Abraham Maslow*. Retrieved from http://webspace.ship.edu/cgboer/maslow.html

Bordas, J. (2007). *Salsa, soul, and spirit: Leadership for a multicultural age.* San Francisco, CA: Berrett-Koehler.

Brokenburr, S. (2008). *The public-private partnership: Community college participation in workforce boards.* (Doctral dissertation). Retrieved from ProQuest Dissertations and Theses. (304584289)

Bureau of Labor Statistics. (2012). *Unemployment since 2008*. Retrieved from http://data.bls.gov/timeseries/LNS14000000

Burnett, R. G. (2003). *A grounded theory approach to studying dislocated*

workers' decisions and perceptions regarding retraining and reemployment programs and services. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305303545)

Burton, J. W. (1987). *Resolving deep-rooted conflict: A handbook*. Lanham, MD: University Press of America.

Bryant, M. T. (2004). *The portable dissertation advisor*. Thousand Oaks, CA: Corwin Press.

Byun, S., Meece, J. L., & Irvin, M. J. (2012). Rural-nonrural disparities in postsecondary educational attainment revisited. *American Educational Research Journal, 49*(3), 412-437.

Campbell, C. K.,& Fuqua, D. R. (2008). Factors predictive of student completion in a collegiate honors program. *Journal of College Student Retention: Research, Theory & Practice, 10*(2), 129-153.

Carter, R. D. (2012). *The effects of the federal work-study program on student persistence and accrued loan debt.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (http://search.proquest.com.libproxy.edmc.edu/docview/1031210513?accountid=34899#

Cervantez, V. A. (2011). *The influence of classroom community and self-directed learning readiness on community college student successful course completion in online courses.* (Doctoral dissertation).

Retrieved from ProQuest Dissertations and Theses. http://search.proquest.com.libproxy.edmc.edu/docview/1012118002?accountid=34899

Charles A. Dana Center, Complete College America, Inc., Education Commission of the States. (2012). *Core Principles for Transforming Remedial Education: A Joint Statement.* Retrieved from http://www.completecollege.org/docs/Remediation_Joint_Statement-Embargo.pdf

Chaytor, K. M. (1991). *Federal influence on adult education: The adult occupational training act (1967) in Nova Scotia.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. http://search.proquest.com.libproxy.edmc.edu/docview/303947738?accountid=34899

Clifton, J. (2010). Argosy University Online, E7136, Module 1 Lecture Notes. Personal Collection of J. Clifton. Higher Education in the U.S. Argosy University Online. Retrieved from http://myeclassesonline.com

Clouse, W. A. (2012). *The effects of non-compulsory freshman seminar and core curriculum completion ratios on post-secondary persistence and baccalaureate degree attainment.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (1038156897)

Cohen, A. M. (2011). Further views from professors, state directors, and analysts. *New Directions for Community Colleges,* (156), 87-100.

Community Based Job Training (CBJT) Grant Narrative. (2010). Retrieved from Grant Director.

Community colleges: The backbone of our public workforce system. (2010, October 03). *Targeted News Service,* pp. n/a. Retrieved from http://search.proquest.com/docview/756275533?accountid=34899

Cone, J. D. & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields.* Washington, D.C.: American Psychological Association.

Cornell University. (2012). *Land grant colleges*. Retrieved from www.cornell.edu/land

Courtney, H. S. (2009). *Federal procurement workforce shortage: A phenomenological study of generation Y's work environment preferences.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305130486)

Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches.* Lincoln, NE: University of Nebraska.

Creswell, J.W. (2009). *Research Design: Qualitative, quantitative, and mixed methods approaches.* Los Angeles, CA: Sage.

Creswell, J. W. & Plano-Clark, V. L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Dassance, C. R. (2011). The next community college movement? *New Directions for Community Colleges,* (156), 31-39.

Densberger, K., Dorius, S., Hamilton, K., Johnson, K., Koon-Magnin, S.,

Maull, A., & Smith, E. (2009). Max weber's complete writings on academic and political vocations. *Contemporary Sociology, 38*(3), 295-295.

Dewart, B. & Rowan, L. (2008). Improving tertiary student outcomes in the first year of study: What your students may not tell you. *Journal of College Student Retention: Research, Theory & Practice, 9*(3), 259-271.

Dietz, P. (2010). *Education from the cold war to no child left behind: How federal policy makers have sought to transfer responsibility for societal issues onto America's schools.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (756918728)

DiSalvio, P. (2009). SetonWorldWide: A case study of student success. *Journal of Asynchronous Learning Networks, 13*(3), 29-36.

Donohue, J. J. (2008). *Rhetoric of federal mission statements: Power, values, and audience.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304575366)

Dorn, R. D. (2007). *Investing in human capital: The origins of federal job training programs,1900 to 1945.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304833415)

Dovona-Ope, D. (2008). A rationale for employing mixed methods design in doctoral research about female students' academic achievement in secondary schools in Papua New Guinea. *International Journal of Pedagogies & Learning, 4*(2), 59-67.

Doyle, W. R. (2009). The effect of community college enrollment on bachelor's degree completion. *Economics of Education Review, 28*(2), 199-206.

Duke, S. A. (2007). *Academic advising, engagement with faculty, course load, course type, and course completion rates for urban community college students with learning disabilities.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304817185)

Duren, C. (2012). *Fewer rural students admitted to college than nonrural*. Retrieved from http://kcpw.org/blog/local-news/2012-11-29/fewer-rural-students-admitted

Dwyer, R. E., McCloud, L., & Hodson, R. (2012). Debt and graduation from American universities. *Social Forces, 90*(4), 1133-1155.

Dynarski, S. (2008). Building the stock of college-educated labor. *Journal of Human Resources, 43*(3), 576-610.

Eatman, T. A. (2008). *Student variables contributing to program completion in career school sector for-profit schools.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304538520)

Eighmy, M. A. (2009). A trend analysis of manufacturing-related program graduates of community and technical colleges: Great lakes and plains regions. *Journal of Applied Research in the Community College, 17*(1), 30-44.

El-Ghalayini, H., & El-Khalili, N. (2012). An approach to designing and evaluating blended courses. *Education and Information Technologies, 17*(4), 417-430. doi: http://dx.doi.org/10.1007/s10639-011-9167-7

Elliott, W. & Beverly, S. (2011). Staying on course: The effects of savings and assets on the college progress of young adults. *American Journal of Education, 117*(3), 343-374.

Ellis-O'Quinn, A. (2012). An ex post facto study of first-year student orientation as an indicator of student success at a community college. *Inquiry, 17*(1), 51-57.

Epstein, J. (April 21, 2010). Going ahead with gainful employment. *Inside Higher Ed News*. Retrieved from http://www.insidehighered.com/news/2010/04/21/gainful

Ewell, P. (2000). Grading student learning: Better luck next time. *Higher Education*. Retrieved from http://measuringup.highereducation.org/2000/articles/PeterEwell.cfm

Fasse, R., Humbert, J., & Rappold, R. (2009). Rochester institute of technology: Analyzing student success. *Journal of Asynchronous Learning Networks, 13*(3), 37-48.

Federal Register. (2007). *Notice of availability of funds and solicitation for grant applications (SGA) for community-based job training grants.* Retrieved from http://search.proquest.com/docview/190153059?accountid=34899

Fischer, L. K. K. (2008). *A systems theory approach to analyzing community rehabilitation program employment outcomes.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304604631)

Flannery, B. K., Benz, M. R., Yovanoff, P., Kato, M. M., & Lindstrom, L. (2011). Predicting employment outcomes for consumers in community college short-term training programs. *Rehabilitation Counseling Bulletin, 54*(2), 106-117.

Flemens, K. (2009). *Motivation, language-learning strategies, and course performance among English-speaking college students learning a romance language.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305161283)

Freire, P. (1970). *Pedagogy of the oppressed*. New York, NY: Herter and Herter.

Galtung, J. (1996). *Peace by peaceful means: Peace, conflict, development and civilization.* Thousand Oaks, CA: Sage.

Garrison, D. L. (2010). *Identifying success factors in community college grants awarded under the U.S. department of labor's community-based job training grants program, 2005-2008.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (594660137)

Gelber, S. (2007). Pathways in the past: Historical perspectives on access to higher education. *Teachers College Record, 109*(10), 2252-2286.

George, D. & Mallery, P. (2010). *SPSS for windows step by step: A simple study guide and reference.* Retrieved from http://digitalbookshelf.argosy.edu/books/9780558755249/outline/Root

Gillet, N., Vallerand, R. J., & Lafrenière, M.,K. (2012). Intrinsic and extrinsic school motivation as a function of age: The mediating role of autonomy support. *Social Psychology of Education : An International Journal, 15*(1), 77-95. doi: http://dx.doi.org/10.1007/s11218-011-9170-2

Goldrick-Rab, S. & Pfeffer, F. T. (2009). Beyond access: Explaining socioeconomic differences in college transfer. *Sociology of Education, 82*(2), 101-125.

Gonzalez-Moreno, P. (2012). Student motivation in graduate music programmes: An examination of personal and environmental factors. *Music Education Research, 14*(1), 79-102.

Gottfried, A. W., Adele, E. G., Cook, C. R., & Morris, P. E. (2005). Educational characteristics of adolescents with gifted academic intrinsic motivation: A

longitudinal investigation from school entry through early adulthood. *The Gifted Child Quarterly, 49*(2), 172-186.

Grindle, C. (2009). *An analysis of court cases involving student due process in dismissal from higher education.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (Publication No. AAT 3390550)

Gurzynski-Weiss, L., & Revesz, A. (2012). Tasks, teacher feedback, and learner modified output in naturally occurring classroom interaction. *Language Learning, 62*(3), 851-879. Retrieved from http://search.proquest.com/docview/1140132635?accountid=34899

Herzberg, F. I. (1959). *The motivation to work*, New York, NY: Wiley.

Hicks, C. M. (2008). *Student motivation during foreign language instruction: What factors affect student motivation and how?* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304451319)

Hora, M. T. & Anderson, C. (2012). Perceived norms for interactive teaching and their relationship to instructional decision-making: A mixed methods study. *Higher Education: The International Journal of Higher Education and Educational Planning, 64*(4), 573-592.

Horyna, B., & Bonds-Raacke, J. (2012). Differences in students' motivation to attend college: Large versus small high schools. *Education, 132*(4), 708-724.

Kerka, S. (1999). Self-Directed Learning. Myths and Realities No. 3. Retrieved from ERIC. (ED435834.)

Kahle, D. (2011). The Ultimate Survival Skill for the New Economy. *American Salesman*, 56(4), 3-9. Retrieved from EBSCO*host*.

Kentucky community and technical college system colleges receive more than $3.2 million in grants. (2009, Jan 26). *US Fed News Service, Including US State News*. Retrieved from ProQuest Database. https://legacy.kctcs.edu/newspublications/newsreleases.cfm?nr_id=1985

Kincheloe, J. L. (2008). Afterward: Ten short years-acting on Freire's requests. *Journal of Thought, 43*(1), 163-171,175.

Kleiman, N. S. (2005). *Workforce development: Contrasting implementation in Boston, Philadelphia and New York City*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305006375)

Louie, V. (2007). Who makes the transition to college? Why we should care, what we know, and what we need to do. *Teachers College Record, 109*(10), 2222-2251.

Lucas, C. J. (2006). *American higher education: A history.* New York: NY: Palgrave

Macintyre, J. (2012). Lifeline work: Community-based adult learning and learners' personal progression. *Studies in the Education of Adults, 44*(2), 186-203.

Mangan, K. (2012, December 13). National groups call for big changes in remedial education. *The Chronicle of Higher Education*. Retrieved from http://chronicle.com/article/National-Groups-Call-for

Maralani, V. (2007). The transition to college from a demographic perspective: Past findings and future possibilities. *Teachers College Record, 109*(10), 2287-2300.

Margetta- Morgan, J. (2010). *The role of financial information in college decision making: Implications for federal higher education policy.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (613788431)

Maslow, A. H. (1962) *Toward a Psychology of Being.* Princeton, N.J.: D. Van Nostrand.

Mayfly, B. (2010, November 27). Mr. SLCC goes to Washington to get grants. *The Salt Lake Tribune,* pp. B1, B6.

McCall, J. D. (2009). *Embracing the uncertainty of community: A study of students' perceptions of connection and learning in higher education.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304964982)

McCall, R. W. (2007). *Beyond the undergraduate: Factors influencing first-generation student enrollment in and completion of graduate education.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304832412)

McGivney, V. (2004). Understanding persistence in adult learning. *Customer Services for Taylor & Francis Group Journals*. Retrieved from http://search.proquest.com/docview/62124357?accountid=34899

Mead, G.H. (1934). *Mind, self, and society*. Chicago, IL: University of Chicago

Merriwether, R. (2011). R7001, Module 2 Lecture Notes. Personal Collection of R. Merriweather. Research Methods. Argosy University Online.

Mertens, D. M. (2005). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods*. (2nd ed.) Thousand Oaks, CA: Sage.

Minkus, R. (2009). *Relationship between contextual influences and quality of life among successful state-federal vocational rehabilitation consumers.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304932020)

Mitchell-White, K. (2010). *Reflective thinking and emotional intelligence as predictive performance factors in problem-based learning situations.* (Doctoral dissertation).

Retrieved from ProQuest Dissertations and Theses. http://search.proquest.com.libproxy.edmc.edu/docview/516283407?accountid=34899

Mourshed, M., Farrell, D., & Barton, D. (2012). Education to employment: Designing a system that works. *McKinsey Center for Government*. Retrieved from http://mckinseyonsociety.com/downloads/reports/Education/Education-to-Employment_FINAL.pdf

Musselwhite, C. (2011). Creating a culture of motivation. *T + D, 65*(9), 46-49,6.

Nora, A. & Snyder, B. P. (2009). Technology and higher education: The impact of E-learning approaches on student academic achievement, perceptions and persistence. *Journal of College Student Retention: Research, Theory & Practice, 10*(1), 3-19.

Nunez, A. & Murakami-Ramalho, E. (2012). The demographic dividend. *Academe, 98*(1), 5-5.

Ohmann, R. (2012). Class dismissed: Why we cannot teach or learn our way out of inequality. *Radical Teacher, 94*, 63-72, 80.

Orton, J.D. & Weick, K.E. (1990), *Loosely coupled systems: A reconceptualization, Academy of Management Review, Vol. 15*(2).

Pacanowsky, M. (1988). Communication in the empowering organization. In J. Anderson (Ed.). *Communication yearbook* (pp. 356-379). Newbury Park, CA: Sage

Pansiri, N. O., Mhozya, C. M., Bulawa, P., & Moletsane, N. T. (2012).

Socio-emotional selectivity: A preliminary analysis of perspectives of adult learners in the University of Botswana. *International Education Studies, 5*(4), 46-55.

Plageman, P. (2011). Educator, planner, and advocate: Higher education for adults in the new millennium. *Adult Learning, 22*(2), 32-36.

Pollard, H., Blevins, R., Connor, M., & McGovern, L. (2013). An examination of the relationship between teaching presence, social presence, learner motivation, and self-reported learning among online MBA students. *Journal of American Academy of Business, Cambridge, 18*(2), 23-30.

QSR International. (2012). *Nvivo Software*. Retrieved from http://www.qsrinternational.com/default.aspx

Rabun, C. D. (2011). *Addressing federal welfare-to-work requirements through soft skill development: A return on investment study of employment zone.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (916241806)

Rakestraw, V. S. (2010). *The impact of the state-federal vocational rehabilitation program on the quality of life.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305248939)

Reynolds, J. R. & Johnson, M. K. (2011). Change in the stratification of educational expectations and their realization. *Social Forces, 90*(1), 85-109.

Riphahn, R. T. & Trübswetter, P. (2013). The intergenerational transmission of education and equality of educational opportunity in East and West Germany. *Applied Economics, 45*(22), 3183.

Rogers, A. (2003) *What is the difference? A new critique of adult learning and teaching,* Leicester: NIACE.

Rose, A.D. (2011). Perspectives on adult education: Reflections on the 2010 Handbook of Adult and Continuing Education. *Adult Learning, 22*(2), 43-44.

Ross, S. (2008). *Motivation correlates of academic achievement: Exploring how motivation influences academic achievement in the PISA 2003 dataset.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.

Round, D., Brownless, C., & Rout, A. (2012). The landscape of vocational progression in higher education: Understanding the retention and progression of vocational learners through a regional perspective. *Research in Post-Compulsory Education, 17*(1), 5-19.

Rust, T. (2011). "Real world" experiences bring T and E alive. *Technology & Engineering Teacher*, *70*(7), 19-24.

Sadler, I. (2012). The influence of interactions with students for the development of new academics as teachers in higher education. *Higher Education, 64*(2), 147-160. doi: http://dx.doi.org/10.1007/s10734-012-9545-0

Salt Lake Community College (SLCC). (2012). Mission statement. Retrieved from http://www.slcc.edu/about/mission-vision.aspx

Schnieders, R. (2010). Remedial college courses: A point of no return. *The University of Chicago Urban Education Institute.* Retrieved from https://blogs.uchicago.edu/uei/learning/remedial_college_courses_a_poi.shtml

Schumann, S. H. (2009). *The relationship of student characteristics, help seeking behavior, academic and environmental variables with student course completion in community college online courses: An application of a conceptual model.*

(Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses.. (304962445)

Schwarzer, R. (2011). *Everything you wanted to know about the General Self-Efficacy Scale but were afraid to ask*. Retrieved from http://userpage.fu-berlin.de/~health/faq_gse.pdf

Schwarzer, R. & Jerusalem, M. (1995). Generalized Self-Efficacy scale. In J. Weinman, S. Wright, & M. Johnston, *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, UK: NFER-Nelson.

Scott, C., Burns, A., & Cooney, G. (1998). Motivation for return to study as a predictor of completion of degree amongst female mature students with children. *Higher Education, 35*(2), 221-239. doi: http://dx.doi.org/10.1023/A:1002911025252

Sen. Brown announces nearly $3 million for jobs training at Zane State College. (2010, Jun 29). *Targeted News Service,* pp. n/a. Retrieved from http://search.proquest.com/docview/527793315?accountid=34899

Shafer, D. M. (2002). *"Proxies" and "partners": Relationships between grant givers and grant receivers in federal fellowship programs.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305539458)

Simpson, S. H. (2011). Demystifying the research process: Mixed methods. *Pediatric Nursing, 37*(1), 28-9.

Snell, D. & Hart, A. (2007). Vocational training in Australia: Is there a link between attrition and quality? *Education & Training, 49*(6), 500-512.

Spear, Q. R. (2009). *Generation xers' perceptions: Developing generation xers for executive leadership in the federal government.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305165604)

Stapleton, M. (2007). *The effect of working alliance on client drop-out for persons with disabilities in a state-federal vocational rehabilitation agency.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (304853639)

Steiner, S.D. & Hyman, M.R. (2010). Improving the student experience: Allowing students enrolled in a required course to select online or face-to-face instruction. *Marketing Education Review, 20*(1), 29–33. DOI 10.2753/MER1052-8008200105

Stes, A., De Maeyer, S., Gijbels, D., & Van Petegem, P. (2012). Instructional development for teachers in higher education: Effects on students' perceptions of the teaching-learning environment. *British Journal of Educational Psychology, 82*(3), 398-419.

Swanson, L. (2008). *College-community engagement in response to community perceptions of social and economic value generated by a college*. (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. http://search.proquest.com.libproxy.edmc.edu/docview/304693425/abstract/embedded/4NKEWVZH62Z19536?source=fedsrch

Tange, H. & Jensen, I. (2012). Good teachers and deviant learners? The meeting of practices in university level international education. *Journal of Research in International Education, 11*(2), 181-193.

The American dream: What went wrong? (2012, October 12). *The Week Magazine.*

Tinto, V. (2012). *Completing college: Rethinking institutional action.* Chicago, IL: University of Chicago Press.

Tolbert, M. (2012). The adult college completion tool kit. *U.S. Dept. of Education.* Retrieved from ERIC. http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=ED536036

Tremble, S. M. (2010). *Pathway to middle class: Role of the community college in the past, present and future.* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses. (305201523)

Ullman, E. (2011). Higher calling. *Community College Journal, 81*(5), 38-40.

Van Noy, M. & Weiss, M. (2010). Employment outcomes of community college information technology students (CCRC Brief No. 46). *Community College Research Center*, Teachers College, Columbia University, New York. Retrieved from http://ccrc.tc.columbia.edu/Publication.asp?UID=829

Wang, X. (2012). Stability of educational expectations among baccalaureate aspirants beginning at community colleges. *Community College Review*, *40*(4), 300-319. doi:10.1177/0091552112454914

Watzlawick, P., Beavin, J., & Jackson, D. (1967). *Pragmatics of human communication.* New York, NY: W.W. Norton.

Weber, M. (1947). *Social and economic organization*. (A.M. Henderson & T. Parsons, Trans.). New York, NY: The Free Press.

Wlodkowski, R.J. (2008*). Enhancing adult motivation to learn: A comprehensive guide for teaching all adults.* San Francisco, CA: Jossey-Bass.

Wyner, J. (2012). What is community college excellence? Lessons from the Aspen prize. *Change: The Magazine of Higher Learning, 44*(3), 14-20.

Zajacova, Lynch, & Espenshade (2005). Self-efficacy, stress, and academic success in college. *Research in Higher Education, 46*, 6. doi: 10.1007/s11162-004-4139-z

Zhao, L. (2012). Investigation into motivation types and influences on motivation: The case of Chinese non-English majors. *English Language Teaching, 5*(3), 100-122.

APPENDICES

APPENDIX A

Instructions for Completing the General Self-Efficacy Survey and Informed Consent

Self-efficacy is a measurement of how well we think we can do something. This survey asks you to answer each question with the response that best fits your opinion.

This survey will help SLCC's School of Arts, Communication and New Media understand how students view their ability to complete their educational goals.

Responses are anonymous and no names will be identified in this study. The survey should not take you very long to complete.

You do not have to participate. Thank you for assisting us with this survey.

General Self-Efficacy Scale Survey (Place the number that best fits your opinion next to questions A - J.)

A. I can always manage to solve difficult problems if I try hard enough_____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

B. If someone opposes me, I can find the means and ways to get what I want._____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

C. It is easy for me to stick to my aims and accomplish my goals. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

D. I am confident that I could deal efficiently with unexpected events. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

E. Thanks to my resourcefulness, I know how to handle unforeseen situations. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

F. I can solve most problems if I invest the necessary effort. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

G. I can remain calm when facing difficulties because I can rely on my coping abilities. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

H. When I am confronted with a problem, I can usually find several solutions. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

I. If I am in trouble, I can usually think of a solution. _____
   1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

J. I can usually handle whatever comes my way. _____

1 = Not at all true; 2 = Hardly true; 3 = Moderately true; 4 = Exactly true

Please circle the letter that best answers the question:

1. My gender is
    a. Female
    b. Male

2. I identify myself as
    a. White
    b. Hispanic
    c. Asian
    d. African-American
    e. Pacific Islander
    f. I do not wish to provide this information

3. My program of study is
    a. Photography
    b. Graphic Design
    c. Multimedia
    d. Film Production
    e. Web Design

4. I entered the program
    a. Fall 2009
    b. Spring 2010
    c. Summer 2010
    d. Fall 2010
    e. Spring 2013

5. My age is
    a. 17 – 29
    b. 30 – 49
    c. 50 and above

APPENDIX B

Interview Questionnaire and Informed Consent

1. What led you to apply for the CBJT grant program?
2. How would you describe your application experience?
3. Why did you choose your current program?
4. How are you doing in your classes?
5. What has been your experience with your teachers?
6. What has been your experience with your advisors?
7. How would you describe your ability to complete your program?
8. What might affect your ability to complete your program?

Interview Consent Form

This study is being done by Linda Nobis, who is a doctoral student in the Education department at Argosy University. This study is a requirement to fulfill the researcher's degree and will not be used for decision-making by any organization.

The title of this study is An Evaluation of Factors Affecting Completion Rates of Community-Based Jobs Training Students in a Digital Arts Program at Salt Lake Community College
.
The purpose of this study is to understand the factors which help or hinder CBJT students in completing their program of study.
I was asked to be in this study because I am a CBJT grantee student.
A total of 500 people have been asked to participate in this study.
If I agree to be in this study, I will be asked to meet with Linda Nobis for an interview, either by telephone or in-person.

This study will take 1 – 2 hours of my time.
The risks associated with this study are very low.
The benefits of participation are helping Linda Nobis to understand student motivations and student beliefs about their ability to complete their program.
I will receive no compensation for my participation in this study.

The information I provide will be treated confidentially, which means that nobody except Linda Nobis will be able to tell who I am
The records of this study will be kept private. No words linking me to the study will be included in any sort of report that might be published.
The records will be stored securely and only Linda Nobis will have access to the records.
I have the right to get a summary of the results of this study if I would like to have them. I can get the summary by January 2014.
I understand that my participation is strictly voluntary. If I do not participate, it will not harm my relationship with Salt Lake Community College. If I decide to participate, I can refuse to answer any of the questions that may make me uncomfortable. I can quit at any time without my relations with the university, job, benefits, etc., being affected.
I can contact Linda Nobis with any questions about this study.

I understand that this study has been reviewed and Certified by the Institutional Review Board, Argosy University – Online. For problems or questions regarding participants' rights, I can contact the Institutional Review Board at *(Insert contact info)*.
I have read and understand the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study. I have been given a copy of this consent form. By signing this document, I consent to participate in the study.

Name of Participant (printed) _____
Signature: _____ Date: _____

Signature of Principal Investigator: _____

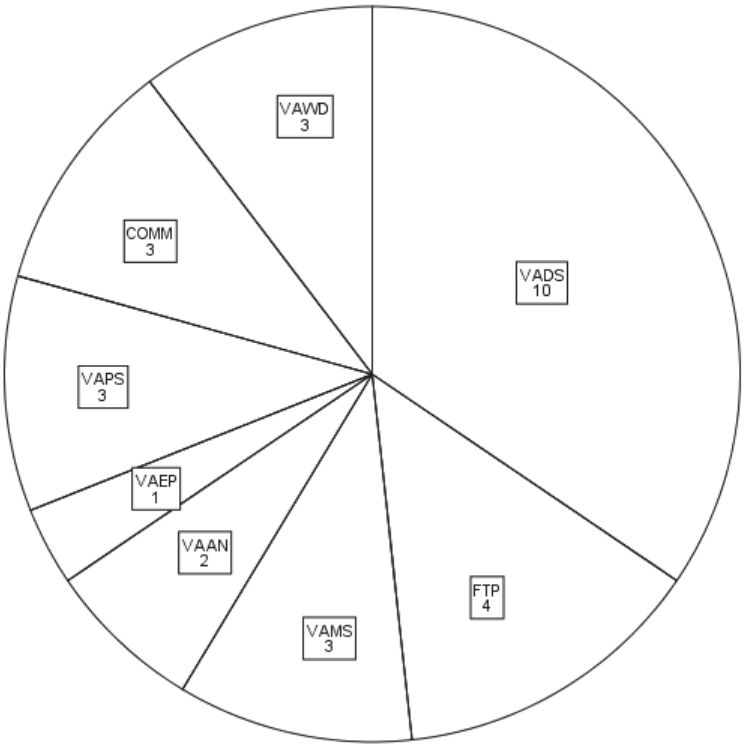
Date: _____

Information to identify and contact investigator:

Linda Nobis
Linda.Nobis@slcc.edu
801-560-2952

APPENDIX C

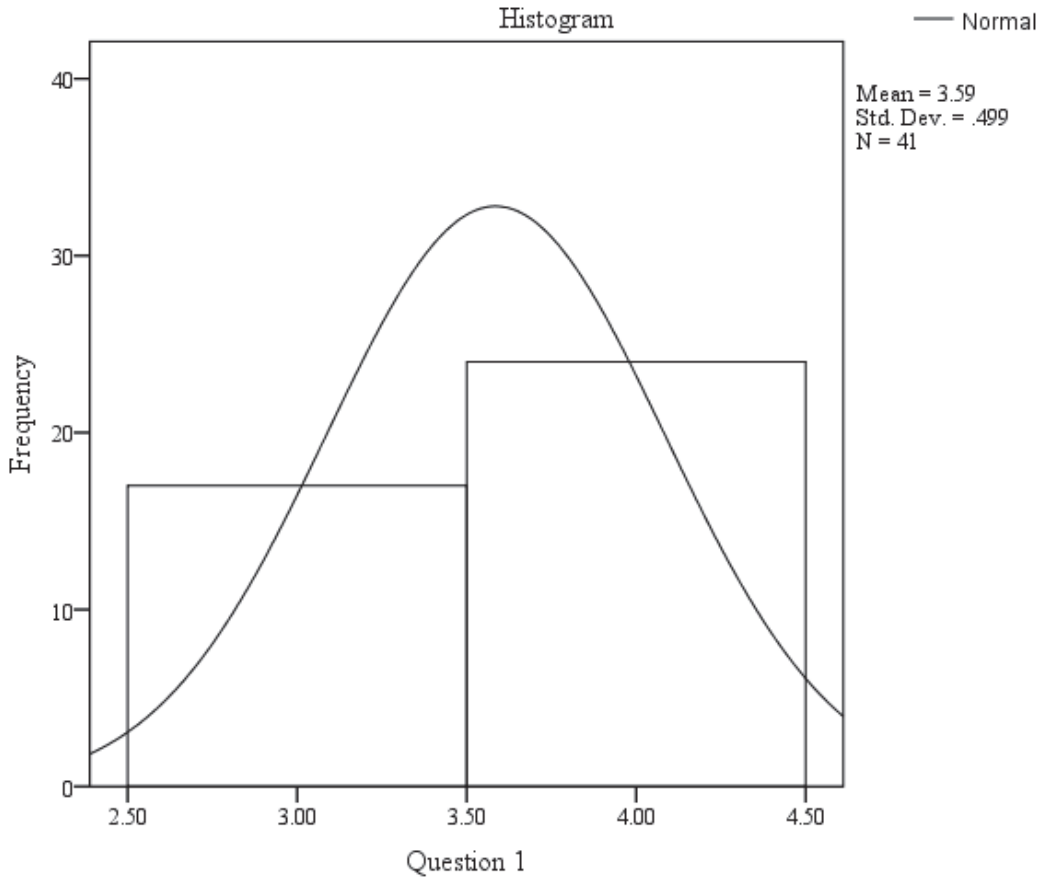
Pie Chart of the Frequency of Student Completers per Program Type



Note. Definitions: VADS – Visual Arts Design, FPT – Film Production Technician, VAMS - Visual Arts Multimedia, VAAN – Visual Arts Animation, VAEP – Visual Arts Electronic Publishing, VAPS – Visual Arts Photography, COMM – Communications, and VAWD – Web Graphic Design

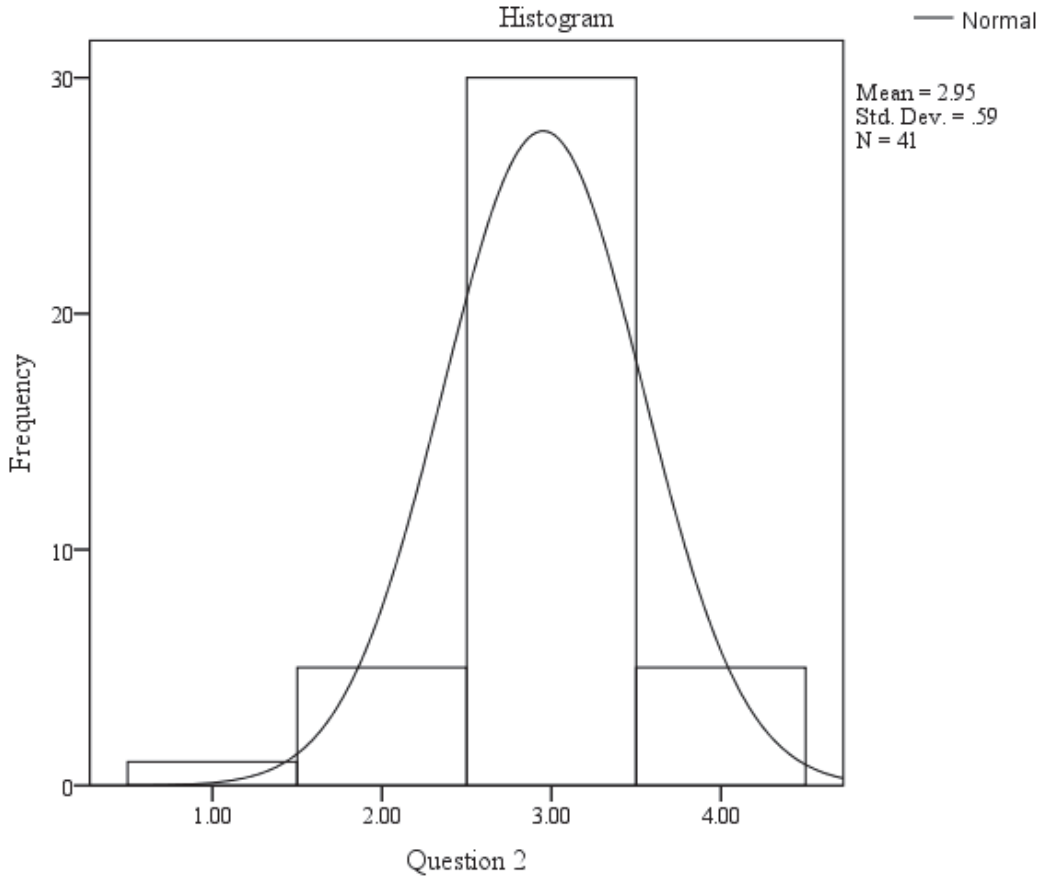
APPENDIX D

Frequency histogram for Survey Question 1 on the GSES


Histogram
Normal
Mean = 3.59
Std. Dev. = .499
N = 41
Frequency
40
30
20
10
0
2.50
3.00
3.50
4.00
4.50
Question 1

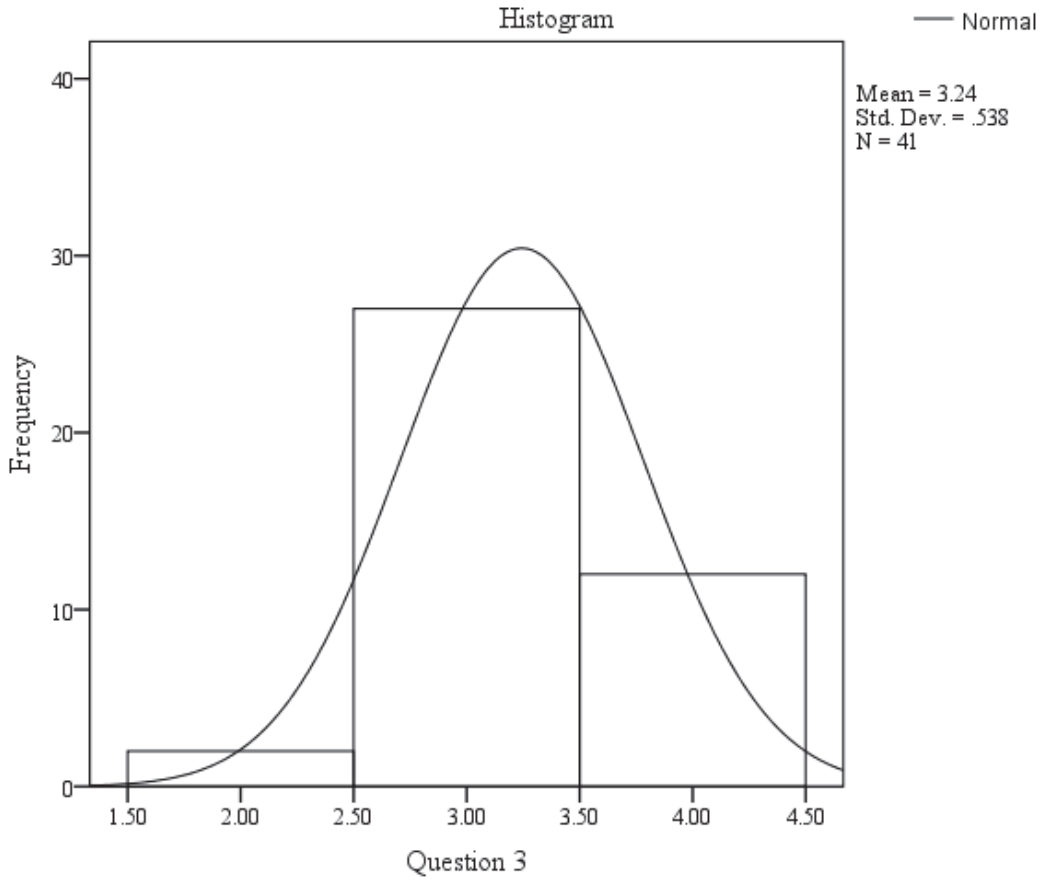
APPENDIX E

Frequency Histogram for Survey Question 2 on the GSES


Histogram
Normal
Mean = 2.95
Std. Dev. = .59
N = 41
Frequency
30
20
10
0
1.00
2.00
3.00
4.00
Question 2

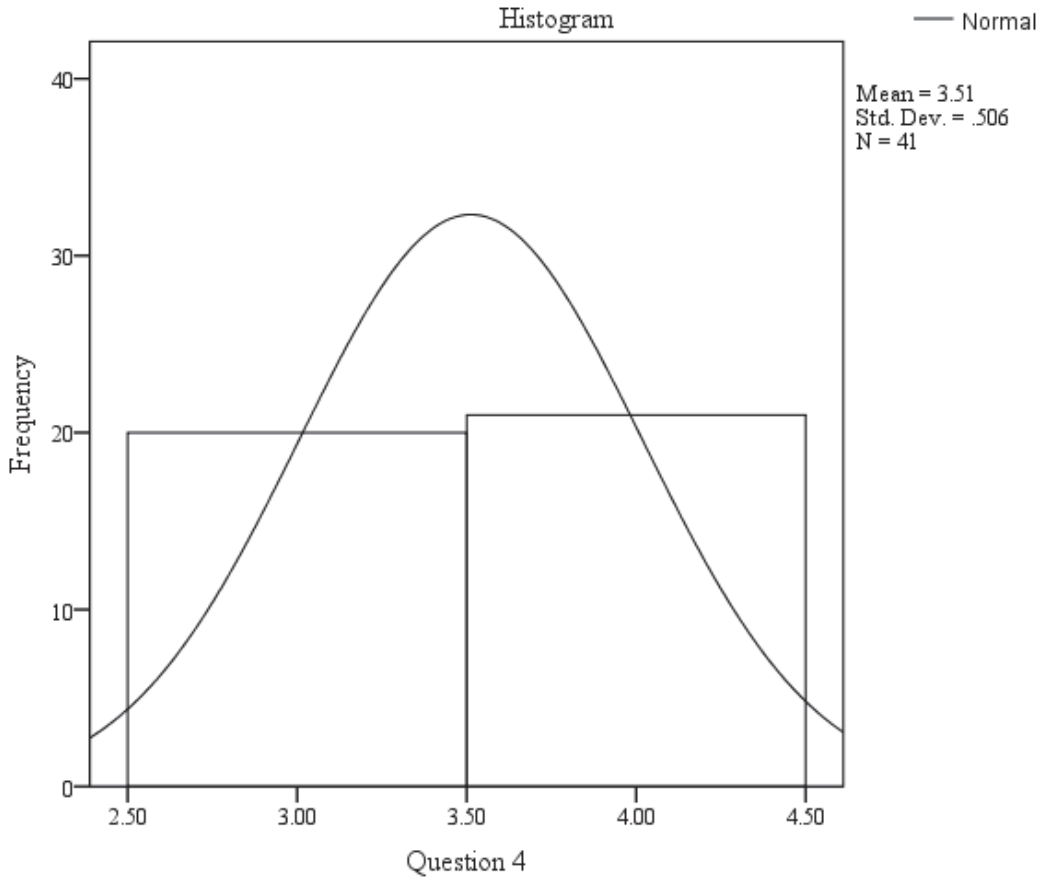
APPENDIX F

Frequency Histogram for Survey Question 3 on the GSES


Histogram
Normal
Mean = 3.24
Std. Dev. = .538
N = 41
Frequency
40
30
20
10
0
1.50
2.00
2.50
3.00
3.50
4.00
4.50
Question 3

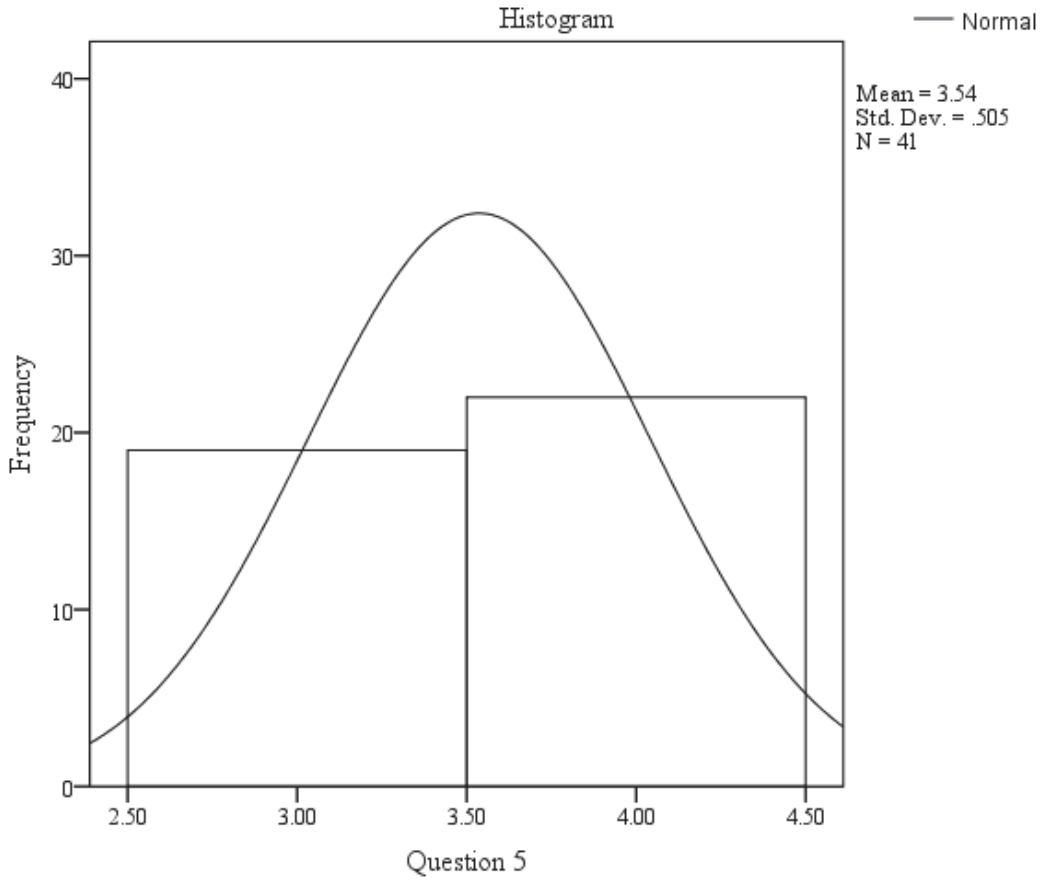
APPENDIX G

Frequency histogram for Survey Question 4 on the GSES


Histogram
Normal
Mean = 3.51
Std. Dev. = .506
N = 41
Frequency
40
30
20
10
0
2.50
3.00
3.50
4.00
4.50
Question 4

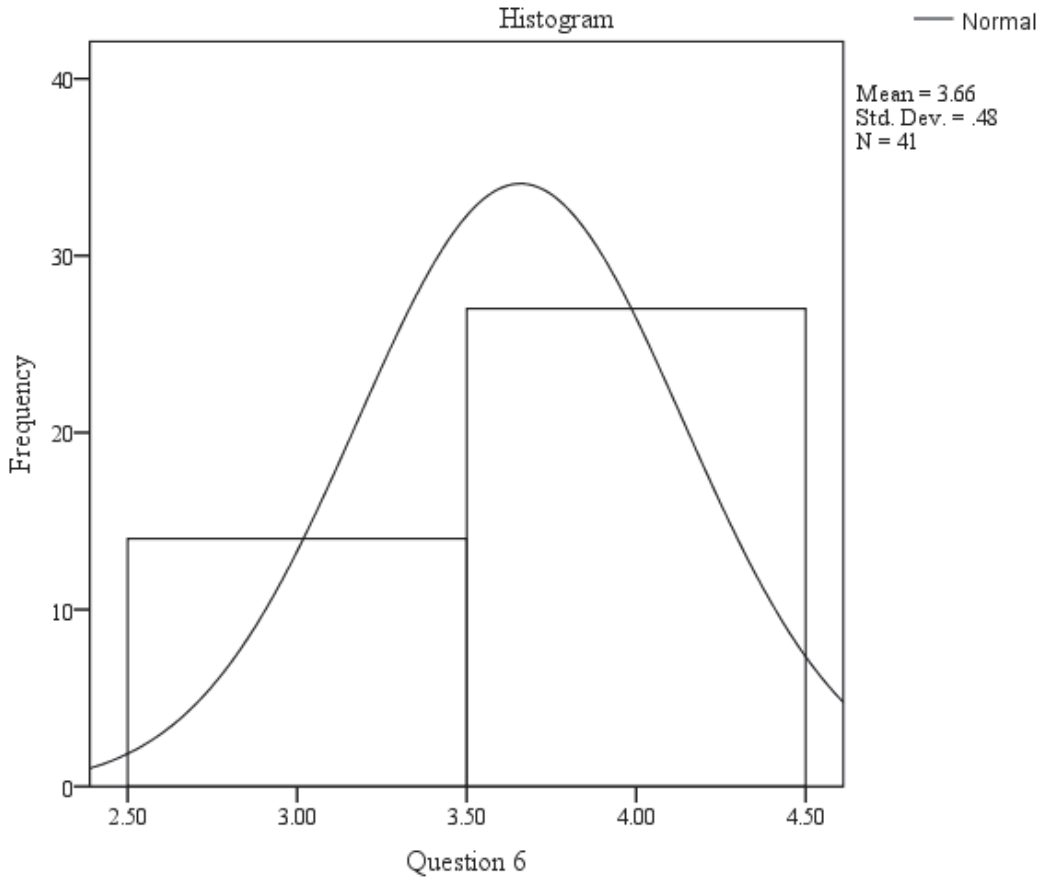
APPENDIX H

Frequency Histogram for Survey Question 5 on the GSES


Histogram
Normal
Mean = 3.54
Std. Dev. = .505
N = 41
Frequency
40
30
20
10
0
2.50
3.00
3.50
4.00
4.50
Question 5

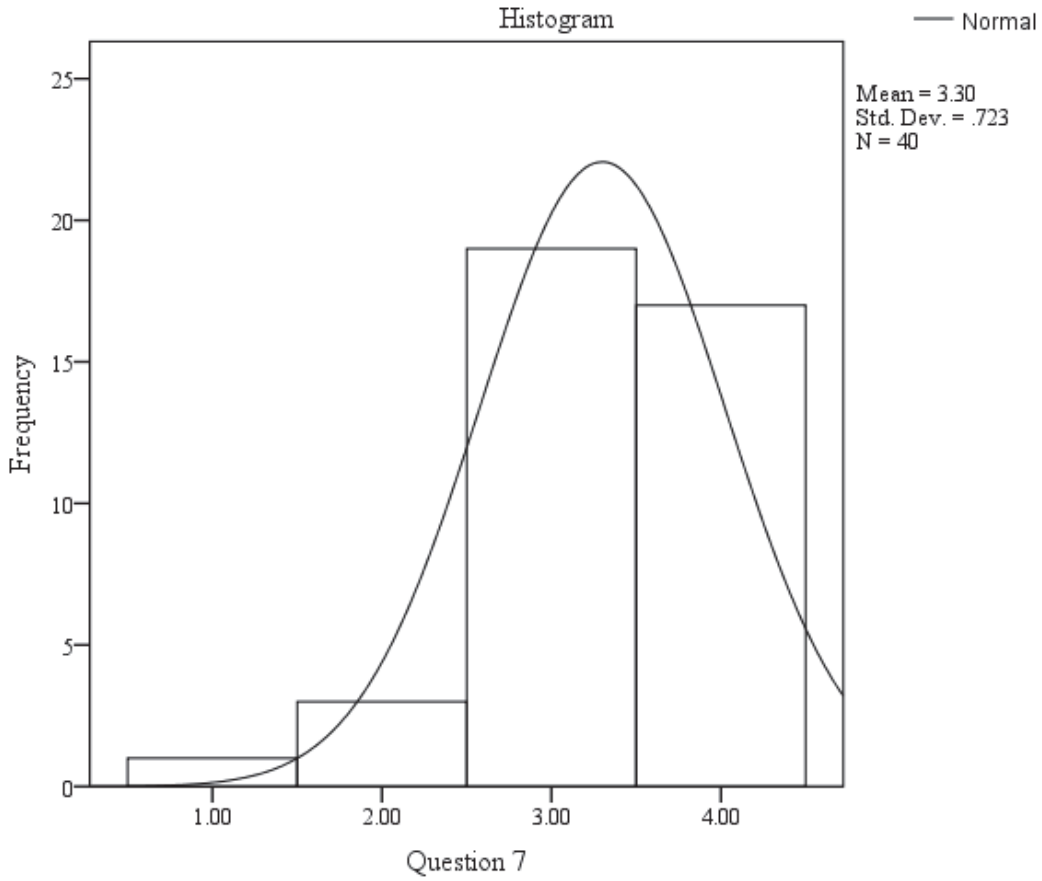
APPENDIX I

Frequency Histogram for Survey Question 6 on the GSES


Histogram
Normal
Mean = 3.66
Std. Dev. = .48
N = 41
Frequency
40
30
20
10
0
2.50
3.00
3.50
4.00
4.50
Question 6

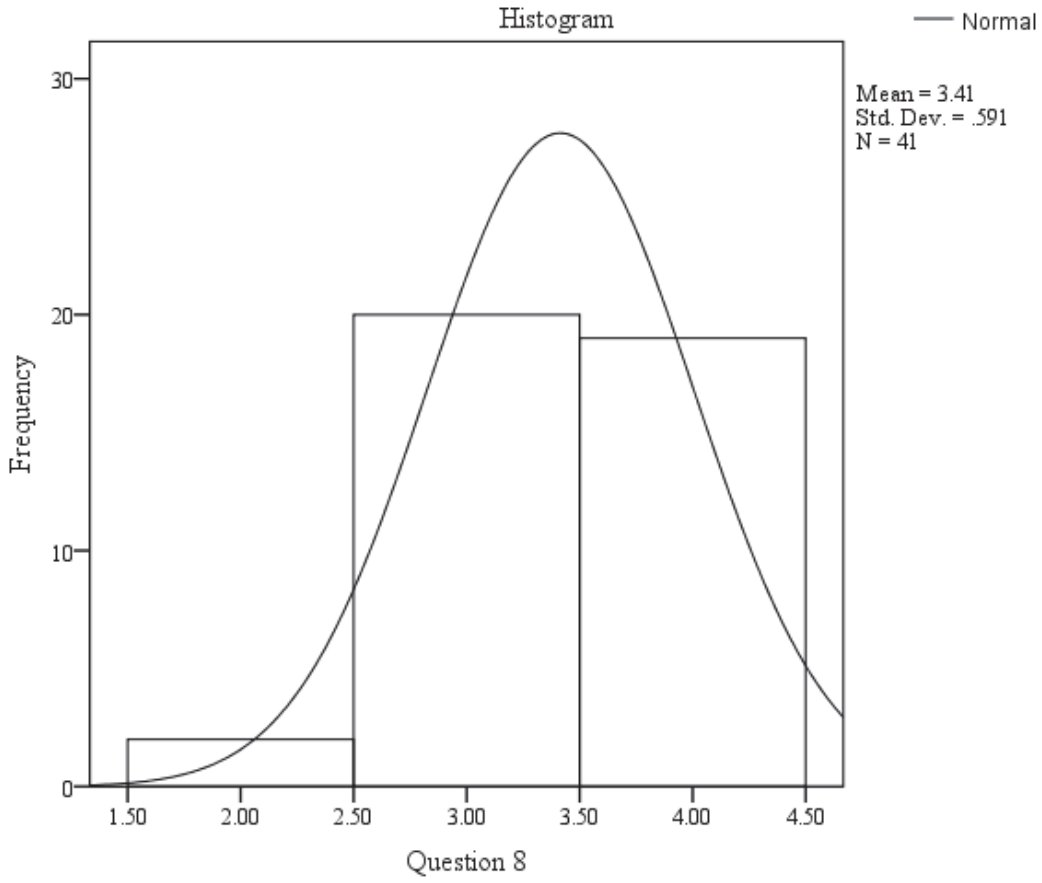
APPENDIX J

Frequency Histogram for Survey Question 7 on the GSES


Histogram
Normal
Mean = 3.30
Std. Dev. = .723
N = 40
Frequency
25
20
15
10
5
0
1.00
2.00
3.00
4.00
Question 7

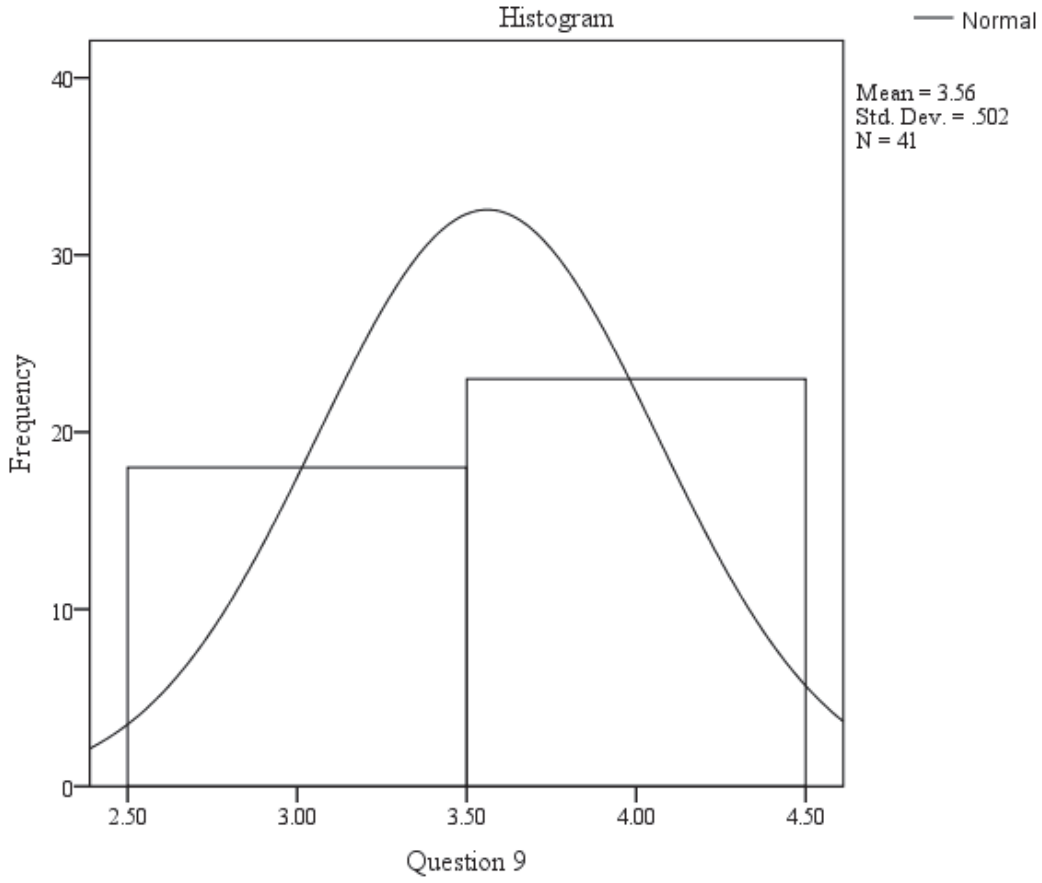
APPENDIX K

Frequency Histogram for Survey Question 8 on the GSES


Histogram
Normal
Mean = 3.41
Std. Dev. = .591
N = 41
Frequency
30
20
10
0
1.50
2.00
2.50
3.00
3.50
4.00
4.50
Question 8

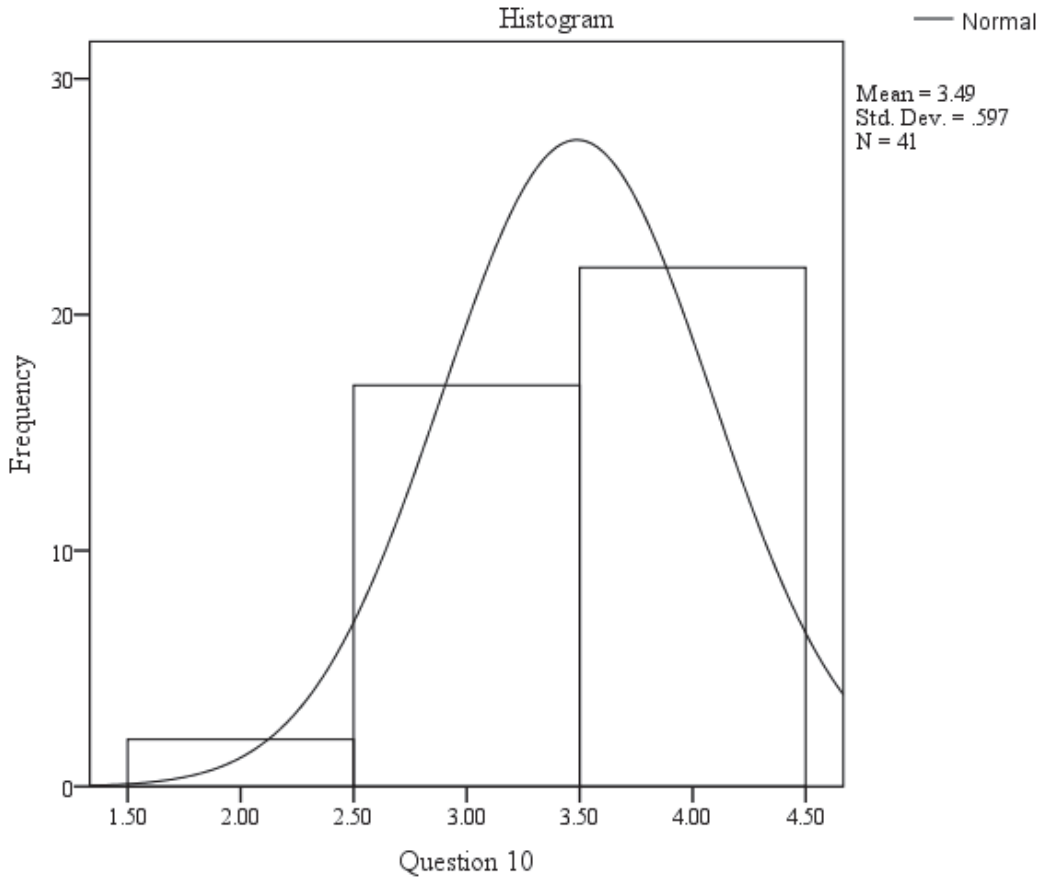
APPENDIX L

Frequency Histogram for Survey Question 9 on the GSES


Histogram
Normal
Mean = 3.56
Std. Dev. = .502
N = 41
Frequency
40
30
20
10
0
2.50
3.00
3.50
4.00
4.50
Question 9

APPENDIX M

Frequency Histogram for Survey Question 10 on the GSES


Histogram
Normal
Mean = 3.49
Std. Dev. = .597
N = 41
Frequency
30
20
10
0
1.50
2.00
2.50
3.00
3.50
4.00
4.50
Question 10